Notice to Students: The information in this publication is accurate as of September 1, 2017. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the campus Admissions Office. Registered students should speak with their advisors.
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Accreditation and Program Registration

Long Island University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000; website: www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and by the Council for Higher Education Accreditation. The degree and certificate programs are approved and registered by the New York State Department of Education.
ABOUT LIU POST

Mission Statement

LIU Post is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences or in professional programs. LIU Post is committed to providing highly individualized educational experiences in every department and program, from the freshman year through advanced doctoral researches. The emphasis on the student learner is evident in the faculty’s devotion to personal attention and innovative teaching methods; the intensive LIU Promise advisement system; and the University’s leadership in the field of engaged learning through cooperative education, internships, community service, study-abroad programs, research projects and artistic performance. Students benefit from the multi-campus resources of one of the nation’s largest private universities and from the unparalleled cultural and professional resources of New York City and Long Island. LIU Post students develop strong critical and expressive abilities, a sense of civic responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.

Overview

Twenty-five miles east of New York City on Long Island’s historic Gold Coast, LIU Post is a leader in cultivating an entrepreneurial spirit. LIU Post’s campus is built on the estate of Marjorie Merriweather Post, daughter of breakfast cereal creator Charles William Post and the architect of the Post company’s growth into General Foods. The Posts embodied ingenuity, determination, and courage – qualities that are living inspirations for the University’s faculty and students. Academic units include: the LIU Post Honors College, the College of Education, Information and Technology and its Palmer School of Library and Information Science; the College of Liberal Arts and Sciences; the School of Business, School of Professional Accountancy, and the School of Computer Science, Innovation, and Management Engineering (together comprising the College of Management); the School of Health Professions and Nursing; and the College of Arts, Communications and Design.

LIU Post provides a rich variety of on-campus cultural events, with more than 1,000 events each year. These include plays and recitals, symphonies, dance performances, and rock and pop concerts by the world’s leading artists as well as art exhibits, lectures and conferences. The scenic, scholarly campus is home to the renowned Tilles Center for the Performing Arts, the Steinberg Museum of Art at Hillwood Commons, television station PTV, and radio station WCWP.

LIU Post offers more than 200 undergraduate, graduate, doctoral, and certificate programs taught by world-class faculty. LIU Post also offers students access to student-run businesses, a high-tech incubator to launch their own startups, and real-world experiential learning opportunities.

LIU Post is recognized as one of the nation’s most beautiful academic settings, with sprawling green lawns, horse trails, and elegant red-brick academic buildings. The vibrant campus life includes residence halls for more than 1,600 students. The campus’ award-winning cooperative education program is nationally renowned for its extensive career services.

Twenty-three NCAA Division II men’s and women’s sports teams take advantage of LIU Post’s 70 acres of playing fields, including the new Bethpage Federal Credit Union Stadium, and their success has made LIU Post the top-ranked Division II athletic program in the East. Campus life includes a wide range of clubs and performing groups, a robust Greek life, and many other student activities. LIU Post’s $18-million Pratt Fitness and Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts, and an elevated jogging track.

Dining facilities and food service areas are available in several locations: The Arnold S. Winnick Student Center, located in the Residence Hall Quadrangle, contains a cafeteria and a banquet hall called the Gold Coast Room; Hillwood Commons offers a full-service cafeteria, as well as a Subway, End Zone, Twisted Taco and a Treat Shoppe. Other facilities include Bleecker Street, the Doll House, Pratt Smoothies and the Pioneer Wagon.

Faculty

LIU Post is a teaching institution, and classroom instruction is its priority. Distinguished faculty members and world-class visiting professors educate LIU Post students. Approximately 90 percent of full-time faculty members hold the highest degree available in their field. The faculty also includes accomplished scholars and artists. LIU encourages and supports research and publication by faculty members.

University Policies

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ronald Edwards
Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4236
For further information on notice of non-discrimination, visit https://wdcroholp01.ed.gov/CFAPPS/OCR/conta.
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<td>9 am to 7 pm; Mon - Thurs 9 am to 5 pm; Fri</td>
<td><a href="mailto:post-enroll@liu.edu">post-enroll@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/admission">www.liu.edu/post/admission</a></td>
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<td><a href="mailto:post-campuslife@liu.edu">post-campuslife@liu.edu</a></td>
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<td><a href="http://www.liu.edu/post/CACD">www.liu.edu/post/CACD</a></td>
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<td><a href="mailto:tchristy@liu.edu">tchristy@liu.edu</a></td>
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<td>School of Professional and Continuing Education</td>
<td>516-299-2236</td>
<td>Post Hall, Room C1 9 am to 5 pm; Fridays</td>
<td><a href="mailto:post-CE@liu.edu">post-CE@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/CE">www.liu.edu/post/CE</a></td>
</tr>
<tr>
<td>Dean of Students</td>
<td>516-299-3085</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-DOS@liu.edu">post-DOS@liu.edu</a></td>
<td><a href="http://www.liu.edu/campuslife">www.liu.edu/campuslife</a></td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>516-299-2323</td>
<td>Kumble Hall 9 am to 7 pm; Mon - Thurs 9 am to 5 pm; Fri</td>
<td><a href="mailto:EnrollmentServices@liu.edu">EnrollmentServices@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/es">www.liu.edu/post/es</a></td>
</tr>
<tr>
<td>• Financial Services</td>
<td>516-299-2746</td>
<td>9 am to 7 pm; Mon - Thurs 9 am to 5 pm; Fri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Registration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic Advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Services</td>
<td>516-299-2277</td>
<td>8 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-healthyliving@liu.edu">post-healthyliving@liu.edu</a></td>
<td><a href="http://www.liu.edu/campuslife">www.liu.edu/campuslife</a></td>
</tr>
<tr>
<td>Healthy Living</td>
<td>516-299-3468</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-campuslife@liu.edu">post-campuslife@liu.edu</a></td>
<td><a href="http://www.liu.edu/campuslife">www.liu.edu/campuslife</a></td>
</tr>
<tr>
<td>Interfaith Center</td>
<td>516-299-2416</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-campuslife@liu.edu">post-campuslife@liu.edu</a></td>
<td><a href="http://www.liu.edu/campuslife">www.liu.edu/campuslife</a></td>
</tr>
<tr>
<td>International Student Services</td>
<td>516-299-1452</td>
<td>8 am to 6 pm; Mon - Tues 8 am to 5 pm; Wed - Thurs 9 am to 5 pm; Fri</td>
<td><a href="mailto:post-international@liu.edu">post-international@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/international">www.liu.edu/post/international</a></td>
</tr>
<tr>
<td>Learning Support Center</td>
<td>516-299-3057</td>
<td>8 am to 6 pm; Mon - Tues 8 am to 5 pm; Wed - Thurs 9 am to 5 pm; Fri</td>
<td><a href="mailto:post-learningsupport@liu.edu">post-learningsupport@liu.edu</a></td>
<td><a href="http://www.liu.edu/learningsupport">www.liu.edu/learningsupport</a></td>
</tr>
<tr>
<td>Library</td>
<td>516-299-2305</td>
<td>Please Check Website</td>
<td><a href="mailto:post-Ref@liu.edu">post-Ref@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/library">www.liu.edu/post/library</a></td>
</tr>
<tr>
<td>Pratt Fitness and Recreation Center</td>
<td>516-299-3608</td>
<td>Check Website</td>
<td></td>
<td><a href="http://www.liu.edu/post/pratt">www.liu.edu/post/pratt</a></td>
</tr>
<tr>
<td>Promise</td>
<td>516-299-3737</td>
<td>9 am to 7 pm; Mon-Thurs 9 am to 5 pm; Fri 9 am to 2 pm; Sat</td>
<td><a href="mailto:liupromise@liu.edu">liupromise@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/promise">www.liu.edu/post/promise</a></td>
</tr>
<tr>
<td>Department</td>
<td>Phone Numbers</td>
<td>Hours</td>
<td>Contact Information</td>
<td>Website Link</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------</td>
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<td>------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Public Safety</td>
<td>516-299-2222 - emergencies&lt;br&gt;516-299-2214 - non-emergencies</td>
<td>9 am to 5 pm; Mon - Fri Emergencies - 24/7</td>
<td><a href="mailto:post-PublicSafety@liu.edu">post-PublicSafety@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/publicsafety">www.liu.edu/post/publicsafety</a></td>
</tr>
<tr>
<td>Technology Help Desk</td>
<td>516-299-3300</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:it@liu.edu">it@liu.edu</a></td>
<td><a href="http://it.liu.edu">http://it.liu.edu</a></td>
</tr>
<tr>
<td>Tilles Center</td>
<td>Box Office: 516-299-3100</td>
<td>Box Office 1 pm to 6 pm; Mon - Sat</td>
<td><a href="mailto:tillescenter@liu.edu">tillescenter@liu.edu</a></td>
<td><a href="http://www.tillescenter.org">www.tillescenter.org</a></td>
</tr>
<tr>
<td>Veteran &amp; Military Affairs</td>
<td>516-299-2256</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-veterans@liu.edu">post-veterans@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/veterans">www.liu.edu/post/veterans</a></td>
</tr>
</tbody>
</table>
## ACADEMIC CALENDAR 2017-2018

### Fall 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>September 6</td>
</tr>
<tr>
<td>Add/Drop and Late Registration</td>
<td>September 6 - 19</td>
</tr>
<tr>
<td>(instructor permission required to add Lab Science courses as of 9/13)</td>
<td></td>
</tr>
<tr>
<td>Award of September Degrees</td>
<td>September 15</td>
</tr>
<tr>
<td>Columbus Day - Administrative Offices Open - No Classes</td>
<td>October 9</td>
</tr>
<tr>
<td>Registration Begins for Spring 2018 (tentative)</td>
<td>October 9</td>
</tr>
<tr>
<td>Last Day to File for January 2018 Degree</td>
<td>October 20</td>
</tr>
<tr>
<td>Election Day-classes in session</td>
<td>7-Nov</td>
</tr>
<tr>
<td>Last Day to Opt P/F or Withdraw from full-semester course(s)</td>
<td>November 10</td>
</tr>
<tr>
<td>Thanksgiving Recess - No Classes</td>
<td>November 22 - 26</td>
</tr>
<tr>
<td>Last Day of Regular Classes</td>
<td>December 11</td>
</tr>
<tr>
<td>Study/Snow Days/Alternate Class Days</td>
<td>December 12 - 13</td>
</tr>
<tr>
<td>Final Examination/Final Class Meetings</td>
<td>December 14 - 20</td>
</tr>
<tr>
<td>Final Exam Make-Up Day (in the event of snow closure)</td>
<td>December 21</td>
</tr>
<tr>
<td>Term Ends</td>
<td>December 21</td>
</tr>
<tr>
<td>Conferral of January Degrees</td>
<td>January 19</td>
</tr>
</tbody>
</table>

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

### Winter 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 2</td>
</tr>
<tr>
<td>Add/Drop and Late Registration</td>
<td>January 2</td>
</tr>
<tr>
<td>MLK Day - Administrative Offices Open; NO CLASSES</td>
<td>January 15</td>
</tr>
<tr>
<td>Classes End</td>
<td>January 16</td>
</tr>
</tbody>
</table>

### Spring 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 22</td>
</tr>
<tr>
<td>Add/Drop and Late Registration</td>
<td>January 22 - Feb.2</td>
</tr>
<tr>
<td>(instructor permission required to add Lab Science courses as of 1/30)</td>
<td></td>
</tr>
<tr>
<td>Last Day to File for May 2018 Degree</td>
<td>February 9</td>
</tr>
<tr>
<td>Presidents' Day - No Classes</td>
<td>February 19</td>
</tr>
<tr>
<td>Registration Begins for Summer 2018 (tentative)</td>
<td>March 5</td>
</tr>
<tr>
<td>Spring Recess - No Classes</td>
<td>March 12 - 16</td>
</tr>
<tr>
<td>Registration Begins for Fall 2018(tentative)</td>
<td>March 19</td>
</tr>
<tr>
<td>Last Day to Opt P/F or Withdraw from full-semester course(s)</td>
<td>April 6</td>
</tr>
</tbody>
</table>
Summer 2018

SUMMER SESSION I

Classes Begin: May 21
5 week Session May 21 - June 22
10 week Session May 21 - July 27
12 week Session May 21 - August 10

May 21 - 22
Add/Drop and Late Registration for 5 Week Session
May 21 - 22
Add/Drop and Late Registration for 10 and 12 Week Session

May 21 - May 27
Memorial Day Holiday - No Classes
(Make-up day - May 29)

May 28
Make Up Day for Memorial Day

June 1
Last Day to Opt P/F or Withdraw for Five Week Session*

June 15
Summer I Five Week Session Ends

SUMMER SESSION II

Classes Begin - 2nd 5 Week Session: June 25
Add/Drop and Late Registration: June 25 - 26
Independence Day Holiday - No Classes (Make up July 7)
Make Up Day for Independence Day: July 6
Last Day to file for September 2018 Degree: July 6
Last Day to Opt P/F or Withdraw Five Week Session*: July 20

Ten Week Session Ends: July 27
Summer II Five Week Session Ends: July 27

SUMMER SESSION III

Classes Begin - 3rd 5 Week Session: July 30
Add/Drop and Late Registration: July 30 - 31
Twelve Week Session Ends: August 10
Last Day to Opt P/F or Withdraw Five Week Session*: August 24
Summer III Five Week Session Ends: August 24

*Last day to withdraw from a class or elect Pass/Fail option is:
5 week session: One week prior to end of session
10 week session: Two weeks prior to end of session
12 week session: Two weeks prior to end of session

Weekend College 2017-2018

SESSION I, FALL 2017
A: 1st Sat. Seven Week Session
September 9 - October 21

C:
September 9 - 10; Sept 30 - October 1;
October 21 - 22

C - Off Campus:
September 16 - 17; October 7 - 8;
October 28 - 29

G: 1st Sunday Seven Week Session
September 10 - October 22

SESSION II, FALL 2017-2018
A: 2nd Sat. Seven Week Session
November 4 - January 6 (no class
Nov 25/Dec 23/Dec 30)

C:
November 4 - 5; December 2 - 3
January 6 - 7

C - Off Campus:
November 11 - 12; December 9 - 10;
January 13 - 14

G: 2nd Sunday Seven Week Session
November 5 - January 7 (no class
Nov.26/Dec 24/Dec 31)

SESSION III, SPRING 2018
A: 1st Sat. Seven Week Session
January 27- March 10

C:
January 27- 28; February 17 - 18;
March 10 - 11

C - Off Campus:
February 3 - 4; February 24 - 24;
March 17 - 18

G: 1st Sunday Seven Week Session
January 28 - March 11

SESSION IV, SPRING 2018
A: 2nd Sat. Seven Week Session
March 24 - May 5

C:
March 24 - 25; April 14 -15; May 5 - 6

C - Off Campus:
March 31 - April 1; April 21 - 22;
May 12 - 13

G: 2nd Sunday Seven Week Session
March 25 - May 6

SESSION V, SUMMER 2018
A: Seven Week Session
June 30 - August 11

C:
June 30 -July 1; July 28 - 29; August 18 - 19

C - Off Campus:
July 7 - 8; August 4 - 5; August 25 - 26

G:
July 1 - August 12
ADMISSION

Requests for an admission application and related correspondence concerning admission should be directed to:
Office of Admissions
LIU Post
720 Northern Boulevard
Brookville, New York 11548-1300
Telephone: 516-299-2900
Online application: www.liu.edu/post/apply
Email: post-enroll@liu.edu
Website: www.liu.edu/post/admissions

General Information

The Office of Admissions invites applications from motivated candidates dedicated to participating in and learning from the many educational opportunities available at LIU Post. Through the application review process, the Admissions Committee seeks evidence that applicants are academically and intellectually prepared to pursue college-level work.

Each freshman applicant is considered individually through a careful review process of transcript, grades, curriculum, and standardized test scores for general admission.

Freshman admitted students are required to provide proof of successful completion of high school or its equivalent prior to the first day of classes. Applicants are expected to have completed the following minimum academic requirements while in high school:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Freshman applicants who have not completed a traditional secondary school program may submit GED (General Equivalency Diploma) scores and a copy of the diploma for admission consideration. Applicants who enroll in college courses prior to completing high school are subject to the above-mentioned requirements.

Freshman candidates may apply for fall, spring, or summer admission as full- or part-time degree seeking students. Classes are offered during the day, evening and on weekends. Non-degree option or summer admission as full- or part-time degree is available to visiting students.

All students are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions. After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the following:

1. Acceptance: For students whose credentials meet admissions standards of LIU Post and for whom a place is available.
2. Pending: For students who have to submit additional information before a decision can be made.
3. Wait List: For students to whom admission may be offered at a later time when a place becomes available.
4. Denial: For students whose admission cannot be approved.

When a candidate has been offered admission, he or she is encouraged to accept the offer as soon as possible, particularly if scholarships have been offered or on-campus housing accommodations are required. An applicant is asked to notify LIU Post of acceptance of an offer of admission by returning a nonrefundable tuition deposit of $200. The deposit deadline is May 1 or two weeks from date of acceptance, whichever is later.

Freshman Admission

Application and Notification Dates

To be considered for Early Action admission, applications and all supporting documentation must be submitted on or before December 1. Early Action notification begins on December 15 for fall 2018 admission.

The Office of Admissions accepts and reviews applications on a rolling basis, allowing candidates to submit applications at any time during the cycle.

To ensure consideration for all available departmental and merit-based scholarships and on-campus housing opportunities, it is strongly suggested that applications be submitted by December 1 for fall admission and by October 1 for spring admission.

Application Process

In order to be considered for admission, candidates should submit the following:

1. LIU Post undergraduate application or Common Application.
2. Non-refundable application fee in the amount of $200 (check/money order payable to Long Island University).
3. High school transcript: Applicants must have official secondary school transcripts on file.
4. SAT or ACT Test Scores: Applicants must take either the College Board SAT or the American College Testing Program ACT exam, and have the scores forwarded directly to the LIU Post Office of Admissions. SAT: LIU Code 2070. ACT: LIU Code 2687. Information about these exams is available through the high school guidance office or by contacting the testing programs directly.

5. Personal statement on any topic.
6. Teacher recommendation: one teacher or guidance counselor letter of recommendation is required.

Application materials may be mailed to:
Admissions Processing Center
15 Dan Road, Ste. 102
Canton, MA 02021

Early Admission Program

Highly qualified, academically motivated and mature high school juniors who wish to accelerate their education may apply to LIU Post through the Early Admission Program. Early admission students are considered as full-time matriculated students who register for full academic programs and are subject to all requirements of enrolled LIU Post students.

Early admission students are carefully reviewed by the Admissions Committee on an individual basis. The following general criteria are considered in assessing candidates for early admission:

1. Superior scholastic achievement as indicated by high school records and junior year SAT or ACT scores.
2. Seriousness of purpose and readiness for the college experience.
3. Teacher and counselor letters of recommendation.

Interested students must have approval from their high school principal to participate before contacting the Director of Freshman Admissions in the Office of Admissions, 516-299-2900, for an application and further information.

Advanced Standing

International Baccalaureate Program (IB) Credit

LIU Post awards six to eight college credits for each score of 4 or higher on IB. Higher Level examinations.

Advanced Placement (AP) Credit

Advanced Placement credit is awarded to entering students who meet required scores in an Advanced Placement Examination of the College Board. The number of credits and course equivalents, as determined by LIU Post faculty, varies according to subject area.
College Level Examination Program (CLEP)
LIU Post awards introductory level college credit to students who achieve required scores on approved CLEP examinations. Credits earned for foreign language exams may be used for elective credit only.

Test scores should be forwarded to LIU Post Office of Admissions. For more information about advanced standing credits, contact LIU Post Office of Admissions at 516-299-2900.

High School Scholars Program
The High School Scholars Program is a cooperative program between LIU Post and selected secondary schools in the New York area. This program enables qualified high school students to enroll in regularly accredited LIU Post courses and to earn college credits while remaining in their high school setting.

The program seeks to avoid duplication in secondary and post-secondary programs, to provide qualified students with the opportunity to accelerate their academic pursuits and to provide enriched instruction in the secondary school. Upon completion of the senior year in high school, students may apply to continue their degree study at any campus of LIU.

For further information, please contact the High School Scholars Office at 516-299-2211, or HighSchoolScholarsProgram@liu.edu.

High School Enrichment Program
High school students may obtain a preview of college life and earn college credits simultaneously by attending day, evening, and summer sessions at LIU Post. Students who have approval from their high school principal or guidance counselor may enroll for one or more freshman course(s) while they are completing high school. In certain cases, it may be possible to use college courses to complete high school requirements. Further information is available from the Office of Admissions by calling 516-299-2900, or e-mail at: post-enroll@liu.edu.

Program for Academic Success (PAS)
Each year the admissions office reviews the applications of students who do not qualify for regular admission and refers a limited number of applications to the Program for Academic Success. Candidates are considered for admission to the program on the basis of their high school transcript and letters of recommendation. Standardized testing is not required. Each candidate is evaluated on his or her academic record, individual strengths, and potential for doing college-level work. For information call 516-299-3737.

Higher Education Opportunity Program (HEOP)
The Higher Education Opportunity Program (HEOP) is specifically designed for New York State residents who are first-time college students; a high school graduate or its equivalent; economically disadvantaged, as defined by the New York State Education Department guidelines; ineligible to attend LIU under regular admission standards; possess potential to succeed. Standardized testing is not required. Prospective students must apply by February 1 to be considered for this program. The LIU HEOP Office requires financial documents and an interview of qualified students before acceptance into the program. Co-sponsored by the New York State Education Department and LIU, the program offers a wide range of support services including tutoring, academic advisement, financial aid, and career and personal counseling. The HEOP Office is located on the lower level of Post Hall. For further information, call 516-299-2397.

Work-based Learning
LIU Post recognizes the value of work-based learning and will consider successful participation in programs such as cooperative education when making admission decisions. A high school student entering LIU Post, who is working in a co-op position related to his/her major and/or career goals, may be given the opportunity to continue co-op employment upon meeting with a LIU Promise or Employer Relations advisor.

Transfer Admission
Admission Eligibility
LIU Post welcomes applications from students who wish to transfer from accredited four-year and two-year colleges. Transfer credits generally are awarded for equivalent academic courses that have been successfully completed with grades of C- or better at accredited colleges or universities. Students transferring from non-accredited institutions must consult with Transfer Admissions to determine eligibility for transfer credits. For admission as a transfer student, the Admissions Committee generally considers a minimum cumulative GPA of 2.0 on the college record. It should be noted, however, that many academic departments have special criteria for admission and may require a higher GPA, an audition or portfolio review. Transfer applicants must satisfy special admission requirements mandated by the major departments to which they are applying. The Office of Admissions weighs all available information about the candidate, and evidence of achievement is recognized in all academic areas.

Transfer students are evaluated primarily on the basis of their college work. However, students with fewer than 24 credits of previous college work, or those who enrolled in college courses prior to completing high school, must be prepared to submit secondary school records and test scores from either the SAT or ACT.

Transfer Credits
Upon acceptance, transfer students receive an official transfer credit evaluation. Students transferring directly to LIU Post from two-year institutions can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 96 transfer credits.

Applicability of transfer credits and actual length of time required to complete a bachelor’s degree are finalized in consultation with an Enrollment Services Advisor or Promise Success Coach, depending on number of credits earned. Questions concerning transfer credits should be directed to Transfer Admissions at 516-299-2900.

College Credits for Military Service
Joint Services Transcript
LIU Post awards college credits to eligible veterans and active members of the military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted electronically to LIU Post Admissions.

Community College of the Air Force
Veterans and active members of the Air Force may be eligible to receive college credits upon an admissions review of official CCAF transcripts.

Life Experience Credits
Life Experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college. Students must have completed six credits at LIU Post and demonstrate knowledge equivalent to what would be learned in a specific LIU Post undergraduate course. Life experience credits are not awarded for accountancy or criminal justice courses.

For more information contact Enrollment Services at 516-299-2756.

Application and Notification Dates
The Office of Admissions accepts and reviews transfer applications on a rolling basis for fall, spring and summer admission, allowing candidates to submit applications at any time during the cycle. For earliest consideration, however, and to ensure consideration for all available departmental and merit-based scholarships and on-campus housing opportunities, it is strongly suggested that applications be submitted by May 1 for fall enrollment and December 15 for spring enrollment.

All deadline dates are subject to change. Please check with the Office of Admissions for current information.

Transfer candidates will be notified of
admission decisions within three weeks of receipt of a completed application and will be considered on an ongoing (rolling) basis until classes begin or admission is closed.

Articulation Agreements
LIU Post has developed articulation agreements with Nassau Community College, Suffolk County Community College, LaGuardia Community College, Niagara Community College, and Queensborough Community College. These agreements enable qualified students to benefit from guaranteed transfer credits toward their bachelor’s degree at LIU Post. For further information, contact the Transfer Admissions Office at 516-299-2900 or visit www.liu.edu/post/transfer.

Academic Residence Requirements
In order to complete a bachelor’s degree, students must be in academic residence at LIU Post for at least the final 32 credits; nine of those credits must be completed in the student’s major concentration.

Exceptions include Business Administration and Accountancy, each of which requires that 50% of the credits in the major field be completed in residence. For further information, refer to the College of Management section in this Bulletin.

Readmission
Students who stopped attending LIU Post for one or more regular semesters (fall or spring) and wish to return must file an application for readmission. Applications can be obtained from the Office of Admissions. If a student has been out of attendance for more than five years, official transcripts from previous colleges may be required. If readmission is approved, students return subject to the academic requirements as posted in the undergraduate bulletin in effect at the time of readmission. Students who have been suspended or dismissed are required to:

1. Register for 6 credits (suspended) or 12 credits (dismissed) in one academic semester or one summer at another accredited institution outside the LIU system.
2. Earn a cumulative GPA of 2.75 or better in those 6 or 12 credits
3. Submit an official transcript from that institution
4. Submit a personal letter of intent, indicating your desire to continue your studies at LIU Post
5. Submit a written letter of support from the chairperson of their major department indicating eligibility to pursue that major

Applications for reinstatement and supporting documentation must be received by the Academic Standing Office no later than two weeks prior to the first day of classes for the semester for which students are seeking readmission.

International Admission
LIU Post
720 Northern Boulevard
Brooklyn, New York 11548-1300 USA
1-516-299-2900
Online application: www.liu.edu/post/apply
Email: post-international@liu.edu
Website: www.liu.edu/post/international

International Students
LIU Post welcomes applications for admission from international applicants, and expects an academically-equivalent profile as listed above for Freshmen or Transfer Admission. If you are not a citizen or permanent resident of the United States, you must apply to LIU Post as an “international student.” It is recommended that an international student applicant submit an application for international admission and the following supporting documents to the International Admissions Office by June 1 for fall admission or by November 1 for spring admission.

• Original official records of all secondary school and/or university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
• Certain students will be required to submit a professional evaluation of their university credits from a NACES-member organization (www.NACES.org).

• Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores (see Language Proficiency, below, for admission and conditional admission standards).
• Personal statement or essay: please note if a professional evaluator was used.

Minimum TOEFL score for undergraduate admission: 75 Internet-based score (197 computer based, 527 paper-based score). Nursing and Clinical Lab Science students must have an 85 Internet-based TOEFL or equivalent score, or have completed at least two years of university-level academic coursework in the United States.

• Minimum IELTS score for admission: 6.0
• Minimum Pearson PTE score for undergraduate admission: 50
• SAT: 420 in the Reading section
• ACT: 16 in the English section
• Submitting an ELS 112 completion certificate will satisfy the language proficiency requirement and no TOEFL/IELTS/PTE will be required.

Prospective international students with strong academic records who lack LIU’s required English proficiency level are required to complete our Intensive English Program. Once completed, we will review your application for admission to your academic program of choice. For more information, visit www.liu.edu/post/ELI.

Immigration Requirements
Those admitted students who intend to apply for an F-1 student visa must also submit an I-20 application and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. A copy of a valid passport is also required. Upon acceptance, eligible students are sent a “Certificate of Eligibility for Nonimmigrant (F-1) Student Status” (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad. For detailed information visit our International Admissions website at www.liu.edu/post/international.

Visiting Students
Students are advised to obtain permission from the college or university at which they are enrolled prior to enrolling at LIU Post. Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment.
New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the university, including matriculants and non-degree students, must show proof of immunization if they wish to register for classes. In addition, New York State requires that LIU Post maintain a record of each student’s response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For further information regarding compliance with this law, please contact Enrollment Services at 516-299-2323.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2017, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2010 was 46 percent.
LIU POST HONORS COLLEGE

The LIU Post Honors College was inaugurated in 1963 as one of the nation’s first Honors programs. In September 2015, marking a successful history of more than a half century, the Honors program at LIU Post was officially rededicated as the LIU Post Honors College. Students in the Honors College come from every major on campus to take special courses designed to broaden their education and engage them in research culminating in a thesis. Honors College students enjoy priority registration, membership in the Merit Fellowship, enriched scholarships and access to prestigious alumni and events. They also have the option of living on the Post Hall Honors floor. Those who complete the Honors College requirements graduate both from the college that houses their major and with a diploma citation and a medallion from the Honors College.

The Honors College is designed for academically motivated students. It is possible to enter the college as a freshman, sophomore, or junior. Students find the Honors College to be a transforming experience. Classes are small and taught by engaging faculty members who are eager to explore ideas through thought-provoking readings and seminar-style discussions. Honors courses encourage writing and oral presentations. Many satisfy writing across the curriculum requirements.

The "Honors Green" program provides students who take 6 credits (2 courses) devoted to "sustainability" with a university-supported week-long adventure in an American national park along with honors students from universities around the country. This is organized by the National Collegiate Honors Council, in which we hold membership. Study/travel courses abroad are also popular options for Honors College students who may earn up to six (6) honors advanced elective credits. On the most advanced level, every student in the Honors College works with a faculty mentor in their major on research leading to the completion of an undergraduate thesis. Most students find this to be the best professional credential that they can earn, whether they are seeking admission to graduate school or the job market.

The Honors College is a community. Students have the use of an elegant honors lounge in the mansion that was originally the home of the Post family. They are welcome to study, meet friends, run seasonal parties, use computer facilities, and join with the faculty as equal voting members of the Honors Advisory Board that chooses honors advanced elective courses. In the Honors College student ideas and leadership are at the heart of our mission to broaden and advance student learning.

For specific information about merit-based Honors College scholarships, please contact the Office of Undergraduate Admissions.
Honors College

HONORS COLLEGE CURRICULUM
The Honors College curriculum emphasizes a liberal balance between traditional and innovative studies. The objective of the Honors College is enrichment, collegiality, and critical thinking, not acceleration or competition. Courses are divided into those that fulfill Core requirements (numbered 301-304), Advanced Electives (numbered 359 and 360 with the department code prefix), and Tutorial (research in the major numbered 385 or 386), followed by the Thesis (the written results of research in the major numbered 389 or 390). How many of these courses a student takes depends on when the student enters the college. Students may also apply to take a maximum of two courses (six credits) abroad and have them substitute for Advanced Electives, providing that the course(s) have the prior approval of the Honors College Director and the student submits all notes, exams, and a 15 page research paper for each course upon return.

ADMISSION REQUIREMENTS
High school students are admitted with an average of 88 or above with a combined SAT score of 1800 for the three-part exam (1290 for SAT after March 1, 2016). Critical reading must be at least 570 (31 for critical reading test in SAT after March 1, 2016). An ACT of 24 or higher is also acceptable. Naturally, in a college that focuses on the individual, students are welcome to present variations on these requirements to the Honors Director. We are more interested in the person than the scores. Continuing Post students may enter as sophomores with a 3.2 GPA freshman year, or as juniors with a 3.4 or higher GPA. Transfer students are accepted with a 3.4 or higher GPA.

CORE COURSES AND EQUIVALENCES
Art 303, 304 = Art 59, 60
Astronomy 301, 302 = Astronomy 9, 10
Biology 301, 302 = Biology 103, 104
Chemistry 301, 302 = Chemistry 1, 2
Cinema 303, 304 = Cinema 11 (Students may take 1 semester only)
Communication Arts 303, 304 = Communications 9 (Students may take 1 semester only)
Earth & Environmental Science 301, 302 = Earth & Environmental Science 1, 2
Economics 303, 304 = Economics 10, 11
English 303, 304 = English 1*, 2* (Honors College students may not enroll in ENG 1, 2.
ENG 303, 304 includes the literature content of ENG 7, 8.) Students who have AP credit for English language and literature may take ENG 303, 304 to replace ENG 7, 8.
Geology 301, 302 = Geology 1, 2
Geography 303, 304 = Geography 1, 2
History 303, 304 = History 1, 2
NRS 303, 304 = NRS 100, 101
Philosophy 303, 304 = Philosophy 25, 26
Political Science 303, 304 = Political Science 26,

PARTICIPATION REQUIREMENTS:
Four-Year Participant
27-29 credits total distributed over four years.
(Students who elect Honors Science Core earn 1-2 additional credits in Honors.)
Freshman and Sophomore Years
12 - 14 credits Honors Liberal Arts, Fine Arts, and Social Science Core Courses (303, 304)
   3 credits Honors Advanced Elective
   (Sophomore year ONLY)
   Junior year
   3 credits: Honors Advanced Elective
   3 credits: Tutorial (spring semester)
   Senior year
   3 credits: Thesis, (fall semester)
   3 credits: Honors Advanced Elective (fall or spring semester)

Three-Year Participant
18-20 credits total distributed over three years
Sophomore year
6-8 credits Honors courses (depending on whether student takes Honors science in this year). Honors courses can be chosen from Liberal Arts, Fine Art, and Social Science core courses (303, 304).
Junior year
3 credits Honors Advanced Elective (fall semester)
3 credits Honors Tutorial (spring semester)
Senior year
3 credits Honors Thesis (fall semester)
3 credits Honors Advanced Elective (fall or spring semester)

Two-Year Participant
12 credits total distributed over two years. The two year option is open to transfer students and continuing students who meet eligibility requirements.
Junior year
6-8 credits: Honors courses (either core or advanced electives). Students who elect to participate in the Honors Science Core will need to take 8 credits to meet this requirement.
3 credits Honors Advanced Elective (fall semester)
3 credits Tutorial (spring semester)
Senior year
3 credits Thesis (fall semester)
3 credits Honors Advanced Elective (fall or spring semester)

Merit Fellowship
Students in the Honors College also participate in The Merit Fellowship to expand cultural horizons and social awareness. Students attend five events per semester from among lectures and poetry readings, concerts, theater performances and field trips. One popular Merit Fellowship option is community service. Students volunteer a minimum of 20 hours per semester at an organization of their choice approved by the Honors College director.
## Honors Core Courses

### Anthropology 303 Development of the Human Species, Culture and Society - Honors Core
This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It also traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic. Meets Core Curriculum requirements when combined with ANT 304.

- **Must be in Honors College**
- **Credits:** 3
- **Every Fall**

### Anthropology 304 Human Society - Honors Core
This course is the study of basic elements seen in economic reciprocity and exchange, spiritual beliefs and sacred practices, marriage forms and kin groups, leadership and settling of disputes, social inequalities and their supporting ideologies. The course also studies social aspects resulting from peoples of diverse cultures and levels of development encountering each other in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 303.

- **Must be in Honors College**
- **Credits:** 3
- **Every Fall**

### Astronomy 301 Our Violent Universe I - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. The course will also serve as an introduction to basic topics including gravity and light. The question of mankind's place in the Universe as well as the importance of scientific inquiry will be addressed.

- **Must be in Honors College**
- **Credits:** 4
- **Every Fall**

### Chemistry 301 Chemistry in Daily Life I - Honors Core
An introduction to principles of chemistry, including a study of atoms, molecules, atomic and molecular structure, chemical bonding and reactions. These principles are used to explain current topics in chemistry, such as air and water pollution, food additives, drugs, polymers and chemical toxicology. The laboratory emphasizes applications of chemical principles. The course can be used for Science Core credit.

- **Must be in Honors College**
- **Credits:** 4
- **Every Fall**

### Chemistry 302 Chemistry in Daily Life II - Honors Core
A continued study of the principles of chemistry, including electron transfer, nuclear fusion/fusion and basic organic reactions. These principles are used to explain current topics in chemistry, such as drug design, polymers, fuel cells, forensic chemistry, biochemistry and genetics. The laboratory utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.

- **Must be in Honors College**
- **Credits:** 4
- **Every Fall**

### Communications 303 Introduction to Media Culture
Introduces the student to ways of thinking systematically and critically about our mass-mediated culture and how it continues to evolve in the digital age. Critical and theoretical approaches to popular media are applied to a variety of media genres drawn from radio, television, print media and current web-based media. Special attention will be given to social media and digital game paradigms. The aesthetic merits and social influence of media forms are considered. Students conduct several small first hand research projects to assess media's impact. Students may take CMA 303 or 304 but may not take both.

- **Must be in Honors College**
- **Credits:** 3
- **Every Fall**

### Biology 301 General Biology I - Honors Core
This course is an examination of basic life processes including molecular and cell biology, genetics and the functioning of the human organism. Students are encouraged to think creatively and critically about topics studied, such as current issues concerning DNA, genes, chromosomes and disease as they relate to man.

- **Three hours lecture, three hours laboratory.**
- **Prerequisite of Honors Program is required.**
- **Credits:** 4
- **Every Fall**

### Biology 302 General Biology II - Honors Core
The course focuses on a consideration of the diversity of organisms on Earth, including ecology, evolution, systematics and the major groups of living things. Relevance of these topics to issues of general human concern will be explored through readings and discussion. These issues include human evolution, sociobiology, scientific creationism, and such environmental problems as the extinction of species and the decimation of tropical ecosystems.

- **Three hours lecture, three hours laboratory.**
- **Prerequisite of Honors Program is required.**
- **Credits:** 4
- **Every Spring**

### Cinema 303 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas.

- **Must be in Honors College**
- **Credits:** 3
- **Every Fall**

### Cinema 304 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas.

- **Must be in Honors College**
- **Credits:** 3
- **Every Fall**

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Prerequisite of AST 301 is required.

**Credits:** 4

Every Spring

Prerequisite of Non-Majors as well as Honors College are required.

**Credits:** 3

Every Fall

Prerequisite of CHM 1 or CHM 301 is required.

**Credits:** 4

Every Spring
Dance 303 Dance & Society
Dance and Society explores and evaluates the many roles that dance plays in a socio-cultural context. Moving between dance and world history the course discusses cultural legacies related to dance. This is a Writing Across the Curriculum offering. Must be in Honors College
Credits: 3
On Occasion

Earth & Environmental Science 301 Global Environment I: Atmosphere, Weather, Climate - Honors Core
This course studies earth-sun relationships; elements of meteorology; the global pattern of climate regions; and factors determining patterns of natural vegetation and soil regions. The course emphasizes the influence of human activity on all of these aspects of the natural environment. Laboratory work included the use and study of map projections and United States weather maps; the use of weather recording instruments; and analysis of surface and high altitude pressure and wind systems. Three hours lecture, three hours laboratory. Must be in Honors College
Credits: 4
Every Fall

Earth & Environmental Science 302 Global Environment II: Earth Materials Dynamic - Honors Core
This course studies earth-sun relationships; elements of meteorology; the global pattern of climate regions; and factors determining patterns of natural vegetation and soil regions. The course emphasizes the influence of human activity on all of these aspects of the natural environment. Laboratory work included the use and study of map projections and United States weather maps; the use of weather recording instruments; and analysis of surface and high altitude pressure and wind systems. Three hours lecture, three hours laboratory. Must be in Honors College
Credits: 4
Every Spring

Economics 303 Introductory Microeconomics - Honors Core
The course deals with the theory of supply and demand, theory of the firm, resource allocation and international trade. Students study the application of these concepts to contemporary America and to an economic system of another time and/or place. May be used to fulfill ECO core requirement. Must be in Honors College
Credits: 3
Every Fall

Economics 304 Introductory Macroeconomics - Honors Core
Topics include economic institutions, national income and product, money and banking and principles of economic growth. Students apply this fundamental background to contemporary America and to an economic system of another time and/or place. May be used to fulfill ECO core requirement. Prerequisite of ECO 303 is required. Must be in Honors College
Credits: 3
Every Spring

English 303 World Literature I - Honors Core
This course is an Honors version of the same material covered in ENG 7 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 303 may not take ENG 7.
Student must be in Honors College.
Not open to students who have taken ENG 7.
Credits: 3
Every Fall

English 304 World Literature II - Honors Core
This course is an Honors version of the same material covered in ENG 8 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 304 may not take ENG 8.
Student must be in Honors College.
Not open to students who have taken ENG 8.
Credits: 3
Every Spring

Geography 303 Human Geographies: Environment and Technology - Honors Core
The objective of the course is to provide an understanding of the geographical mosaic of ways of life on the Earth, "traditional" and "modern," "underdeveloped" and "developed." A space-time approach is adopted to consider the relationship between human beings and the natural environment and to describe the development of technology as a factor in the evaluation and use of earth resources. Commencing with the "clean slate" of the natural earth, the course describes human evolution on the planet and the various technological stages and their repercussions through which mankind has "progressed": the Old Stone Age way of life; the emergence of the Neolithic agricultural revolution and traditional farming; the modern technological Revolution and the problems it has brought; the population explosion and hunger; and the disparity between the "have" and "have not" nations of the world. Must be in Honors College
Credits: 4
Every Spring

Geography 304 Human Geographies: The Cultural and Demographic Environment - Honors Core
A consideration of the differential world geographical patterns produced by human beings in their occupancy of the Earth; ethnic, racial, religious and linguistic factors and their social, economic and political impact. The course also considers population geography such as world patterns of demographic distribution, problems of population growth, and the problem of "overpopulation," with detailed treatment of possible solutions to the increasing pressure of human demands on the earth's limited resources. Must be in Honors College
Credits: 3
Every Fall

Geology 301 The Dynamic Earth - Honors Core
This course is a study of the Earth's composition and structure and of the processes operating on the earth. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth. Three hours lecture, three hours laboratory. Not open to students who have completed GLY 1 or ERS 2.
Must be in Honors College
Credits: 4
Every Fall

Geology 302 History of the Earth - Honors Core
This course is an outline of the principles and methods used by geologists to reconstruct the history of the earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments. Three hours lecture, three hours laboratory. Prerequisite of GLY 301 or GLY 1 or ERS 2 is required.
Credits: 4
Every Spring

History 303 Civilization from the Ancient World to the 18th Century - Honors Core
A general but high-level seminar, this course a study of the most important social, political and religious developments of societies in Europe and surrounding regions from the ancient period to the 18th century - especially those developments which continue to influence the modern world. Together students examine not just individuals, events and institutions, but cultural values, social patterns, and
the place of European communities in the broader context of human society. Students also consider the way people have used such communities and their “civilization.”

**History 304 European History from the French Revolution - Honors Core**
A general survey of European politics, economic institutions, religion, culture, and ideas from the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification.

Must be in Honors College
Credits: 3
Every Fall

**Philosophy 303 History of Ancient Philosophy -Honors Core**
The course begins with an introduction to the history of ancient Greek philosophy from the pre-Socratics to the Hellenistic philosophers. Some instructors emphasize the cultural environment in which ancient Greek philosophy originated, connecting philosophy to the other disciplines; i.e., literature and the arts, politics, etc. Some instructors discuss the non-Western ancient traditions, in particular Buddhism, Confucianism and Taoism. And some instructors extend the time-frame of the course to include some of the great Medieval philosophers, such as Augustine and Aquinas. The core of the course generally consists of a reading and discussion of the major writings of Plato and Aristotle. Equivalent to PHI 25 for Honors Program students.

Must be in Honors College
Credits: 3
Every Fall

**Physics 301 Physical Universe and Imagination I - Honors Core**
With developing emphasis on the historical and philosophical aspects of physics, the course will examine principles and illustrations of mechanics, heat, wave motion and sound. Intended for the non-science major, the first semester will focus on basic laws that govern our thoughts about the universe from the late Renaissance to the present century. No math beyond high school algebra is required.

Three hours lecture, three hours laboratory.

Must be in Honors College
Credits: 4
Every Fall

**Physics 302 Physical Universe and Imagination II - Honors Core**
From principles of Classical Physics the course will shift in the spring term to modern theories of electricity and magnetism, optics and the shattering advent of Einstein's Theory of Relativity and Heisenberg's Uncertainty Principle. We will arrive at a view of the physical world as it now appears in most current imaginative insights. For students of all majors, the course is designed to teach comprehensively the science and philosophical implications of physics.

Three hours lecture, three hours laboratory.
Prerequisite of PHY 301 is required.
Credits: 4
Every Spring

**Political Science 304 European Political Theory II - Honors Core**
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Plato to Machiavelli.

Must be in Honors College
Credits: 3
Every Fall

**Psychology 302 Principles of Psychology II - Honors Core**
This course is an introduction to the scientific study of behavior with emphasis on the physiological basis of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Open to students who have taken Psychology 1 or 3.

Three hours lecture, three hours laboratory.
Prerequisite of PSY 301L is required.
Credits: 4
Every Fall

**Sociology 303 Introduction to Sociology - Honors Core**
This course provides an in-depth survey of the
major theories and concepts of sociology including analyses of social structure, social interaction, socialization, normative and deviant behavior. It traces the development of sociology through the often competing theories of Marx, Weber, Durkheim, Mead, Mills, Merton, Goffman and others.

Must be in Honors College
Credits: 3
Every Fall

Sociology 304 Social Institutions - Honors Core
This course provides an in-depth examination of society's basic institutions. Students analyze society's political, economic and social institutions using divergent and often competing schools of sociological thought. The processes of social control and social change are studied.
Prerequisite of SOC 303 is required. Student must be in Honors Program.
Credits: 3
Every Spring

Theater 304 Theatre And Society
Theatre is a sensitive barometer of its time, revealing and reflecting whatever is urgent, relevant, or merely fashionable at a particular moment. This course will investigate a multitude of performances ranging from Greek Religious Drama, Shakespeare, and Japanese Kabuki to Environmental Theatre and Performance Art. The class will explore issues of performance and power, politics, religion, race, ethnicity, patriotism, authorship, and censorship from cultural and historical perspectives.
Must be in Honors College
Credits: 3
Every Spring

Honors Advanced Electives
For the Fall semester, only 359 courses are offered.
For the Spring semester, only 360 courses are offered.

Art 359 Honors Advanced Elective
Fall Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

English 359 Australian Literature
Scheckter
This course examines modern Australian writing in a variety of forms: fiction, poetry, and drama. In some cases, Australian literature takes up some of the same issues as other settler societies—the U.S., Canada—and in others, it responds to specific conditions of environment, resources, and geopolitical status. Everywhere, however, Australian cultural expression delivers lively, challenging, and often beautiful engagement with age-old questions and new ones—kangaroos optional.
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.
Credits: 3
On Occasion

English 360 The Horse in Literature
Digby
From the ancient Greek world of Plato and Aesop to the wilderness of the American West, the horse has generated brilliant literary works of every genre in literature. This seminar will take an historic and genre-based approach to the themes, symbols and narratives centered on the horse in literature. Students will read short fiction, novels, plays and poetry.
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.
Credits: 3
On Occasion

Finance 359 Honors College Advanced Elective
Fall Advanced Elective - to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

Geography 360 Honors College Advanced Elective
Spring Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

History 360 Honors Advanced Elective
Spring Advanced Elective to be offered on a occasional basis.
Student must be in Sophomore, Junior, or Senior status as well as be in the Honors College OR be a History major with a cumulative GPA of 3.0 or higher.
Credits: 3
On Occasion

Music 359 Honors Advanced Elective
Fall - Honors Advanced Elective - Please consult the Honors website for complete description.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
Every Fall

Music 360 Honors College Advanced Elective
Spring Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
Every Spring

Philosophy 360 Honors College Advanced Elective

Spring Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

Theater 359 Honors College Advanced Elective
Fall Honors Advanced Elective to be offered on an occasional basis.
Credits: 3
On Occasion

Honors Tutorial & Thesis
Honors Tutorial & Thesis: 385, 386, 389, 390
ACADEMIC POLICY

Please refer to individual department listings in this bulletin for policies which may be specific to each academic discipline and for specific degree requirements.

Undergraduate Degrees

LIU Post awards the following undergraduate degrees: Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science. These degrees are earned through programs within the College of Arts, Communications and Design, the College of Education, Information and Technology, the College of Liberal Arts and Sciences, the College of Management, and the School of Health Professions and Nursing.

Three-quarters of the work for the Bachelor of Arts degree (90 credits) must be in liberal arts and sciences; one-half of the work for the Bachelor of Science degree (minimum of 60 credits) must be in the liberal arts and sciences; one-quarter of the work for the Bachelor of Fine Arts and Bachelor of Music degree (minimum of 30 credits) must be in liberal arts and sciences.

LIU Post offers a 64-credit associate’s of arts degree (A.A.) program. Students must fulfill the core curriculum and competency requirements, and at least 48 of the credits earned must be in the liberal arts and sciences.

Dual Degrees

LIU Post awards the following dual degrees: Bachelor of Arts/Masters of Arts, Bachelor of Fine Arts/Masters of Business Administration, Bachelor of Science/Masters of Public Administration, Bachelor of Science/Masters of Science, Bachelor of Arts/Masters of Science, Bachelor of Arts/Masters of Business Administration, Bachelor of Science/Masters of Business Administration, Bachelor of Science/Masters of Arts. These dual degrees are earned through programs within the College of Arts, Communications and Design, the College of Education, Information and Technology, the College of Liberal Arts and Science, the College of Management and the School of Health Professions and Nursing.

Entrance requirements may vary depending upon the academic program. Generally a cumulative grade point average of 3.00 is required (Consult the undergraduate bulletin for additional GPA requirements for specific program requirements) of students enrolled in a dual degree. Some programs may require a higher GPA along with GMATs for students enrolling in certain College of Management programs.

Academic Load and Class Standing

Full-time students in good academic standing may carry 12-19 credits during each fall and spring semester. A student taking 20 or more credits in the regular semester must be in good academic standing and obtain the signature of his/her Success Coach/Enrollment Services Coach and major department chair on the registration card.

In accordance with university regulations, only students who have been admitted to the university, have formally registered, and made arrangements for payment of tuition and fees, may attend classes.

To be considered a sophomore, a student must have earned 30 credits; a junior, 60 credits; a senior, 90 credits.

Grading and Quality Points

Credits are granted for courses completed with the grade of A excellent, A- very good, B+ very good, B good, B- good, C+ above average, C average, C- below average, D below average, or F passed. The grade of F signifies failure. A grade of incomplete (INC) indicates that some of the course requirements have not been completed. W indicates a student initiated withdrawal from a course after the change of program period through the last day for grade change options (as noted in each semester’s Schedule of Classes), UW indicates an unauthorized withdrawal with no academic penalty.

Students who receive grades of W (withdrawal), UW (unauthorized withdrawal), INC (incomplete) or Pass/Fail in the fall or spring semester are not eligible for inclusion on the Dean’s or Honor’s List for that semester.

INC grades will automatically convert to a grade of F (undergraduate courses only) if the work is not completed by the end of the following full semester. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson and the dean. The grade “F” is printed on the transcript along with the final earned grade and the date the work was completed. Students with an excessive rate of unexcused absences may receive a grade of F or UW for the semester. Except as noted below, any grade may be removed from the student’s cumulative average by repeating the course at LIU Post.

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student’s permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. No course may be repeated more than once, except with the prior approval of the Academic Standing Committee. If a course is taken more than twice, all grades after the first will be computed into the student’s GPA To be considered for graduation with honors, the student’s average shall include only the grade given to that student the first time he or she has taken any specific course.

Grades of P will not be computed into the student’s overall GPA and major average, but will count toward graduation credits. The grade of F will be computed in the student’s overall GPA and major average. Grades for courses taken at another college or university do not enter into the computation of either the cumulative or major averages. All Long Island University courses taken at any branch campus will be computed into the student’s cumulative and major averages. The average grade in the major field is computed from all of the courses the student has taken that are required in the major.

Required courses in which a grade of F was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those students who are on academic probation. The Academic Standing Committee will evaluate the status for any student who fails the same required course twice.

Students are responsible for monitoring their major and cumulative averages to ensure they are meeting their requirements for graduation, as well as the requirements for satisfactory academic progress.

Pass/Fail Option

Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes winter, summer, weekend sessions, and all other newly created sessions, for a total of not more than 24 credits in a student’s resident undergraduate program). This restriction does not apply to courses offered only on the P/F basis. A grade of “P” will be posted on the student’s transcript only if the actual grade earned is a “D” or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis. “P” grades are not calculated into the GPA, but credits are earned for the course. “F” grades are calculated into the GPA.

Core courses, courses in a student’s major or minor and co-related courses may not be taken as P/F without the written permission of the major or minor department chair or program director.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations (30-credit liberal arts concentrations in the College of Liberal Arts and Sciences) on a Pass/Fail basis.

Students who opt for a Pass/Fail during the fall or spring semester are not eligible for inclusion on the Dean’s or Honor’s List for that semester.

Students may choose the P/F option up to the

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10th week of the regular semester as specified in the academic calendar. Changes will not be considered after the deadline date.

To graduate with honors, a student must take at least 56 credits at LIU Post, not including courses taken on a Pass/Fail basis or Life Experience credits. Students in the Program for Academic Success may not take courses on a Pass/Fail basis.

**Quality Points and Grade Point Average (GPA)**

Each student must satisfactorily complete at least 120 credits for a baccalaureate degree; in some departments more credits are required. The student must achieve an overall grade point average (GPA) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.25; in certain programs the minimum major average may be higher.

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C, 1.667 for grade C-, 1.000 for grade D.

For courses in which the grade of F has been earned, no quality points are assigned. To determine the quality points for a specific course, multiple the corresponding quality points (see above) for the grade received in the course by the number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (GPA), divide the total quality points by the total number of credits, including those of failed courses. The grades W, UW and P are not counted in the GPA computation nor are the grades for courses taken at another college or university.

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990. A computed GPA of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a GPA will be displayed to three decimal places with the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990.

**Dean's and Honor's Lists**

Eligibility for the Dean’s and Honor’s lists is evaluated after each fall and spring term and is determined by grades earned in the regular academic semesters (fall and spring). Summer Session grades are not considered. Students who receive grades of Incomplete (INC), Failure (F), Withdrawal (W), Unauthorized Withdrawal (UW), or Pass/Fail (PF) are not eligible, even if those grades are subsequently changed. In addition, students repeating courses are not eligible. An average of 3.50 in 12 or more completed credits is required for inclusion on the Dean’s list. An average of 3.50 for part-time students who have completed 6 - 11 credits in an academic semester is required for inclusion on the Honor’s list.

**Attendance**

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Regulations concerning attendance in a particular course are at the discretion of the instructor. Responsibility for class attendance rests with the student.

Absences from classes or laboratories may affect the final grade. Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic, and is given at the discretion of the instructor.

When a student’s attendance in classes is unsatisfactory to his/her instructors or to the dean, the university reserves the right to exclude the student from an examination, course or program.

**Absence from Final Examination**

Students who are absent from a final examination must:

1. notify their professor or department chair within 24 hours of the reason for the absence, and
2. request permission from the professor to take a deferred final examination.

A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse. If a rescheduled final exam is given after the final day of the term, an initial grade of INC will be assigned.

**Academic Probation, Suspension and Dismissal**

Students will be placed on academic probation in any one of the following circumstances:

1. The student’s cumulative average (LIU courses only) falls below the following thresholds (higher for some majors):
   - 1.8 if they have accumulated up to 29 credits
   - 1.9 if they have accumulated 30 to 59 credits
   - 2.0 if they have accumulated 60 credits or more

2. the student’s major average falls below the minimum required by the major department or program;

3. the student’s semester average falls below 2.00;

4. the student does not complete at least half of the credits for which he or she originally registered in any given semester.

A student who remains on probationary status for two semesters will be suspended from their academic program or university by the Academic Standing Committee. Students on probation must comply with the following stipulations:

1. they may not register for more than 12 credits; or for 13 credits if one of the courses includes a laboratory science, or is POST101;
2. they may register for only three credits per summer session;
3. they may not receive a grade of UW or F in any courses;
4. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, will be suspended from the university.

Generally, suspensions and dismissals based on university or departmental minimum requirements are determined after the spring semester. Students may appeal their suspension or dismissal to the Academic Standing Committee. Students who are suspended/dismissed at that time may not attend summer sessions or the following fall semester at LIU Post, and must observe the following procedure when seeking readmission:

1. Submit an application for readmission to the Office of Admissions.
2. Provide a formal statement of permission from
the chair of their major department or program indicating their eligibility to pursue that major.
3. Submit a letter of appeal to the LIU Post Academic Standing Committee.
If readmitted, they will be permitted to return to LIU Post for one semester on probation.
Any student who is readmitted on probation after suspension must comply with the stipulations outlined by the Academic Standing Committee to return to good standing. Failure to comply with these stipulations will result in the student’s academic dismissal from the institution, or from their department/program.

Final Dismissal
Students who are placed on dismissal deferred status and who are then dismissed are required to register for 12 credits at another accredited institution and earn a 2.75 before they can return to LIU Post. Students who need more than the one semester allotted to raise their cumulative average to the university minimum of 2.0 will now be dismissed permanently from the university. This includes, among others, students who have attempted 24-48 credits with 1.0 or lower and students who have attempted 49 or more credits with a 1.5 or lower.

Graduation and Diplomas
Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January and May. Candidates for graduation are required to notify the University Registrar of their intended date of graduation by filing a on-line degree application at least three months in advance. Please consult the Academic Calendar, which is available on the campus website at http://liu.edu/CWPost/Enrollment-Services/Registration/Academic-Calendar, for deadline dates.
Assuming they clear for graduation, students who file their degree application after the specified graduation deadline will automatically have their degree awarded at the following conferral, regardless of the date of completion of requirements.
The final 30 hours of credit must be earned in academic residence (regular attendance), 9 of those 30 hours being in the student’s major program. A minimum of 9 credits of the requirements for a minor must be completed at LIU Post. Full-time students should complete degree requirements within five years.
The Academic Standing Committee is the final arbiter of all matters of academic standing, such as waivers of and substitutions for graduation requirements.

General Requirements for Graduation
• 2.00 cumulative average (higher in some areas)
• 2.25 minor subject average (higher in some areas) if attempted
• core and major requirements fulfilled, and minor requirements if attempted
• 120 credits (more in some departments)
• Writing Across the Curriculum requirements fulfilled
• Minimum liberal arts requirements

Graduation with Honors
Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 56 credit hours (not including courses taken on a Pass/Fail basis or Life Experience credits) must be earned in academic residence at LIU Post for the student to qualify for honors.

Student Conduct
Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for suspension of a student from a class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem can be referred to the Office of Campus Life or the Dean of Students’ Office if the faculty member sees fit.
In instances where a faculty member or an academic department requires Department of Public Safety assistance, the faculty member or academic department will report the incident to the Department of Public Safety so that a report can be generated. A faculty member, chair or dean also has the right to make a formal grievance against a student by filing a written statement with the Dean of Students office. The information will then be reviewed by the Dean of Students’ designee to determine whether or not any violations of the Ethos Statement and Code of Conduct were committed. When applicable, the student will then proceed through the established Student Conduct adjudication process. In addition, the appropriate dean will also be notified of the incident. Final determination as to whether or not the student will be permitted to continue as a member of the class, department or school would be the decision of the dean or their designee.
For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook. The handbook, which is updated annually, is also available on the LIU Post website.

Academic Conduct Policy
Ethos Statement
LIU Post is committed to the advancement of learning and service to society. Its educational mission reflects a commitment to intellectual rigor, social justice, and an active engagement of contemporary issues. Working together as a community, students, faculty, and administrators help foster a campus atmosphere that advances the mission of the campus.
The principles of the LIU Post mission statement challenge students to strive for excellence, to become men and women in service to others, to integrate curricular and co-curricular learning, to develop talents through discovery and reflection, and to be concerned for the welfare of each person. To achieve these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness. These characteristics are essential to ensure the rights and privileges of all students and faculty to preserve the academic integrity of our educational community.
The following standards of academic conduct are designed to foster the highest ideals of academic integrity. These standards, or set of responsibilities, are intended to clarify expectations for students and instructors. Adherence to these standards by all members of the campus community promotes excellence in teaching and learning.
Students are accountable for adhering to all regulations in the LIU Post Student Handbook. The most current version of the Code of Conduct can be found at www.liu.edu/post/studenthandbook.

Academic Conduct Standards
• Academic Respect for the Work of Others
• Academic Self-Respect
• Academic Honesty
• Academic Originality
• Academic Fairness
Definitions of these standards along with the disciplinary and appeals processes for students found responsible for violating them can be found at www.liu.edu/cwpost/academicconduct.

Academic Integrity
Plagiarism is the use or presentation of ideas, works, or work that is not one’s own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds.
Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one’s submission as his/her own work; using written, verbal, electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the
### Appeals Process

**Level One**

A student accused of any academic violation has the right to an appeal. However, the student must be aware that for Level One violations, only the grade can be appealed. An appeal will automatically create a first offense even if the instructor had decided that no institutional awareness of this incident was necessary.

1. If the student disputes the instructor’s decision, s/he can seek a solution from the chair of the department involved.
2. If still not satisfied, student meets with appropriate dean or the dean’s designee for a solution. The student will be notified in writing of the dean’s decision within seven (7) business days.
3. If the student wishes to request an appeal to the outcome of his or her case, the student must submit an Appeal Request Form (pdf, doc) to the chair of the Faculty Student Appeals Board within three (3) business days after receiving the dean’s letter.
4. The Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this board is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the University Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Campus Life.

**Level Two**

A student accused of any academic violation, that warrants further institutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the FSAB to the LIU Post Vice President of Academic Affairs.

Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

### Additional Academic Policies

Respective academic departments may have additional academic policies.

Exceptions to academic policy provisions may be made only with written permission from the appropriate dean.

### Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing / certification / registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In such an event, the student, may be advised to withdraw from the program.

### Related Curricular Matters

#### Double Majors

A student may be granted permission to pursue two academic plans (a primary and a secondary major) on the undergraduate level. The student pursuing two academic plans is required to fulfill the academic plan and correlated requirements for both areas, as well as the core curriculum requirements in both academic plans; however, only one degree will be awarded. In order to pursue two academic plans, a student must obtain the permission of both the departments. In order to obtain two academic plans, a student should consult with his/her academic advisor.

The academic counselor in the primary academic plan will be the official counselor; however, the counselor in the secondary academic plan should be consulted during the registration period for program approval.

#### Minors

Students can elect to complete one or more academic minors as part of their academic degree program. Students pursuing a minor are required to fulfill the course and minimum credit requirements listed by the academic department. A 2.25 minor subject average (higher in some areas) is also required to complete the minor. A minimum of 9 credits of the requirements for the minor must be completed at LIU Post.

### Cross-Referenced Courses

A student must complete the requirements for each Cross-Referenced Course at LIU Post. Each course is approved by the Office of Academic Affairs and the Office of the Vice President of Academic Affairs. A Cross-Referenced Course may be used to fulfill the requirements for another program for which it has been approved.
Cross-referenced courses may be applied only once to a student’s program/plan; students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the student’s permanent record. For example, a student majoring in finance and taking FIN 65 (cross-referenced as ECO 65) cannot also receive credits for ECO 65, which is a liberal arts requirement.

**Course Numbers**

Courses numbered from 1 to 299 are for undergraduates only.

Courses numbered 300 to 399 are Honors College courses.

Courses numbered 400 to 409 are special, undergraduate multidiscipline courses. Courses 500 and above are for graduate students and are described in the graduate bulletin.

**Course Frequency**

Frequency of course scheduling is indicated after each course description by one of the following: Every Semester, Spring, Fall, Annually, On Occasion. If a course is not offered or is cancelled, it may be taken as independent study with authorization by the department chairperson and dean. Substitutions for major, minor or core requirements must be approved by the Academic Standing Committee.

Frequency of evening, summer and weekend offerings is not indicated within this bulletin; the student should consult the schedule of classes to ascertain which courses will be offered during these sessions.

A complete listing of courses is available at www.liu.edu/post/schedules.

**Institutional Assessment**

For the purpose of institutional assessment, undergraduate students may be required to take academic achievement examinations in their freshman and senior years. Outcomes of the exams are used only to evaluate the effectiveness of the curricula and do not effect student grades.

**Public Information Policy**

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem “directory information,” without the student’s consent or as provided by the law. Directory information at Long Island University includes the following: the student’s name, enrollment status, class, major field of study, dates of attendance, degrees and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.
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CORE CURRICULUM

Designed by faculty of LIU Post, the core curriculum equips students with broad-based knowledge to prepare them to succeed in their academic studies and future careers. Each course emphasizes the development of the student’s critical thinking, oral, visual and written communication skills. A required first year seminar provides a community based learning experience.

Through this high-quality curriculum students will have the opportunity to reach their intellectual potential, to contribute to society in meaningful ways, and to face the challenges of an increasingly complex world.

The core curriculum ranges from 39 to 45 credits, depending on the student’s major. Courses are distributed over ten core knowledge areas and aim collectively to provide proficiency in ten fundamental skill areas.

The core curriculum will provide proficiency in the following ten skill areas:

• **Written Communication**: Skilled written communication entails the clear, sophisticated, and well-organized development of ideas in a style appropriate to the purpose of the writing. It includes competence in a range of conventions appropriate to different disciplines and audiences and the ability to work with different writing technologies developed through iterative experiences across the curriculum.

  Learning Objective: Students will express clear, sophisticated, and well-organized ideas in a style consistent with the purpose of the writing and through conventions appropriate to discipline and audience.

• **Oral Communication**: Oral communication entails either the formal or informal presentation of information or ideas in clear, compelling, and systematic ways that engage the audience and promote full understanding. A skillful presentation offers audiences a clear argument about the presentation’s significance that is delivered intelligibly and confidently and selects relevant and vivid material that changes or reinforces listeners’ attitudes, values, beliefs, or behaviors.

  Learning Objective: Students will present information or ideas in clear, compelling, and systematic ways that engage an audience and promote full understanding.

• **Quantitative Reasoning**: Quantitative reasoning entails the skilled application of basic numerical fluency to a wide array of authentic contexts and everyday issues and involves competency and comfort in working with numerical data. It includes solving quantitative problems, decoding and evaluating the data presented in charts, graphs, and tables, understanding and creating sophisticated arguments supported by quantitative evidence and clearly communicating those arguments in a variety of formats.

  Learning Objective: Students will demonstrate numerical fluency in a wide array of authentic contexts and everyday issues by analyzing data presented in charts, graphs, and tables, and creating sophisticated arguments supported by quantitative evidence.

• **Critical Thinking**: Critical thinking is a habit of mind characteristic of the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. Critical thinking includes understanding and evaluating various perspectives and their underlying assumptions, analyzing a situation within its social context and appreciating the complexities endemic to human affairs in order to arrive at greater knowledge and understanding.

  Learning Objective: Students will carefully and comprehensively understand and analyze issues, opinions, ideas, texts, and events before accepting or formulating a position.

• **Ethical Reasoning**: To engage in ethical reasoning means to think critically about right and wrong human conduct. It requires students to be able to assess their own ethical judgments, the judgments of others and the prevailing values and norms of their time and place. It includes an open-minded but critical assessment of how different ethical problems might be viewed from various perspectives; understanding the extent to which ethical choices and values are embedded in social contexts; and recognizing the ramifications of alternative courses of action before arriving at a judgment.

  Learning Objective: Students will evaluate their own ethical judgments, the judgments of others, and the prevailing values and norms of their time and place by considering various perspectives and formulating reasoned positions about ethical issues.

• **Information Literacy**: Information literacy entails the ability to recognize when more information is needed, to locate reliable sources for that information, and to understand and interpret the information found in the sources fully and accurately.

  Learning Objective: Students will recognize when more information is needed, locate reliable sources for that information, and understand and interpret information found in the sources fully and accurately.

• **Technological Competency**: Technological competency entails the skilled use of computers and other technologies appropriate to many business, organizational, and private settings. For instance, computer users understand the fundamentals of how relevant technology works, exhibit competence with common programs like word processing and data management, are conversant with a variety of social media, understand the need to protect data privacy and guard against malware, and adhere to the etiquette of communication in business and professional settings.

  Learning Objective: Students will retrieve, manage and communicate information while adhering to the etiquette of business and professional settings.

• **Creative Capabilities**: Creative thinking is demonstrated by combining or synthesizing existing ideas, images, or disciplines in original ways. It includes thinking and working in an imaginative way characterized by innovation, divergent thinking, and risk-taking and developing original ideas or forms of cultural expression.

  Learning Objective: Students will combine or synthesize existing ideas, images, or disciplines in original ways and develop original ideas or forms of cultural expression.

• **Intercultural Knowledge**: Intercultural knowledge is a set of cognitive, affective, and behavioral skills connected to viewing oneself as a member of a world community and being aware that we share the future with others. It includes not only exposure to culturally different others and aesthetic appreciation of their artistic achievements, but also the capacity to meaningfully engage with them, to place social justice in historical, social and political contexts, to identify our own cultural patterns, and to adapt empathetically and flexibly to unfamiliar ways of being.

  Learning Objective: Students will place social justice in a historical, political and social context and exhibit empathic and aesthetic understanding of culturally diverse ways of life.

• **Inquiry and Analysis**: Inquiry is a systematic process of examining objects and events (including natural and social phenomena), theories, issues, and works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

  Learning Objective: Students will systematically analyze objects, events, theories, issues, and works through the collection of evidence and draw informed conclusions about them.
Most students complete the core curriculum requirements during the first two years as preparation for more advanced study within their major during the junior and senior years. The courses are divided into the following major areas:

- Competency Requirements
- Laboratory Sciences
- History and Philosophy
- Literature or Foreign Language
- Arts
- Economics or Political Science
- Anthropology, Geography, Psychology or Sociology
- Mathematics

Students select from a variety of courses in these areas. Each of the courses also treat two or three core skills. The following guidelines should be used in selecting courses:

1. Unless indicated otherwise, the courses should be in one discipline in each area (e.g., two courses in anthropology; not one course in anthropology and one course in geography).
2. Courses in the core curriculum may not be taken on a Pass/Fail basis.
3. Students should see their academic counselors to develop a plan of study.
4. Transfer students only: Previous college coursework may substitute for core courses with academic counselor’s approval.
5. Students in the Honors College may take the Honors College equivalent of these courses to satisfy their core curriculum requirements.

### Core Courses

1. **First-Year Seminars**
   Minimum of 4 credits required. First-year seminars are linked courses (one of which is POST 101) in which students will have mentoring and guidance from classroom and library faculty members working in collaboration to foster student learning. Students will have opportunities both inside and outside the classroom to socialize with their peers and make friends that can last their entire college career. All first-year seminars designated with an FY in their section numbers will fulfill this requirement. FY courses can also be used to fulfill their respective core or major requirements or can be used as electives, including, in some cases, liberal arts electives.

2. **English Composition**
   All students must satisfactorily complete ENG 1, 2. Students in the Honors College may satisfactorily complete ENG 303, 304 to satisfy this competency.

3. **Laboratory Sciences**
   8 credits required in sequence from one discipline; astronomy, biology, chemistry, earth science, geology, physics or psychology*

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4. **History and Philosophy**
   6 credits required; at least 3 credits from each discipline

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<td>Any PHI course excluding PHI 81</td>
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5. **Literature/Writing or Foreign Language/World Literature in Translation**
   6 credits required (6 credits of English or 6 credits in one foreign language sequence or world literature in translation)

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<td>Any ENG courses numbered 3 or higher excluding ENG 85, 90, 95, 99, 101, 151, 207, 251, 303, 304, 385, 386, 389, 390, 421, 422</td>
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*Students may not take both PSY 1, 2 (see section 8 below) and PSY 3, 4 (see above) to satisfy core requirements.

Students in Childhood/Early Childhood Education degrees may take 4 credits in each of two different disciplines.

**Notes:**
- Students with appropriate backgrounds may obtain permission to substitute more advanced chemistry or physics courses to satisfy the laboratory science requirement. Students in all B.F.A. and B.M. programs are required to complete 4 rather than 8 credits in laboratory science.

**Credits:**
- BIO 104 General Biology II 4
- CHM 1 Introduction to Forensic Chemistry I 4
- CHM 2 Introduction to Forensic Chemistry II 4
- ERS 1 Earth Science I 4
- ERS 2 Earth Science II 4
- GLY 1 The Dynamic Earth 4
- GLY 2 History of the Earth 4
- PHY 9 Introductory Astronomy I 4
- PHY 10 Introductory Astronomy II 4
- PHY 11 College Physics I 4
- PHY 12 College Physics II 4
- PSY 3 Principles of Psychology I 4
- PSY 4 Principles of Psychology II 4

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Any FRE, GER, HEB, ITL, JPN, RUS, SPA or WLT courses excluding courses numbered 1C, 2C, 7, 51, 52, 53, 54 and WLT 20, 21, 22, 23, 24

Students seeking a theatre arts degree may use THE 142 and/or 143 to satisfy this requirement.

(6) Arts
3 credits required in art, cinema, dance, media arts, music or theatre

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<thead>
<tr>
<th>Art</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>Introduction to Visual Arts 3</td>
</tr>
<tr>
<td>ART 5</td>
<td>Introduction to Basic Drawing 3</td>
</tr>
<tr>
<td>ART 17</td>
<td>Introduction to Basic Design (Two-Dimensional) 3</td>
</tr>
<tr>
<td>ART 18</td>
<td>Introduction to Basic Design (Three-Dimensional) 3</td>
</tr>
<tr>
<td>ART 31</td>
<td>Pottery and Ceramic Sculpture 1</td>
</tr>
<tr>
<td>ART 101</td>
<td>Interpreting Art in the 21st Century 3</td>
</tr>
<tr>
<td>ART 350</td>
<td>Environmental Art and Practice 3</td>
</tr>
<tr>
<td>ARM 54</td>
<td>Introduction to Arts Management 3</td>
</tr>
<tr>
<td>ARM 55</td>
<td>Arts Management Practices 3</td>
</tr>
<tr>
<td>CMA 9</td>
<td>Introduction to the Media Arts Music</td>
</tr>
<tr>
<td>MUS 1</td>
<td>Introduction to Musical Concepts 3</td>
</tr>
<tr>
<td>MUS 2</td>
<td>Elementary Musicianship 3</td>
</tr>
<tr>
<td>MUS 24</td>
<td>History of Rock Music 3</td>
</tr>
<tr>
<td>MUS 46</td>
<td>Introduction to World Music Theatre 3</td>
</tr>
<tr>
<td>THE 1</td>
<td>The Art of Theatre – Introduction to Acting 3</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History 3</td>
</tr>
</tbody>
</table>

(7) Economics or Political Science
6 credits required in one discipline

<table>
<thead>
<tr>
<th>Economics</th>
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<tbody>
<tr>
<td>ECO 10</td>
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<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics 3</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics 3</td>
</tr>
<tr>
<td>POL 3</td>
<td>Introduction to Political Science 3</td>
</tr>
</tbody>
</table>

*Students in the Honors College may also take POL 303 and 304 to satisfy this requirement.

(8) Anthropology, Geography, Sociology or Psychology*
6 credits required in one discipline

<table>
<thead>
<tr>
<th>Anthropology*</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANT 2</td>
<td>Human Society 3</td>
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<tr>
<td>GGR 1</td>
<td>Human Geography: Man, Environment and Technology 3</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment 3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>GGR 1</td>
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</tr>
<tr>
<td>GGR 27</td>
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<td>GGR 29</td>
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<td>GGR 43</td>
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<td>GGR 52</td>
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<td>GGR 56</td>
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<tr>
<td>GGR 61</td>
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<tr>
<td>GGR 65</td>
<td>3</td>
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<td>GGR 70</td>
<td>3</td>
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<tr>
<td>PSY 2</td>
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### Mathematics

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<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>MTH 1</td>
<td>3</td>
<td>Introduction to College Mathematics</td>
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<tr>
<td>MTH 3</td>
<td>4</td>
<td>College Algebra and Trigonometry</td>
</tr>
<tr>
<td>MTH 5</td>
<td>3</td>
<td>Linear Mathematics for Business and Social Science</td>
</tr>
<tr>
<td>MTH 6</td>
<td>3</td>
<td>Calculus for Business and Social Science</td>
</tr>
<tr>
<td>MTH 7</td>
<td>4</td>
<td>Calculus and Analytic Geometry I</td>
</tr>
<tr>
<td>MTH 8</td>
<td>4</td>
<td>Calculus and Analytic Geometry II</td>
</tr>
<tr>
<td>MTH 15</td>
<td>3</td>
<td>Mathematics for Elementary Education I</td>
</tr>
<tr>
<td>MTH 16</td>
<td>3</td>
<td>Mathematics for Elementary Education II</td>
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</tbody>
</table>

### Requirements for Transfer Students

1. Students transfer to LIU Post as “core complete” if they have received A.A. or A.S. degrees from institutions with which we have articulation agreements, or other accredited institutions granting liberal arts degrees. Students with degrees from technical institutions would not qualify as core complete.

2. No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:
   - a. Math - 3 credits
   - b. Science - 4 credits
   - c. Fine Arts - 3 credits
   - d. Humanities* - 9 credits
   - e. Social Sciences** - 6 credits
   - f. English Composition (ENG 1 and 2) - 6 credits

**Humanities courses include:
- English
- Foreign Language
- History
- Philosophy
- World Literature

**Social Science courses include:
- Anthropology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

3. Students who transfer to LIU Post with less than 24 completed college credits must satisfy standard (freshman) core curriculum requirements.

4. No two-credit courses in transfer may be applied to the core without department consent and Academic Standing Committee approval. Three-credit science courses in transfer must have a laboratory component to be applied to the core laboratory science requirement.
Writing Across the Curriculum

LIU Post’s Writing Across the Curriculum (WAC) program is based on a conviction that thought and language are inextricably allied – that one cannot properly claim to know any subject matter unless one can organize clear and coherent statements about it. In keeping with this belief, the program aims to ensure that all graduates can write persuasively in a disciplinary appropriate manner and employ writing as a means to further intellectual and professional efforts.

Beyond the required first year composition sequence (English 1 and 2), students must produce substantial written work throughout their academic careers, taking courses defined as “writing intensive” offered by departments in LIU Post’s colleges and schools. These courses are designed to build upon the skills and rhetorical strategies developed in first year composition, adapting them to the specific expectations of each academic field. Students are required to take English 1 and 2 and at least three writing intensive courses, preferably one each in the sophomore, junior, and senior years.

Students who take eight or more writing intensive courses (including first year composition) and achieve at least a cumulative GPA in those courses of 3.60 or higher will receive a Certificate of Achievement in Writing Intensive Studies.

If they have completed the required six-credit first year composition sequence or its equivalency, transfer students take one writing intensive course for each year of residence; transfer students entering as freshman or sophomores (59 credits or fewer) take three writing intensive courses (in addition to ENG 1 and 2); transfer students entering as juniors (60 to 89 credits) take two writing intensive courses (in addition to ENG 1 and 2); transfer students entering as seniors (90 credits and above) take one writing intensive course (in addition to ENG 1 and 2).

Transfer students must have completed the six credit first-year writing sequence or its equivalency in addition to their other writing-intensive course requirements in order to fulfill the WAC requirement for graduation. Transfer equivalencies for ENG 1 and ENG 2 may not be used to meet additional remaining WAC requirements.
REGISTRATION

Course Registration

Students who have completed their first term of study at LIU Post are eligible to select and register for classes through their My LIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and must meet with their advisor/coach.

Information about course offerings, closed and cancelled classes, and Writing Across Curriculum classes is available through My LIU and the online Schedule of Classes. The Office of Enrollment Services emails a registration reminder notice to all My LIU accounts prior to the start of the summer/fall and the winter/spring semester registration periods. The registration dates are also noted on the academic calendar and on the My LIU account under "Enrollment Dates". Students are encouraged to meet with their Promise Success Coach or Enrollment Services Counselor prior to the start of registration. The Enrollment Services Office is located on the second floor of Kumble Hall. During the academic year, the office hours are Monday through Thursday 9 a.m.-7 p.m.; Friday 9 a.m.-5 p.m.; Saturday 9 a.m.-2 p.m. LIU Promise is located on the second Floor of Hillwood Commons.

Program Changes

Students may drop and add courses, transfer from one section of a course to another, or change from a credit to an audit status (or vice versa) in one or more courses by either doing so in the student portal (my.liu.edu) or filing an official change of enrollment change card with the Enrollment Services Office during the drop/add period at the start of each term. The deadline for program changes is specified in the academic calendar.

Graduate Courses Open to Undergraduates

A qualified LIU Post senior who needs less than a full program to meet his or her bachelor's degree requirements may concurrently register for graduate courses and a limited number of undergraduate courses, the credits from which may be applied toward his or her master's degree requirements.

Any interested student must:
1. Complete an application for graduate admission,
2. Be provisionally accepted into the department or school,
3. Must notify the Registrar in writing of his or her intention to take graduate courses and reserve them for a subsequent graduate degree while being concurrently registered for undergraduate courses needed to complete his or her undergraduate degree,
4. Have his or her registration card signed by both the undergraduate and graduate academic counselors, and by the appropriate department chairperson and dean.

Individual Instruction Classes

Only fully matriculated students can enroll in individual instruction-based classes. Full-time university employees receiving tuition remission are not eligible for these classes.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, undergraduates must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation".

Students approved for maintenance of matriculation are entitled to avail themselves of campus facilities and services (e.g., computer labs, library privileges). Maintenance of matriculation does not, however, extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for maintenance of matriculation prior to or during the registration period in a given semester. The fee is $100, and this matriculation status will be recorded on their transcript as a "class" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, they will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin. Maintenance of matriculation is particularly important for international students, who must either attend classes or else maintain matriculation through suitable academic activity in order to maintain their visa status.

Leave of Absence

LIU Post permits students to interrupt their undergraduate studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when he/she was initially admitted.

A student who wants to interrupt their studies at the University for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence. A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student’s leave

Leaves of absence applications must be submitted to Enrollment Services prior to the start of the term for which the leave is being requested. Leave of Absence are granted for future terms only, and are not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the University according to the University's Official Withdrawal policy and appeal any charges assessed to their accounts, or receive incomplete grades that can be made up with the instructor(s).

In all such cases where an official leave of absence is not granted, the University is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid. A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a Leave due to medical reasons might be required to submit documentation before being eligible to re-enroll. When a student fails to return from a leave
Withdrawal

Official Withdrawal from Courses
An official withdrawal refers to an action taken by a student to discontinue enrollment after the drop period has expired. The course is recorded on the transcript with a grade of W.

- **Course Withdrawals/Partial Withdrawals** - when a student withdraws from one or more classes, but remains enrolled in at least one class.
- **Term/Session Withdrawals/Complete Withdrawals** - when a student drops or withdraws from all of his/her courses in a current term. This can occur at one time or over a period of time within a term.

Unofficial Withdrawal
An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes without officially withdrawing from the university. The course or courses will neither be considered attempted nor earned.

- **Unofficial Withdrawals**:
  - The course or courses will neither be considered attempted nor earned.
  - A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
  - Drops: The course will not appear on, or will be removed from, the student's transcript.

Withdrawal Methods
The University permits students to withdraw from a course, session, or term in the following manner:

**Process through MyLIU** - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the “Official Withdrawal Deadlines” section above.

Submit Completed Withdrawal Application Form
Students who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

Withdrawal Impacts
**Effective Date of Withdrawal**
The withdrawal date for a student who withdraws is the earlier date of:
- The date the student began the withdrawal process; or
- The date the student otherwise provided the University with official notification of the intent to withdraw; or
- The date the institution becomes aware the student ceased attendance; or
- The midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed if the student ceases to attend without official notification and withdrawal.

Tuition Liability and Refund Policy

- **Official Withdrawals and Drops**:
  - The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.
  - **Unofficial Withdrawals**:
    - The student is responsible for all associated tuition charges and fees.
    - Transcript/Grades:
      - **Official Withdrawals**: A grade of W will be assigned for the course or courses and will appear on the student's transcript.
      - **Unofficial Withdrawals**: A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
      - **Drops**: The course will not appear on, or will be removed from, the student's transcript.

Credits Attempted/Earned

- **Official Withdrawals**:
  - The course or courses will be considered attempted but not earned.
- **Unofficial Withdrawals**:
  - The course or courses will be considered attempted but not earned.
- **Drops**: The course or courses will neither be considered attempted nor earned.

Grade Point Average
Withdrawn or dropped courses do not affect a student's grade point average.

Financial Aid Adjustments
- **Change in Student Status**:
  - Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or university aid adjusted. The university may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.
- **Cancellation of Financial Aid**:
  - Students will have their financial aid cancelled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be cancelled. See Appeals Policy and SAP Policy for additional details.
- **Return of Federal Funds**:
  - The university is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the university, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

Residential Life
- Students residing in on-campus housing must contact the Office of Residence Life upon withdrawal from the university. Students must follow proper check-out procedures and must vacate their campus housing within 48 hours of the effective withdrawal date. Students who drop or withdraw from a future term must vacate their campus housing after completion of finals. Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

Future Enrollment
- Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcript.

Special Program Participation
- **Athletics**:
  - In accordance with NCAA regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the university.
- **Veterans**:
  - In accordance with VA regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the university.

Alternatives to Withdrawal
- **Schedule adjustments**
  - When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic
If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request. The third party will be required to show photo id.

Essential information to be furnished should include:

- Full name, address, student ID number or social security number, dates of attendance
- Name while enrolled, if different from above.
- Complete name and address (written clearly) of recipient including institution, department name, address, city, state and zip code.

Many transcripts do not reach their proper destination in time because incomplete and inaccurate information is included in the original request. Please be sure to provide accurate addressee information when requesting official transcripts.

Except during peak periods at the conclusion of each semester, requests are usually processed within five business days. If the transcript is to be held for completion of any courses in progress, processing will occur within 10 days after the grades are posted.

For more information, visit the LIU Post Enrollment Services’ website at:
http://liu.edu/CWPost/Enrollment-Services/Registration/Transcript-Orders
TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.

Acceptable payment arrangements include:
- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (up to 30 percent of unpaid charges), including reasonable attorney’s fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. All policies can be found online at www.liu.edu/enrollment-services.

Rate Schedule

| Application Fee (non-refundable) | $50 |
| Tuition Deposit (non-refundable) | 200 |
| Bachelor’s Degree and Undergraduate Studies, 12+ credits, per term | 17,519 |
| Bachelor’s Degree and Undergraduate Studies, per credit | 1,093 |
| Undergraduate Audit Fee, per credit | 547 |
| Dining Dollars, 9+ credits, per term | 50 |
| University Fee: |
| 12+ credits, per term | 920 |
| Less than 12 credits, per term | 460 |
| Course Fees (additional fee per class): |
| PE 116, 117, 118 | 375 |
| PE 165, 166 | 250 |
| PE 167 | 675 |
| ENG 13, 13X, 14, 14X | 800 |
| NUR 199, 295, 390, 492 | 500 |
| Other Fees: |
| Orientation Fee | 150 |

First and Second Late Payment Fee | 150 |
Third Late Payment Fee | 200 |
Maintenance of Matriculation Fee | 100 |
Late Graduation Application Fee | 50 |
Returned Check/Credit Card Chargeback Fee | 25 |
Diploma Replacement Fee | 35 |
Replacement Student ID Card | 25 |
Official Transcript, on demand, per request | 25 |
Official Transcript, online, per request | 15 |

Residence Life Rates

ACCOMMODATIONS (per term)

| Housing Deposit (non-refundable) | $300 |
| Super Single | 6,711 |
| Super Single* | 6,919 |
| Compact Single | 5,254 |
| Compact Single* | 5,462 |
| Double | 4,266 |
| Double* | 4,478 |
| Triple | 4,079 |
| Triple * | 4,281 |
| Quad | 4,266 |

* Temperature Controlled

MEAL PLANS (per term)

| Residential Meal Plan 1 (unlimited meals plus $300 dining dollars) | 2,594 |
| Residential Meal Plan 2 (14 meals per week plus $300 dining dollars) | 2,373 |
| Residential Meal Plan 3 (10 meals per week plus $300 dining dollars) | 2,152 |
| Dining Dollars+ Plan ($200 additional dining dollars) | 200 |
| Commuter Meal Plan 1 (25 meals plus $50 dining dollars) | 228 |
| Commuter Meal Plan 2 (50 meals plus $50 dining dollars) | 367 |

All resident students are required to participate in a meal plan. Dining dollars can be used at point of sale locations across the campus.

Financial Policies

Payment Due Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Bill Available</th>
<th>Bill Due Date</th>
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<tbody>
<tr>
<td>Fall</td>
<td>June 15</td>
<td>August 1</td>
</tr>
<tr>
<td>Winter</td>
<td>November 1</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring</td>
<td>December 1</td>
<td>January 1</td>
</tr>
<tr>
<td>Summer</td>
<td>May 1</td>
<td>June 1</td>
</tr>
</tbody>
</table>

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time.

Your MyLIU portal makes it easy to manage your college finances and to
pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education.

- To view your bill, log in to your MyLIU account. Your My LIU Student Center page will be displayed. Click on the “Account Inquiry” link from within the “Finances” section, and your balance will appear.
- To pay your bill online by using a credit card or check, click on the “Make a Payment” link from the Student Center home page, or from within the “Account Inquiry” section to access the My LIU Payment Gateway. The LIU Payment gateway a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

<table>
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<tbody>
<tr>
<td>Fall Term</td>
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<tr>
<td>September 15</td>
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<tr>
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<td>200</td>
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<tr>
<td>Winter Term</td>
<td></td>
</tr>
<tr>
<td>1st Day of Classes</td>
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<tr>
<td>Spring Term</td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>$150</td>
</tr>
<tr>
<td>February 15</td>
<td>150</td>
</tr>
<tr>
<td>March 15</td>
<td>200</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
<tr>
<td>July 15</td>
<td>$150</td>
</tr>
</tbody>
</table>

Liability Calendar

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not constitute official withdrawal from the University.**

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with University policy:

**Traditional Fall/Spring Terms**

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Week 2</td>
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<td>Week 3</td>
<td>50%</td>
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<td>Week 4</td>
<td>75%</td>
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<td>Week 5+</td>
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**Summer and Other Sessions Seven Weeks or Greater**

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<tbody>
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<tr>
<td>Week 2</td>
<td>50%</td>
</tr>
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<td>Week 3+</td>
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**Summer and Other Sessions Three to Seven Weeks**

<table>
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<td>Day 6+</td>
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**Winter and Other Sessions Two Weeks or Less**

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<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>0%</td>
</tr>
<tr>
<td>Day 2</td>
<td>50%</td>
</tr>
<tr>
<td>Day 3+</td>
<td>100%</td>
</tr>
</tbody>
</table>

Room and board charges must be cancelled through the Residence Life Office. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Students requesting a review of their tuition and fee liability must complete the University's Appeals Form for Student Withdrawals in accordance with University policy and submit all required supporting documentation.
Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our new online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over a number of payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

<table>
<thead>
<tr>
<th>Enrollment Fee</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Dates</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jun 15 - Oct 15</td>
<td>Nov 1 - Feb 28</td>
<td>May 1 - Jun 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance Calculation</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Payment</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20% plus fee upon enrollment</td>
<td>20% plus fee upon enrollment</td>
<td>33% plus fee upon enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remaining Payments</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Two equal monthly installments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Payment Fee</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25 if payment is not received within 5 days of the scheduled due date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payment Methods</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Enroll</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Log into your MyLIU account and select “Make a Payment.” Then log into the LIU Payment Gateway and select “Payment Plans.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized User Access</th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes. You must first set up an authorized user.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage period, reduced rates, and specific enrollment/waiver deadlines.

Beginning on July 1st, students can go to their MyLIU account and click on the “Student Health Insurance” link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below. If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

Enrollment Waiver Periods

Annual Plan: July 1 - September 30
Spring Plan: January 1 - February 15
Summer Plan: May 15 – July 15

Annual Rate
- Mandatory and Compulsory/Hard Waiver Students - $2,488

NOTES:
- New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.
- Please note that the rates listed above are subject to change based on claims paid in the current year.
FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need.

Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Enrollment Services Office and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the student’s enrollment status – a change in registration therefore may result in an adjustment to his or her financial aid.

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is 002751 and our New York State code is 0403).

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with an Enrollment Services counselor in addition to completing the FAFSA and TAP application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from $500 to full tuition and fees and do not require repayment. Need-based scholarships do not automatically renew for the same amount in subsequent years.

Long Island University’s scholarship programs are designed to reward students who demonstrate outstanding academic achievement. We are committed to providing you with an affordable, high-quality education. Awards are given to students who demonstrate academic achievement, athletic talent, or strong leadership as well as performers and artists. Aid is also awarded based on financial need.

LOAN PROGRAMS

Federal Perkins Loan Program

The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. Long Island University generally awards Perkins Loans to the neediest full-time students only. Perkins Loans are made possible through a combination of resources: an allocation from the U.S. Department of Education, a contribution from Long Island University, and repayments by previous borrowers. The annual interest rate is currently 5%, and interest does not accrue while the student remains enrolled at least half time. Perkins loans are no longer available for new borrowers.

PART-TIME EMPLOYMENT

LIU Career Connect

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. Jobs are available through the LIU Career Connect website at http://career.liu.edu. It is not necessary to be awarded work-study earnings in order to use LIU Career Connect. All students may use the site as soon as they have registered for the term and may also wish to use the site as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available, as well as internships.

Resident Assistantships

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board. Applications and further information may be obtained from the Residence Life Office on
New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package. LIU’s New York State school code is 0403. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 12 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

New York State Enhanced Tuition Awards (ETA)

Enhanced Tuition Awards of up to $6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to $100,000 annually in the Fall of 2017, increasing to $110,000 in 2018, and reaching $125,000 in 2019. ETA recipients can receive up to $6,000 through a combination of their TAP award, ETA award and a match from their private college. Students are eligible to get an award for up to two years when pursuing an associate’s degree and up to four years when pursuing a bachelor’s degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

Aid for Part-Time Study (APTS)

A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by Long Island University. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credits per term. Applications and deadlines are available at the Enrollment Services office.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program provides assistance to NYS residents who are academically and financially disadvantaged, according to state guidelines. Learn more by visiting the HEOP Office on campus.

Additional State Programs

Flight 3407 Memorial Scholarship - Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.


Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS) - Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

NYS Math and Science Teaching Incentive Scholarship - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

NYS Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers - Provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York.

NYS Scholarships for Academic Excellence - Awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. For up to five years of undergraduate study.

NYS World Trade Center Memorial Scholarship - Guarantees access to a college education for the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

New York State Achievement and Investment in Merit Scholarship (NY-AIMS) - The New York State Achievement and Investment in Merit Scholarship provides high school graduates who excel academically with $500 in merit-based scholarships to support their cost of attendance.

NYS Aid to Native Americans - Provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe.

NYS Regents Awards for Children of Deceased and Disabled Veterans - Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.

Segal AmeriCorps Education Award - Provided to New York State residents interested in high quality opportunities in community service.

Veterans Tuition Awards - Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

States Other Than New York

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the Enrollment Services office in advance of registration.

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. The University is also an approved participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US
SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 4.45% for undergraduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to the current term’s outstanding balance on the student’s account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 unsubsidized loan for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

For details about additional unsubsidized amounts available and the maximum aggregate limits for all Direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the parent, and funds are applied first to the current term’s outstanding balance on the student’s account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in the parent borrowers section.

PRIVATE LOANS

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including: current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) in order for the University to certify your loan eligibility. Private loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the Enrollment Services Office if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, Federal Work Study, Federal Perkins Loan and the Federal Direct Loan Programs. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student’s cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criterion below outlines the progress that is required for a full time undergraduate student to be considered in good standing:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Credits Cumulative Earned</th>
<th>GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>0 - 29</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>30-121</td>
<td>30 - 59</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>122-192</td>
<td>60 and above</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

• Progress standards for part-time students are prorated based upon the criteria above.

• Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.

• Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are
counted as credits attempted but not completed and do not effect the GPA.

- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for coursework that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

### New York State Awards

#### Tuition Assistance Program (TAP)
To receive financial aid awards from New York State, including Tuition Assistance Program (TAP) funding, students must meet the academic standing requirements established by the New York State Education Department. These requirements are different than those set forth by the federal government, and apply only to New York State awards.

The basic measures for good academic standing for New York State awards include the following:

- Pursuit of Program: A student must receive a passing or failing grade (A-F) in a certain percentage of courses each term.
- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the established criteria are eligible to request a one-time waiver of the academic and/or "C" average requirement(s) if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to LIU and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the state award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

The charts below outline the progress that is required for an undergraduate student to be considered in good standing:

#### Standard Semester-Based Chart
Before being certified for payment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum credits accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Remedial Semester Based Chart
Before being certified for payment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum credits accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4th</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5th</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>66</td>
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#### Enhanced Tuition Awards (ETA)
Award recipients must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a loan.

- Must meet annual income requirements ($100,000 or below for Fall 2017, $110,000 or below for 2018, and $125,000 or below for 2019).
- Must earn a passing grade in your coursework.
- Must be registered full time and earn at least 30 credits over the course of the year.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.
CAMPUS LIFE AT LIU POST

The Office of Campus Life offers a variety of programs and services that enhance your experience at LIU Post. Whether you are looking for ways to make life-long friendships, explore professional and career interests, or enhance your leadership skills, we are certain there is a club, organization, group, or program for you!

Campus Life, housed in Hillwood Commons, offers the following programs:
• Campus Concierge
• Campus Programming & Involvement
• Community Standards
• Commuter Life
• Diversity and Cultural Programs
• Greek Life
• International Student Programming
• Leadership Programs
• LIU Cares Service and Volunteer Programs
• Living on Campus/Residence Halls
• New Student Orientation
• Post Pride & Traditions
• Student Organizations
• Transfer & Graduate Student Initiatives

Getting involved at LIU Post is easy and fun. With over 70 student organizations, and over 700 student events per year, Campus Life has something for everyone. You can learn more about opportunities by participating in the Campus Involvement Fair each semester. If you do not find a student organization that fits your interest, starting a new one is easy.

To find out more about Campus Life, visit www.liu.edu/post/campuslife, call us at 516-299-3594, or email post-campuslife@liu.edu.

Athletics

The LIU Post Department of Athletics has been listed as one of the top Division II athletic program in the East Region each of the past three years, including a No. 10 ranking in the NACDA/Learfield Sports Director’s Cup Standings in 2013-14. The Pioneers have also captured four-consecutive East Coast Conference Standings in 2013-14. The Pioneers have also

Club Sports

The Club Sports Program at LIU Post is administered by the Department of Recreational Sports and is comprised of three club teams: Crew, Equestrian and Ice Hockey. The Club Sports Program provides a competitive sports opportunity for students. Club teams compete against schools in the tri-state region along with universities across the country.

Community Service and Interfaith Center

Our students give back to the local and global communities through service organizations, charity events and social awareness initiatives throughout the year. The LIU Cares initiative connects our 20,000 students, 3,500 faculty and staff, and 200,000 alumni to the power of service through volunteerism and community engagement. Visit liucares.org to find out more. Students can support a cause that is important to them or create their own. Our students devoted more than 25,000 hours in community service last year, securing a spot on President Obama’s Community Service Honor Roll. For more information on service opportunities, contact liucares.org or the Office of Campus Life at 516-299-3594 or email post-campuslife@liu.edu.

The Interfaith Center celebrates the diversity of religious experience and faith traditions represented in the LIU Post community. At the Interfaith Center individuals are encouraged to develop a deeper understanding of one’s own traditions; and, to learn about, respect, and appreciate the religious traditions of others.

Community Standards & Civic Engagement

The mission of LIU Post’s Community Standards and Civic Engagement program is to promote student understanding of rights and responsibilities as individuals and as members of the campus community. All students are expected to adhere to principles set forth in the Ethos Statement as well as the provisions set forth in the LIU Post Code of Conduct.

A student who is allegedly in violation of the Code of Conduct is referred to the Office of Campus Life to meet with the associate director of community standards or designee. They provide a fair and educational adjudication process of students. The goal of the process is to promote an understanding of ethical behavior, to encourage personal development, and to develop a sense of importance to becoming a positive contributing member of the community.

Code of Conduct

LIU Post can make its maximum contribution as an institution of higher learning only if the highest standards are maintained by every member of the campus community. Such is the spirit in which the rules and regulations set forth in the Code of Conduct have been formulated. The code expresses our commitment to the values of responsible freedom and interdependence. It expresses our concern for the right to privacy and safety, as well as personal responsibilities, and responsibilities to one another. It is designed to assure respect and equitable treatment of all individuals. It is designed to ensure that student life at LIU Post can develop in an atmosphere conducive to learning and personal growth. The LIU Post Code of Conduct is founded on the principles of student conduct set forth in the Ethos Statement: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

Until evidence to the contrary is observed, the campus presumes that students are motivated by the desire to improve their capabilities and to help others to do so, that they possess a sense of honor and are trustworthy, and that they are mature individuals, capable of behaving accordingly. Students who violate the rules and regulations must expect that appropriate disciplinary actions will be taken.

The complete version of the Ethos Statement and our Code of Conduct can be found on our website.

Greek Life

Greek Life represents a large part of the campus life experience at LIU Post. Fraternities and sororities promote scholarship, leadership, and service. Greek life also provides members with the opportunity to forge life-long friendships, network with alumni, and enhance your academic and leadership endeavors through the Greek honor societies. LIU Post is one of the fastest growing Greek communities in the region and is home to many of the nation’s largest fraternities and sororities.

You can join a fraternity or sorority at any time during your career by participating in “Meet the Greeks” and by registering for fall or spring recruitment process.

Fraternities:
• Alpha Phi Alpha Fraternity, Inc.
• Theta Chi
• Phi Iota Alpha Fraternity, Inc.
• Phi Sigma Kappa
• Sigma Alpha Epsilon
• Tau Kappa Epsilon

Sororities:
• Alpha Epsilon Phi
• Alpha Xi Delta
• Delta Zeta
• Sigma Delta Tau

Greek Life Honor Societies:
• Order of Omega
• Gamma Sigma Alpha
• Rho Lambda

Living on Campus

As a LIU Post residential student, you will be part of an exciting college community that attracts students from all over the world. Eight campus residence halls of over 1100 students are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows you to become totally immersed in college life. You will enjoy the freedom of living on your own,
while meeting new people and making lasting friendships. Living at LIU offers:

- Options for singles, doubles, triples, and suite-style
- All utilities and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Pratt Fitness and Recreation Center, library and other facilities
- Affordable housing rates
- Several meal plan options and dining locations
- Lounges in each building with TVs and computers
- Free express shuttle service to local train stations, malls, and other stores
- Professional and peer staff in each residence hall for 24/7 assistance
- ID access and evening security for all buildings
- Floor and Hall programming through the Resident Student Association and National Residence Hall Honorary

Residence Halls

- Brookville Hall
- Kings Hall
- Nassau Hall
- Post Hall
- Riggs Hall
- South Residence Complex
- Suffolk Hall
- Queens Hall

To find out more about campus life and see the complete listing of residential policies and procedures, please see the student handbook or contact the Office of Campus Life at 516-299-3594 or post-campuslife@liu.edu.

Public Safety

**Emergencies:** 516-299-2222

**Non-Emergencies:** 516-299-2214

**Email:** post-PublicSafety@liu.edu

The Department of Public Safety is committed to providing a safe and secure environment for students, faculty, staff and visitors at LIU Post in Brookville, NY. We provide safety and security services by foot, bicycle and vehicle patrol 24 hours a day, 365 days a year. Public Safety Officers at LIU Post are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act of 1992.

The Public Safety Department administers a comprehensive public safety program, including traffic enforcement, crime prevention programs, fire prevention exercises, escort services, an emergency alert system, and a network of sirens and loudspeakers in the event of outdoor emergencies. The Department of Public Safety works closely with the Old Brookville and Old Westbury Police Departments, Roslyn Fire Department and the Nassau County Office of Emergency Management to ensure the safety of the campus community. In addition, the department models its security procedures by the guidelines of the United States Department of Homeland Security.

The department maintains and promotes respect for the individual rights and dignity of all persons and continually attempts to instill public confidence by maintaining a high degree of professionalism, dedication and expertise in the delivery of the service it provides.

**Annual Campus Security Report**

Section 485 of the Higher Education Act, The Federal Crime Awareness and Campus Security Act of 1990, requires that current and prospective students and employees are notified of the availability of the annual report and statistics and security policies. A copy of LIU Post’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on the campus; in certain off-campus buildings or property owned by or controlled by LIU Post; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Please reference the student handbook which provides you the contact information of the Title IX Coordinator. You can obtain a copy of this report by contacting: Director of Public Safety, LIU Post, 720 Northern Blvd., Brookville, NY 11548 or by accessing the following website: www.liu.edu/Post/PublicSafety. You can also obtain a PDF copy of the Annual Security and Fire Report by accessing the following website: www.liu.edu/Post/PublicSafety. A hard copy will be mailed with in ten (10) days of the request.

**Emergency Management**

In event of emergency, the LIU Post Emergency Alert System is designed to instantly and simultaneously contact LIU Post students, faculty and staff via notifications to their official Long Island University email account, a text message to their cell phone (if registered) and general announcements on LIU Post’s homepage www.liu.edu/post, as well as the campus official Facebook and Twitter accounts.

An efficient snow and emergency school closing system is in place to ensure our students, faculty and staff is informed of closings immediately via LIU Post homepage, text, emergency closing hotline (516-299-EMER) as well as local radio and television stations.

**Recreational Sports**

The Department of Recreational Sports serves as a vital and integral part of campus life at LIU Post. The department is committed to providing the finest programs, services, facilities and equipment to enrich the university learning experience and to foster a lifetime appreciation of and involvement in wellness and recreational sports and activities for our students, staff, faculty, and alumni as well as members of the local community.

**Student Government Association (SGA)**

The Student Government Association works with all clubs at LIU Post, handling requests and budgetary issues and instituting regulations. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community.

SGA includes an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at large senators to represent all students. In addition, SGA divides their services into four committees: Campus Quality and Security; Campus Life; Academic; and Budget and Allocations. Each committee works diligently to give the student body what they need, want, and expect.

SGA has weekly general meetings. These are open to the public, please come and have your voices be heard.
LIU POST FACILITIES

Benjamin and Elizabeth Abrams Communication Center

The Abrams Communication Center contains four radio broadcast facilities all of which are equipped with digital equipment. These include LIU Post Public Radio WCPW 88.1 FM, Internet radio stations myWCPW and WCPW Talk & Sports, as well as production and live performance studios.

Broadcasting 24 hours a day, WCPW 88.1 FM, is a non-commercial community public radio station. WCPW serves the community with an eclectic mix of public service programs, music, and sports programming. Journalism students create and deliver a nightly newscast during the academic year. All students are invited to join the staff of WCPW.

myWCPW.org is a multi-formatted, student-operated Internet radio station and learning laboratory for the Communications and Film Department as well as for students majoring in other disciplines. myWCPW can be heard on the Campus cable channel and on the internet every day of the year at www.myWCPW.org.

The joint mission of WCPW Radio is to foster the individual and collective growth of the students and staff while providing programming that serves the needs and interests of the campus and off-campus communities.

Center for Healthy Living

Wellness is essential to academic success. The Center for Healthy Living is open Monday through Friday from 9 a.m. to 5 p.m., and offers individual counseling for anxiety, depression, stress, self-esteem, nutrition, crisis management, LGBTQ support and advocacy, and adjustment to college life. The center also provides educational programming in alcohol and drug prevention and referrals for both on-campus and off-campus resources. The staff is dedicated to helping our students feel comfortable discussing personal issues and having a successful college experience.

Our medical services include a nurse on staff. Students in need of further medical attention from doctors are referred to the NYIT Academic Health Center located a short distance from LIU Post. NYIT Academic Health Center is open Monday through Friday from 9 a.m. to 5 p.m. Students require health insurance to be seen by the doctors of NYIT.

Center for Healthy Living

Hillwood Commons

Hillwood Commons is the student and community hub of LIU Post. The commons features multiple dining options, programming space, the Bethpage Federal Credit Union Bank, the LIU Post Bookstore, and various student run businesses. Hillwood is also home to the Offices of Campus Life, LIU Promise, Conference Services, and the Dean of Students.

Hillwood Commons provides LIU Post students, faculty, staff and guests with a comfortable and accessible gathering place for all types of social activity, both formal and informal. Hillwood Commons is adjacent to the Tilles Center for the Performing Arts. Hillwood Commons is open seven days a week, from 8:30 a.m. to midnight.

If you have any questions, please contact the Campus Concierge at 516-299-2800.

Jerrold Mark Ladge Speech and Hearing Center

The J.M. Ladge Speech and Hearing Center at LIU Post has the dual mission of assisting those with communication and related disorders by offering a full range of diagnostic and therapeutic services for infants, children and adults (individually or in groups) and training graduate students in communication sciences and disorders. All services are provided by supervisors with years of experience and graduate clinicians, both working together to provide quality care that family members can observe. We offer state-of-the-art care for discounted fees and at flexible times. For more information, call the Ladge Speech and Hearing Center at 516-299-2437 or view our website at http://www.liu.edu/CWPost/Academics/College- of-Education-Information-and- Technology/Centers-Resources/Ladge-Speech- Hearing-Center.

LIU Post Community Arboretum

LIU Post is nationally recognized as one of the most beautiful college campuses in the nation. The scenic campus is famous for its magnificent formal gardens, rolling green lawns and 4,000 trees – some among the largest on Long Island.

In 2002, a 20-acre portion of the campus was designated as an arboretum featuring more than 125 trees (some very rare). Each tree contains a label with interesting horticultural facts and origin information. The trees are located along a self-guided walking trail that encircles the campus’ main academic buildings.

The arboretum is open to the public seven days a week from dawn to dusk, free of charge. A self-guided walking trail starts and ends at Hillwood Commons and lasts anywhere from 30 to 45 minutes. LIU Post students studying biology and earth and environmental science often use the arboretum in their field research of plant life, floral development and structure, photosynthesis and ecology. For more information visit the arboretum website at www.liu.edu/arboretum.
Music Technology Laboratory

The Music Technology Lab in the Fine Arts Center features 14 computer music workstations, a teaching station, a large screen projection system and a stereo sound system. In the lab, students explore digital options for composition, theory and recording, and develop their own projects while studying sequencing, notation, digital audio, ear-training, theory, composition and music education.

Pratt Fitness and Recreation Center

The Pratt Fitness and Recreation Center provides LIU Post students with a modern fitness facility where they can exercise, play, compete or work out. From high-action basketball games to leisurely laps in an eight-lane swimming pool, the Pratt Fitness and Recreation Center is outfitted for a variety of recreational, intramural and competitive activities and sports.

The center is home to an elevated running track, an 8-lane swimming pool, racquetball courts and a gymnasium that features basketball and volleyball courts with seating for 3,000. The fitness area features free weights and state-of-the-art exercise equipment, including, treadmills, stationary bicycles and arc trainers. A multipurpose room houses classes in aerobics, dance and exercise.

The Pratt Fitness and Recreation Center is conveniently located in the athletics complex, next to the football field and field house. It is open days, evenings and weekends seven days a week. For more information visit the website at www.liu.edu/post/recreationcenter.

Psychological Services Center

The Clinical Psychology Doctoral Program operates the Psychological Services Center (PSC). The PSC is an independent community mental health facility whose purpose is to provide low cost psychological services to the community and to serve as a training facility for graduate students in the doctoral program. Each doctoral candidate is required to complete a one-year externship at the PSC in their second year in the doctoral program while supervised by a licensed clinical psychologist.

The PSC offers individual, group, family and couples psychotherapy in cognitive-behavioral and psychodynamic theoretical orientations for child, adolescent, adult and older adult clients. Specialty services include programs for individuals suffering from depression, anxiety and/or relationship difficulties, psychological testing, trauma and loss counseling, parent training and anger management training.

The doctoral students also provide community outreach including psychoeducation on a variety of mental health topics and psychological first aid following the occurrence of traumatic events and disasters.

The PSC is a state-of-the-art facility on the LIU Post campus which contains two-way mirrors for observation of sessions by clinical supervisors, a room for play therapy with children, audio and video equipment for recording of supervised cases, conference rooms, and ample office space for testing and therapy sessions.

Steinberg Museum of Art

Steinberg Museum of Art serves as an integral part of the cultural resources at LIU Post. Each year the museum features exhibitions accompanied by lectures, demonstrations and symposia to enrich, explain and educate all students.

Steinberg Museum of Art also serves as custodian to the university’s permanent collection consisting of more than 4,000 objects from ancient Roman glass to contemporary photography. The extensive collection offers opportunities for scholarly research in many areas. The recording, conservation and display of the collection serve as an educational platform for student museum assistants interested in pursuing a career in arts management, curatorial studies, art history studies or art education.

For more information on exhibitions or educational programs call 516-299-4073.

Student-Run Businesses

LIU students learn what it takes to run a business by running a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU’s student-run businesses support student scholarships, along with new business initiatives to create real-world business experiences for more students.

The Student Body, Clothing Boutique

LIU’s first student-run business, The Student Body, sells clothing and accessories in Hillwood Commons while providing real-world experience for business students, funds for scholarships and start-up capital for future ventures.

Hutton and Post

Looking for a tasty treat, grab and go salad or frozen yogurt? Visit Hutton and Post located in Hillwood Commons! Supporting products from local vendors, Hutton and Post has everything you need to satisfy your breakfast, lunch or snack cravings.

Browse

Browse offers a selection of popular technology brands and products, and is an authorized Apple products retailer. Students will find all the tools they need to power their LIU Post experience, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories. Students will benefit from the IT help desk, which they can use as a resource for technological needs and questions.

Pioneer Nation Spirit Store

The Pioneer Nation spirit store sells LIU Post apparel, including clothes, gifts and accessories, especially anything a die-hard Pioneers’ fan needs for Saturday football games and all days in between. The store also features the Pioneer Pantry with convenience items such as shampoo, conditioner and tissues and Greek Row selling items for the LIU Post Greek Life community.

Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides LIU Post with an internationally recognized venue for great performances, featuring the most important classical and popular artists of our time. The 2,200-seat concert hall, which adjoins Hillwood Commons, is the Long Island home to many of the world’s finest performers, ensembles, Broadway tours and comedians. Tilles Center presents nearly 70 performances annually, incorporating every style from classical music, dance and opera to jazz, rock and hip-hop, including programs designed especially for families and children. LIU students receive substantial discounts on many Tilles Center events. The Box Office can provide current schedules and prices at 516-299-3100 or www.tillescenter.org.

Winnick Student Center

The Arnold S. Winnick Student Center, located in the Residential Quad, contains a modern food court with an “all-you-care-to-eat” menu offering meal choices ranging from home cooking to gluten-free, vegan, vegetarian, and other health-conscious meals. Also located in Winnick Center are; the Gold Coast Room, for large banquets; the Long Island Room, which serves as a campus meeting space; and, a student convenience store. The building is named for the father of LIU Post alumnus Gary Winnick.
STUDENT SERVICES AND RESOURCES

Bookstore

The official bookstore for LIU Post, located in Hillwood Commons, is where you can buy and rent textbooks. The store carries LIU Post and Pioneer apparel. The LIU Post Bookstore carries gifts, accessories, supplies and electronics.

Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU Post online bookstore are delivered to LIU Post's bookstore.

Visit the bookstore at liu.net.bncollege.com.

Disability Support Services

Disability Support Services (DSS)

Disability Support Services provides advocacy and coordination services at no charge to students with all types of disabilities including: physical, neurological, emotional, social, a specific learning disability, attention deficit disorder, and students with temporary impairments. Students are assisted in arranging reasonable accommodations as mandated by federal/state laws, Section 504 of the Rehabilitation Act, and Americans with Disabilities Act As Amended (ADAAA).

Policy for Students with Disabilities

In compliance with federal and state laws, LIU Post is committed to providing qualified individuals with disabilities the opportunity to participate in all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals.

Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed accommodations forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student’s documentation. Accommodations forms must be obtained each semester, before the semester begins. DSS files are confidential.

Accommodations

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for an accommodation. More specific information on documentation requirements can be obtained by going to the DSS website at http://www.liu.edu/post/learningsupport. A student may contact the office of Disability Support Services by calling 299-3057 or emailing post-learningsupport@liu.edu.

Determining Eligibility

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The determination of an appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by DSS in consultation with the student and with input from the faculty and staff, as needed.

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student’s academic program. In addition, Disability Support Services may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

Denial of Accommodations

The university reserves the right to deny services or accommodations in the event the request is not clinically supported. If the documentation provided by a student does not support the existence of a disability or the need for a requested accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist or other specialist.

The university is not required to provide an accommodation that compromises the essential requirements of a course or program, that is unreasonable, or that poses a direct threat to the health or safety of the student or others.

Student Appeal

A student who disagrees with a DSS determination of eligibility or accommodation is encouraged to meet with an administrator for DSS to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

Enrollment Services

Each undergraduate student at LIU Post is assigned a Success Coach to help them with their plan of study, degree requirements, academic progress, financial aid and career advice. Freshman receive guidance from Success Coaches in the Promise office located in Hillwood Commons, second floor, room 270. Transfer students who transfer 30 or more credits are guided by coaches in the Enrollment Services Office in Kumble Hall, second floor.

Success Coaches are an important source of guidance and information to assist students from their first semester at LIU Post until graduation. Registration of classes is conducted online through the My LIU student portal.

It is each student’s responsibility to ensure that all degree requirements have been met.

Pre-Law Advising

Students interested in applying to law school after their studies at LIU Post should consult the pre-law advisor, a faculty member in the Political Science Department, at 516-299-2407. A variety of services and support programs are available to students interested in future careers in law.

Pre-Pharmacy

LIU Post also offers programs in Pre-Pharmacy in conjunction with the LIU Brooklyn campus, which is in walking distance from the LIRR train stop (Atlantic Terminal) in Brooklyn.

Pre-Medical Sciences Advisement Program

For students who are interested in pursuing a career in medicine, LIU Post offers a special academic and career advisement system. The LIU Post Pre-Medical Sciences Advisement Program is open to any undergraduate who is interested in a career in the medical field. Participants are assigned a faculty advisor who provides personalized assistance in selecting an undergraduate major and internship opportunities. The advisor also helps students gain experience through volunteer work and provides information on medical, dental or veterinary school or other post-graduate schools. Additionally, Pre-Medical Sciences faculty assist students with assembling letters of recommendation and other materials needed to complete graduate school applications.

Our program has successfully helped hundreds of students achieve their goal of becoming physicians, dentists, veterinarians and specialists in the allied health industry.

Academic Requirements

A student who wishes to pursue a career in medicine may choose any major, keeping in mind that medical schools seek applicants with good
liberal arts backgrounds. The professional schools require the following minimum science courses:

- One year of General Biology (BIO 103 and 104)
- One year of General Chemistry (CHM 3 and 4)
- One year of Organic Chemistry (CHM 21 and 22)
- One year of General Physics (PHY 3 and 4 for which calculus is a prerequisite or PHY 11 and 12 for which calculus is not a prerequisite)
- One semester of Microbiology (BIO 250) and one semester in Biochemistry (CHM 71)

Pre-medical students should attempt to complete these requirements before the end of their junior year at LIU Post so that they are prepared to take the MCAT (Medical College Admissions Test), DAT (Dental Admissions Test), GRE (Graduate Record Examination) or OAT (Optometry Admissions Test) in the spring of their junior year.

Pre-Medical Student File

After registering with the chair of the Pre-Medical Sciences Advisement Committee, the student will be asked to complete a file that will be used to formulate an overall evaluation of his/her ability, personality and commitment. The student file will consist of an autobiography, academic appraisals from faculty, interview evaluations, and descriptions of volunteer work and other non-academic recommendations from employers, physicians, dentists, or others. The student’s file forms the basis of the composite letter of recommendation to the professional schools. Most health professional schools prefer a committee recommendation to the professional school. Most students file a letter to support the student’s application.

Committee Letter of Recommendation

When the pre-medical student has completed the requirements for the professional school, taken the professional school admission test, and completed his/her file, the sponsor, together with the chairman of the Pre-Medical Sciences Committee will write a composite letter based on the contents of the student’s file, which will be sent to those professional schools to which the student has applied.

Internships and Career Planning

LIU Post’s LIU Promise Career Success and Employer Relations offices organize internships that allow you to earn money while exploring the medical fields. These offices hold career fairs and seminars to discuss the range of internships. In the area of medicine, typical opportunities include seminars and networking events with prominent health care professionals to help you prepare for a future in the medical profession.

Enhanced Academic and Career Opportunities

Enhanced academic and career opportunities, or experiential education, include the following options:
- Cooperative Education
- Internships
- Student Research
- Student-Run Businesses
- Study Abroad

These experience-enriched activities give students a decisive advantage in their career fields by providing them with professional level experience. Such activities encourage learning experiences that build professional connections and credentials.

For further information about opportunities available to students, contact LIU Promise or Enrollment Services.

Cooperative Education

Cooperative education offers students an opportunity to gain professional work experience related to their career interests while they are still in school. Students can have as many as five different co-op work experiences during the fall, spring or summer semesters. Each completed semester of work experience is listed on the student’s transcript. Students who participate in cooperative education have the opportunity to test career alternatives in realistic work settings, gain practical pre-professional experience, develop relationships with professionals in their field, and earn a salary to help finance their college education.

In addition, cooperative education students are offered career counseling to prepare them for their work assignments in business, government and not-for-profit agencies. Students are assisted in identifying their strengths, conducting career-related research, preparing resumes, and developing interviewing techniques. LIU Promise Career Success Coaches continue to assist students with their career development throughout their LIU experience.

Experienced Enriched Education (EEE) is a prerequisite for a cooperative education placement. This four week, pre-placement seminar is designed to prepare the student for the “world of work.” Topics include resume writing, interviewing techniques, the cover letter, company and career research, and networking.

Co-op Articulation Agreement for First Year/Transfer Students

Entering first year/transfer students who have participated in a school-sponsored co-op program at their high school or college are eligible to apply for a co-op placement through LIU Post’s co-op program upon completion of registration.

Career Success

Career Success services are available to assist students of LIU Post. Enrollment Services and LIU Promise offer group and individual counseling to all students who request it, and provides information on career opportunities in business, government, education and other professional fields, as well as training programs, field experiences, and graduate school information. Listings of part-time and summer jobs are also maintained in an online database.

Students are assisted in the technique of finding a suitable position through seminars, workshops in resume and cover letter preparation, interview rehearsals, and interest testing. Notification of job openings is available through our LIU Career Connect portal. Students and alumni are eligible to participate in the on-campus recruitment program when employers come to campus to recruit personnel.

For further information about Career Success and advisement contact LIU Promise Career Success or visit: www.liu.edu/post/campuslife.

Study Abroad

Students who are currently attending LIU Post and who wish to study abroad may do so during a summer session, academic semester, or entire academic year. Students may take part in one of LIU Post affiliate programs or a non-affiliated program.

Programs that are affiliated with LIU Post include Regent’s College in London as well as all LIU Global sites. Students participating in affiliate programs receive direct credits for courses - not transfer credits - and can apply most of their financial aid toward program costs, as if attending their home institution. For most affiliate programs, LIU tuition will cover tuition abroad; room and board fees will vary according to the program. Programs hosted by other universities, colleges or organizations are known as non-affiliated programs. Such programs need to be approved in advance by the Study Abroad Coordinator. Students participating in non-affiliated programs will receive transfer credits for courses taken abroad and must pay the tuition of the sponsoring institution.

Interested students should refer to the following guidelines, and are invited to obtain further information by contacting LIU Promise at 516-299-3737, located in Hillwood Commons.

Additional information can also be obtained on the study abroad website at www.liu.edu/post/studyabroad.

1. Information Request: LIU Promise will assist students in choosing a suitable program and advise them of the correct procedure. All students interested in study abroad must receive the approval of the Study Abroad Coordinator before going abroad.
  a) Accreditation: For non-affiliated programs, students should be aware that LIU Post will authorize students to attend only accredited institutions.

Enhanced Academic and Career Opportunities

Enhanced academic and career opportunities, or experiential education, include the following options:

Cooperative Education

Cooperative education offers students an opportunity to gain professional work experience related to their career interests while they are still in school. Students can have as many as five different co-op work experiences during the fall, spring or summer semesters. Each completed semester of work experience is listed on the student’s transcript. Students who participate in cooperative education have the opportunity to test career alternatives in realistic work settings, gain practical pre-professional experience, develop relationships with professionals in their field, and earn a salary to help finance their college education.

In addition, cooperative education students are offered career counseling to prepare them for their work assignments in business, government and not-for-profit agencies. Students are assisted in identifying their strengths, conducting career-related research, preparing resumes, and developing interviewing techniques. LIU Promise Career Success Coaches continue to assist students with their career development throughout their LIU experience.

Experienced Enriched Education (EEE) is a prerequisite for a cooperative education placement. This four week, pre-placement seminar is designed to prepare the student for the “world of work.” Topics include resume writing, interviewing techniques, the cover letter, company and career research, and networking.

Co-op Articulation Agreement for First Year/Transfer Students

Entering first year/transfer students who have participated in a school-sponsored co-op program at their high school or college are eligible to apply for a co-op placement through LIU Post’s co-op program upon completion of registration.

Career Success

Career Success services are available to assist students of LIU Post. Enrollment Services and LIU Promise offer group and individual counseling to all students who request it, and provides information on career opportunities in business, government, education and other professional fields, as well as training programs, field experiences, and graduate school information. Listings of part-time and summer jobs are also maintained in an online database.

Students are assisted in the technique of finding a suitable position through seminars, workshops in resume and cover letter preparation, interview rehearsals, and interest testing. Notification of job openings is available through our LIU Career Connect portal. Students and alumni are eligible to participate in the on-campus recruitment program when employers come to campus to recruit personnel.

For further information about Career Success and advisement contact LIU Promise Career Success or visit: www.liu.edu/post/campuslife.

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Technology & CIO

George Baroudi, Vice President for Information Technology

Information Technology’s (IT) role has

transformed from being two divisions of academic computing and administrative computing services into a single unit that facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university’s information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and small classroom spaces. IT maintains 30,000 internet-capable devices and 894 analog/digital telephones and 1,234 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, Pratt Recreation Center, Tilles Center, and Riverhead campus. IT also maintains the campus’ security camera systems, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university.

As a further extension of the university’s commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to Browse, LIU’s on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse’s day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Faculty members have a specialized resource: the Faculty Technology Resource Center. The FTRC locations at each campus facilitate utilization of the Blackboard learning management system along with other teaching and learning tools. The FTRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development and staff technology training use. The FTRC staff is available for individual consultation, and also offers workshops and presentations in the latest uses of technology in the classroom.

My LIU

My LIU is the university’s portal which provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and requests transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

Student Helpdesk

Browse’s helpdesk, run by student store associates, offers students with technology purchasing support and IT helpdesk services.

Student Email

Each student is assigned a university email address to use for correspondence with university faculty and staff. Students can check their email by logging into https://my.liu.edu. If you have any trouble accessing your My LIU account, please check with the helpdesk at Browse at LIU Post in Hillwood Commons.

IT Website: http://it.liu.edu
IT Email: IT@LIU.edu
Phone: 516-299-3300

Intensive English Program for International Students

The Intensive English Program, part of the LIU Post English Language Institute, offers international graduate and undergraduate students an opportunity to improve their listening, speaking, reading and writing skills in preparation for future college study or for their own enrichment. Specific instruction is also provided in grammar and American culture. Programs are provided each year in the fall and spring semesters and an intensive summer session. In all of these programs, students work closely with experienced and dedicated teachers in classroom and laboratory settings.

Interested students should consult with the International Admissions Office for additional information.

All Intensive English Programs provide:

• Small, comfortable classes (approximately 15
students)
• Convenient Monday through Friday schedule
• 20 hours of class per week of intensive English instruction
• Computer-aided instruction and access to all library services
• Experienced, dedicated instructors
For more details contact the Intensive English Program office at 516-299-4002. Visit our website at www.liu.edu/post/ELI.

Learning Support Center

LIU Post's Learning Support Center provides diverse students with support services, strategies, information, and opportunities to help them achieve their personal, academic, and career goals through its individualized programs: Academic Resource Program, Disability Support Services, Program for Academic Success, and Peer Tutoring Program; and educates the campus community about policies, procedures, and available services. Please visit our website at: www.liu.edu/post/learningsupport or contact us by calling 516-299-3057 or emailing post-learningsupport@liu.edu.

Academic Resource Program (ARP)
The Academic Resource Program (ARP) is a comprehensive, structured fee-for-service support program designed to teach undergraduate students with learning disabilities and/or attention deficit disorders the skills and strategies that will help them achieve their academic potential in a university setting. Program services include:
• A minimum of two hour long one-to-one sessions per week with a learning assistant
• Additional weekly appointments for time management are scheduled, as needed
• Weekly meeting with an ARP administrator
• All appointments scheduled by ARP administrator and students receive a comprehensive class and ARP schedule at the start of semester
• Mid-semester evaluations completed each semester
• Computer lab with assistive technology
• Testing and other reasonable accommodations
Program for Academic Success (PAS)
The Program for Academic Success (PAS) assists promising students who would otherwise not have qualified for acceptance to LIU Post. Participants register for courses with a success coach and study a specifically designed curriculum offered in small class settings.

LIU Post Tutoring Program
The LIU Post Tutoring Program provides trained, qualified peer tutors to work with students in need of academic assistance. Tutoring is available free of charge both individually and in small groups. The LIU Post Tutoring Program is internationally certified by the College Reading and Learning Association.

LIU Promise
The LIU Promise is our commitment to ensuring you have the right tools, guidance and support to achieve your goals. When you apply to LIU, you will be assigned an LIU Promise Success Coach who will be there for you through graduation. Your coach will be the point of contact for everything you need—from academic and career counseling to campus activities to financial aid. It's our promise to help you chart your success! Your LIU Promise Success Coach will work with you one-on-one to:
• Fast-track the enrollment process
• Help you select the right major
• Find the right scholarships for you
• Construct a financial plan to fund your education
• Introduce you to our vibrant campus life
• Identify internships and study-abroad opportunities
• Create an e-portfolio to showcase your work
• Launch your career, connecting you with employers before graduation

Contact LIU Promise
Hillwood Commons 270
516-299-3737
liupromise@liu.edu

Veteran and Military Affairs Services
LIU Post has a proud and distinguished history of serving its nation’s military veterans, veteran dependents, and active duty service members. A participant in the Veterans Administration Yellow Ribbon Program, LIU Post offers excellent educational opportunities to our nation's finest. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Post provides the resources you need to pursue your education while balancing the demands of life both inside and outside the classroom.

Our team of professionals is ready to help you learn more about admissions requirements, veterans’ benefits and financial aid, academic and career advising, health and wellness counseling, disability support services, tutoring, and student activities. We’re here to help you access these services and assist you every step of the way. For more information please contact our Veteran and Military Affairs Coordinator at 516-299-2256 or visit www.liu.edu/post/veterans.
ACADEMIC HONOR SOCIETIES

Alpha Eta Honor Society – the National Scholastic Honor Society for Allied Health Professions

Purpose: Alpha Eta was proposed in 1973. The purpose of the honor society was to recognize scholarship in allied health students using the model of the University of Florida’s local honor society, Eta Rho Phi. Dr. Howard Suzuki, of the University of Florida, made inquiries to allied health administrators concerning the feasibility of developing such an honor society on a national scale. The American Society of Allied Health Professions (ASAHP) was then approached for their input and an ad hoc committee was appointed to determine the feasibility and interest of developing such a society. A meeting was held on August 31, 1973, in Atlanta, at Emory University. The Society is named for the Greek letters equivalent to the first letters of Allied Health, which were Alpha Eta. There are currently over 25,000 members with over 80 National Chapters. LIU Post being the 84th. The active membership consists of candidates for an associate, baccalaureate, or graduate degree in an allied health program, candidates for post-degree certificates in allied health programs, faculty in allied health programs, and alumni of the programs.

Eligibility:
1. IV.2A Associate’s and Baccalaureate Degree Candidates: Those undergraduate Allied Health students who:
   • are enrolled in an Allied Health curriculum leading to an associate’s or baccalaureate degree, and shall be in their last year of enrollment in the Allied Health program (see Article III.1,2).
   • have maintained an overall scholarship average of 3.5 or better (on a 4 point scale) while enrolled in the Allied Health program.
   • have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field.
   • have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

2. IV.2B Graduate Degree Candidates: Those graduate students who are enrolled in Allied Health programs leading to graduate degrees and:
   • are in their last year of enrollment in an Allied Health graduate program (see Article III.1.2).
   • have maintained an overall scholarship average of 3.8 or better (on a 4 point scale) while enrolled in the program.
   • have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field.
   • have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

3. IV.2C Certificate Candidates: Those students who are enrolled in a program leading to a certificate of professional competency in an Allied Health program who:
   • are in their last year of enrollment in an Allied Health post-degree certificate program (see Article III.1.2).

Alpha Chi Sigma – Criminal Justice (Epsilon Beta Chapter)

Purpose: Alpha Chi Sigma is the National Criminal Justice Honor Society. It recognizes outstanding scholarship and academic ability of both undergraduate and graduate criminal justice students. The goals of Alpha Chi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity.

Eligibility: Undergraduate students: To qualify, students must maintain a minimum of 3.2 GPA, a minimum of 3.2 GPA in criminal justice and have completed at least four criminal justice courses. Graduate students: To qualify, students must maintain a minimum of 3.4 GPA and have completed at least four criminal justice courses at the graduate level. For further information, call 516-299-2986.

Alpha Sigma Lambda – Adult Student Honor Society

Purpose: Alpha Sigma Lambda is the National Honor Society for adult students. Its purpose is to provide an association for and recognition of superior students in continuing higher education programs. Alpha Sigma Lambda recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

Eligibility: Adult students (25 years or older) who are matriculated in an undergraduate degree program are eligible for membership if they have completed a minimum of 24 graded college credits at LIU Post. At least 12 of these credits should be earned in the liberal arts and sciences. Members shall be elected only from the highest 10% of the class (the class being all those students who have met the above requirements). For further information, call 516-299-2445 or e-mail adult-services@cwpost.liu.edu.

Beta Alpha Psi is an honorary organization for financial information students and professionals.

Purpose: The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance, and information systems; providing opportunities for self-development, service, and association among members and practicing professionals; and encouraging a sense of ethical, social, and public responsibility.

Eligibility: Membership in Beta Alpha Psi includes persons of good moral character who have achieved scholastic and professional excellence in the fields of accounting, finance, or information systems. Members are required to complete 32 hours of community service and professional activities annually and must maintain a 3.0 cumulative GPA. For further information, call 516-299-2513.

Beta Beta Beta – Biology

Purpose: Beta Beta Beta is the National Biological Honor Society. The society seeks to stimulate interest, scholarly attainment and research investigation in the biological sciences. In addition, Tri-Beta promotes the dissemination of new information to students in the various life sciences.

Eligibility: To qualify, a student must major in one of the biological sciences with a general GPA of 3.2 and a major GPA of 3.3. For further information, call 516-299-2481.

Beta Gamma Sigma

Purpose: The mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the society, and to serve its lifelong members. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

Eligibility: Students must be enrolled in a program accredited by AACSB International to be eligible for membership in Beta Gamma Sigma. Candidates for baccalaureate degrees in their junior or senior year whose academic rank is in the upper 10 percent of their class may be inducted. Students in the master of business administration who are in their last year of graduate study and ranked among the top 20% of their peers are eligible for induction. For further information, call 516-299-3017.

Chi Sigma Iota – Counseling

Purpose: The purpose of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, is to promote scholarship, research, professionalism and excellence in the field of counseling. This is accomplished through participation in workshops, seminars, conferences, mentoring, and professional involvement not only in the LIU Post and/or LIU Brentwood chapter of Lambda Iota Beta, but also in various professional counseling associations. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are a challenge to all graduate students in the counseling programs at LIU Post and LIU Brentwood to develop and grow and are meant to encourage excellence and professional involvement in the counseling field.
Kappa Mu Epsilon – Mathematics

Purpose: To further the interest of mathematics in those schools which place their primary emphasis on the undergraduate program; to recognize and honor outstanding scholastic achievement of students in mathematics.

Eligibility: Initiation candidates must be regularly enrolled students who have completed at least twelve credits of mathematics (including MTH 7, 8 and 9) with outstanding grades. Minimum mathematics grade averages vary by class, with no more than two mathematics grades below B and none below C. For further information call 516-299-2448.

Kappa Theta Epsilon – Cooperative Education

Purpose: Kappa Theta Epsilon Society exists to recognize and honor cooperative education students who excel scholastically. It also serves to promote academic achievement among cooperative education students, inform students of the advantages of enrolling in a cooperative education program, and assist cooperative education offices in their recruiting efforts.

Eligibility: Those eligible for membership in Kappa Theta Epsilon are undergraduate students who have held at least one co-op position, completed at least 60 credits toward their degree, and have a grade point average of at least 3.4. For further information, contact 516-299-2435 or pep@cwpost.liu.edu.

Omicron Delta Epsilon – Economics

Purpose: The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer relationships with faculty in economics within and among colleges and universities; the publication of the official journal, The American Economist, the sponsoring of panels at professional meetings and the Irving Fisher and Frank W. Taussig competitions.

Eligibility: Undergraduates must complete at least 12 semester hours of economics courses. In addition, students must have a “B” average in all economics courses and an overall “B” average in all classes. Students do not have to be economics majors, but must have a genuine interest in economics in addition to meeting the above requirements. For further information, call 516-299-2321.

Phi Alpha Lambda Eta Chapter (Undergraduate Social Work)

Phi Alpha is a national honor society recognizing the outstanding academic achievements, and dedication to the idea of service to humanity. Students must also demonstrate a commitment to the standards, ethics, and goals of the social work profession. Seniors who are active in the B.S.W. Social Work Club and achieve an overall GPA of 3.0 and 3.25 in required social work courses are eligible for induction. For further information, call 516-299-3910.

Phi Alpha Theta – History

Purpose: Phi Alpha Theta is the national history honor society, created in 1921, to promote the study of history through the encouragement of research, teaching, publication, and the exchange of learning and ideas among historians. It brings students, teachers and writers of history together both intellectually and socially and encourages historical research and publication. Membership includes a one-year subscription to the distinguished academic journal, The Historian, invitation to participate in regional and national conventions, as well as special programs.

Eligibility: Undergraduate students must complete at least 12 credits in history at LIU Post, with a GPA above 3.0 in history and no grades below a B. Graduate students must complete 12 credits in history at LIU Post, with a GPA of at least 3.5 and no grades below a B. For more information, call 516-299-2408.

Phi Eta Honor Society

Purpose: Phi Eta was founded at LIU Post in 1959 to recognize those students who meet the qualifications of Phi Beta Kappa. The Society is supervised by Phi Beta Kappa key holders on the LIU Post faculty.

Eligibility: Students must be graduating seniors for the current May conferral or have been granted a degree in either the previous January or September. They must have a minimum cumulative GPA of 3.50 and may not be a business administration, accountancy or education (except secondary or adolescence education) major. Students must not have received a grade below C+ while in attendance at LIU Post or a grade below B- while in attendance at any other postsecondary institution. They must not have any standing incomplete grades, and must have a minimum of 56 weighted credits in residence at LIU Post (a maximum of 18 may still be in progress). Please note that the above qualifications must be met by February 1. For further information, call 516-299-2954.

Phi Delta Kappa - Education

Purpose: Phi Delta Kappa (PDK) was founded in 1906 and is the premier professional association for educators with chapters around the world. PDK is dedicated to fostering leadership, research, and service in education. The Phi Delta Kappa Chapter 1524 was founded on the LIU Post Campus in 1986. It holds free programs open to undergraduate and graduate students, educators, administrators, higher education faculty, and those interested in education. These meetings include speakers and activities designed to further the aims of PDK and enrich all participants. Phi Delta Kappa Chapter 1524 actively engages our students in educational pursuits that are needed in today’s educational landscape.

Eligibility: All, undergraduate and graduate, education students are encouraged to become members of PDK Chapter 1524. Students can obtain an application and additional information regarding PDK and the local LIU Post chapter via email at: Roberta.Levit@liu.edu. Phi Delta Kappa Chapter 1524 at LIU Post is now an SED approved sponsor of Continuing Teacher and Leader Education (CTLE). This designation means that participants can apply their time at our workshops towards their required CTLE hours. A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period.

Phi Eta Sigma – Freshman Honors

Purpose: To encourage and reward high scholastic attainment among freshmen in institutions of higher learning.

Eligibility: Students with a GPA of 3.5 during the first semester of college are automatically eligible for membership, provided they are full-time students. Faculty Advisor: Dr. Joan Digby, 516-299-2840 or e-mail jdigby@liu.edu.

Phi Sigma Iota-Foreign Languages

Purpose: Phi Sigma Iota is an international honor society and recognizes outstanding ability and achievement of students and faculty in foreign languages, literatures and cultures. It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 50,000 members since its inception in 1917.

Eligibility: Student membership is open to undergraduate and graduate students who are majoring or minoring in a foreign language or who are studying at an advanced level. Undergraduate students must have a minimum of junior standing; have one or more upper level language courses, a 3.0 GPA in all language courses as well as an overall 3.0 GPA, and faculty recommendation and
Phi Sigma Tau – Philosophy
Purpose: To serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; to popularize interest in philosophy among the general collegiate public.
Eligibility: All undergraduate candidates for membership should (1) have completed three semesters of university study, (2) rank in the upper 35% of their class, (3) have completed at least two university courses in philosophy, and (4) have maintained a minimum average of 3.67 in philosophy coursework. Students must maintain this minimum grade point average in order to remain regular members. For further information, call 516-299-2341.

Pi Alpha Alpha – Public Administration
Purpose: Pi Alpha Alpha is the National Honorary Society for Public Administration and Public Affairs. Its purpose is to promote excellence in the study and practice of public affairs and administration.
Eligibility: Accelerated undergraduate students and graduate students who have completed 50 percent of their coursework and who have attained a cumulative 3.7 GPA are eligible for induction into the honor society. For further information, call 516-299-2716.

Pi Gamma Mu – Social Sciences
Purpose: The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to achieve synthesis therein; to inspire social service to humanity by an intelligent approach to the solution of social problems; to engender sympathy toward others with different opinions and institutions by a better mutual understanding; and to supplement and to support, but not to supplant, existing social science organizations by promoting sociability and attendance at meetings.
Eligibility: Any person of good moral character who is, or was, an officer, member of the teaching staff, alumnus, graduate student, senior or junior in college, university, or other institution of higher learning, where there is a chapter of Pi Gamma Mu, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members or by a committee of chapter faculty members. Such a person must have had at least 20 semester hours of social science with an average grade therein of not less than B or 85 percent, and has further distinguished himself or herself in the social sciences. Only students in the upper 35 percent of their class may be admitted to the society. For further information, call 516-299-2408.

Pi Sigma Alpha – Political Science
Purpose: Pi Sigma Alpha is the National Honor Society for Political Science. Its purpose is to stimulate productive scholarship and intelligent interest in the subject of government among men and women students at institutions of higher learning in which chapters are maintained.
Eligibility: Juniors, seniors and graduate students meeting the following criteria are eligible for induction: 1) a minimum cumulative average of 3.5; 2) completion of at least 15 credits of political science coursework; 3) a minimum average of 3.75 in political science; and 4) successful review by departmental faculty. For further information, call 516-299-2407.

Psi Chi – Psychology
Purpose: To advance the science of psychology; and to encourage, stimulate and maintain scholarship of the individual members in all fields.
International Eligibility: For active student membership, the student must be enrolled in an accredited college or university, and must have completed 12 quarter (eight semester) hours of psychology, or nine quarter (six semester) hours and be registered for at least three quarter (2 semester) hours of psychology in addition, or equivalent credits in psychology. He or she must be registered for major or minor standing in psychology, or for a program in psychology, which is equivalent to such standing.
Eligibility: In addition to the international requirements, undergraduate students wishing to join the LIU Post chapter must have a minimum psychology GPA of 3.50, a minimum overall GPA of 3.00, and must have completed both PSY 53 (Statistics) and PSY 21 (Experimental Psychology I). Graduate students must have an overall GPA of 3.50.
For further information please contact the Psychology Department at 516-299-2377.

Sigma Delta Pi – Spanish
Purpose: To honor those who seek and attain excellence in the study of the literature and the culture of the Spanish speaking people; to honor those who strive to make the Hispanic contributions to modern culture better known to the English-speaking peoples and to encourage college and university students to acquire a greater understanding of Hispanic culture.
Eligibility: Each candidate must have completed 18 credits in Spanish, including 3 credits in Hispanic literature or Hispanic culture and civilization at the 3rd year level. The student must have a minimum grade point average of 3.0 in all Spanish courses taken. The candidate MUST have earned grades in completed Spanish courses in order to qualify for membership. The student must have a 3.2 cumulative grade point average. Graduate students may be elected to membership upon completion of 2 graduate courses in Spanish. For further information, call 516-299-2385.

Sigma Tau Delta – English
Purpose: To confer distinction for high achievement in undergraduate and graduate studies in English language and literature, to provide cultural stimulation on campus, to stimulate community interest in English, to foster high citizenship and responsibility, and to encourage creative and critical writing.
Eligibility: Candidates for undergraduate membership must have completed at least three semesters of college work and a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. They must also have a minimum of a B grade point average in English and rank in the highest 35 percent of their class in general scholarship. Candidates for graduate membership must be enrolled in a graduate program in English (including English for Adolescence or Middle Childhood Education), have completed six semester hours of graduate work in English with a minimum grade point average of 3.3 in these courses.
The LIU Libraries system serves a combined total of over 20,000 students and more than 500 full-time faculty members across residential and regional campuses. The university’s libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 300,000 online journals; 240 online databases; 180,000 electronic books; and 150,000 files of streaming media. These resources may be accessed via the LIU Post Library homepage at www.liu.edu/post-library.

Collectively, the libraries house approximately 649,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU’s libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

The B. Davis Schwartz Memorial Library at LIU Post houses a large and diverse print and non-print collection which is particularly strong in the areas of library and information science, psychology, education, literature, art, and business.

The Reference Commons is comprised of the Reference Services Department, the Circulation/Reserve Department, and Interlibrary Loan. Located primarily on the library’s main floor, the area has more than 30 computers for student use; wireless access; a variety of seating options, including individual study carrels; a café; and copy and scanning services. The Reference collection has an extensive core of legal resources and business materials. Current issues of the Library’s periodicals subscriptions, microform materials, and copies of dissertations may be requested at the Reference desk.

Archives and Special Collections, on the upper level of the Library, houses more than 25 distinguished rare book collections and 65 major archival collections. Collection formats include illuminated manuscript facsimiles, books, rare manuscripts, correspondence, original movie posters, journals, periodicals, photographs, posters, maps, drawings, theatre programs and media. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O’Neill Library; and the Winthrop Palmer Collection: French & Irish Literature.

The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. Located on the lower level, the Center’s collections of multimedia (DVDs, audio CDs, etc.) as well as K-12 curriculum resources reflect the diverse learning styles of today’s learners. The IMC’s comprehensive collection of curriculum resources for K-12 (teacher resource materials, children’s books, and textbooks) supports the programs of the College of Education, Information and Technology. In collaboration with faculty, the IMC provides workshops and demonstrations which help prepare students to be effective users of information and technology.

Digital Initiatives (DI) and the Art Image Library, also located on the lower level of the Library, has approximately 50,000 35mm and lantern slides and a growing collection of digital images. In addition, DI has a collection of art reference books, course related textbooks, scholarly books on topics in the fine arts, and a selection of books from the library of Professor Jacqueline Anne Frank. It is the home of the William Randolph Hearst Archive and provides patrons worldwide with provenance information on works of art that were once part of the Hearst Collection. Its photographic records are often requested for use in academic presentations and publications.

The Library offers information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.
The College of Arts, Communications & Design offers the aspiring actor, singer, dancer, artist, media producer, graphic designer, art therapist, musician, filmmaker, journalist, photographer, game designer, teacher, arts manager or public relations professional the perfect blend of conservatory training and liberal arts education. Our faculty artist-mentors provide inspired instruction and guide students as they perfect their skills and discover their personal styles. Individual attention, state-of-the-art facilities and our proximity to New York City offer the optimal learning experience.

The College of Arts, Communications & Design provides access to dozens of venues to showcase student talent, including art galleries; film and photography studios; TV and radio stations; new media labs; exhibition halls; national and international tours; the Steinberg Museum of Art; and Long Island's premier arts venue, Tilles Center for the Performing Arts. Internships at some of the world's top arts, entertainment, public relations and news organizations, and the opportunity to network with influential people in the industry, give our students a competitive advantage.

For information, please contact the Dean’s Office at 516-299-2395, email Post-SVPA@liu.edu, or visit the website at www.liu.edu/cacd. Find us on Facebook at www.facebook.com/LIU Post College of Arts, Communications & Design and on Twitter at www.twitter.com/CACDLIUPost.

Steven Breese
Dean
College of Arts, Communications & Design
Steven.Breese@liu.edu
SCHOOL OF VISUAL ARTS, COMMUNICATIONS AND DIGITAL TECHNOLOGIES

Within the School of Visual Arts, Communications and Digital Technologies, you will find many of today's fastest growing visual, print, digital, and broadcast industries. The application of digital design can be seen through a multitude of mediums such as: 2D and 3D Art, movies, television, print ads, the web, video games, art therapy and other various visual art forms. Today's designers must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service. Our programs provide students with the technical, writing and editing skills, creative opportunities and confidence to become leaders in a multitude of fields. Our students and faculty have and continue to create and exhibit creative work worthy of national and international recognition.

DEPARTMENT OF ART

Phone: 516-299-2464
Fax: 516-299-2858
Website: www.liu.edu/post/art
Chair: Donna M. Tuman, Ed.D., Director, Art Education
Senior Professors: Kummer Sullivan
Professors: Lee, Olt
Associate Professors: Kerr, Rea, Tuman
Assistant Professors: Leyva-Gutierrez, Seung
Yeon Lee
Adjunct Faculty: 19

The Department of Art is a vital, exciting place to create. Studio classes are led by a distinguished faculty of practicing artists who work closely with students to develop their unique and full potential. Comprehensive bachelor's degree programs are designed for serious, talented students who desire a strong liberal arts background and the cultural advantages that only a private university can offer. Renowned visiting artists and art historians conduct lectures, critiques and seminars, and every student has access to numerous art studios, state-of-the-art imaging, student exhibition galleries, and the university’s permanent collection and ongoing new exhibitions in the Steinberg Museum of Art at Hillwood. Students take full advantage of LIU Post’s proximity to New York City’s wealth of creative resources.

Undergraduate programs include the B.S. in Art Therapy, B.F.A. in Art, B.F.A in Photography and an accelerated five-year program for B.A. in Art History & Theory/M.A. in Museum Studies. In conjunction with the College of Education, Information and Technology, the Department of Art offers the B.F.A. in Art Education (Birth to Grade 12). Minors are available in Art History, Art Studio and Photography.

B.S. in Art Therapy

The 120-credit Bachelor of Science degree in Art Therapy provides training for undergraduate students who wish to use their creative skills in a variety of health care environments. Art therapists are involved with disability centers, psychiatric hospitals, special education programs, drug abuse centers, community mental health centers, other health institutions and prisons.

The art therapy program explores the interaction of the visual arts with psychological theories and practice. The program emphasizes preparation for graduate training in clinical art therapy. Students who successfully complete a B.S. degree in Art Therapy can find work in the field or continue on to receive a Master of Arts degree in Clinical Art Therapy which qualifies for a creative arts license in New York State.

Students experience clinical practice in the field of art therapy during two 150 hour practicums. The program places student interns in over 90 therapeutic sites in the tri-state area.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students wishing to transfer into a Department of Art program are required to submit a portfolio for evaluation by the director of the relevant program. More information on portfolio reviews may be found by calling the Department of Art at 516-299-2464.

Candidates for admission to the Bachelor of Science program in Art Therapy follow the same guidelines as other prospective art majors. Admission to the Department of Art programs is by satisfaction of general LIU Post admissions requirements.

B.S. in Art Therapy

(Program Code: 80313)

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Art Therapy must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
</tbody>
</table>

Economics/Political Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>(may be satisfied in major)</td>
<td></td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>(may be satisfied in major)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

**Art Therapy Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1 Introduction to Art Therapy</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 2 Art Therapy Theories for the Handicapped</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 3 Art Therapy Workshop: Clinical Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 4 Art Therapy Practicum I</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 5 Art Therapy Practicum II</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 8 Survey in Creative Arts Therapies</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 6 Art Therapy Research Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 385 Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 386 Honors Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Art Studio & History Courses: (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2 Studio Foundation I</td>
<td>9.00</td>
</tr>
<tr>
<td>ART 3 Studio Foundation 2</td>
<td>6.00</td>
</tr>
<tr>
<td>ART 21 Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 31 Pottery and Ceramic Sculpture</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 35 Sculpture I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 59 Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60 Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 16 Digital Imaging</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11 Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 12 Life Drawing 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Psychology Courses**

One of the following sequences: (15-17 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1 General Psychology I</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 60
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

B.F.A. in Art

Designed for individuals who plan a career in the world of art, the Bachelor of Fine Arts offers an intensive program that combines conservatory training in the traditional studio arts with a liberal arts education. This 120-credit program is intended for students who wish to become professional artists and/or pursue graduate study in the visual arts.

As an art major you will study with professional artists and leading scholars, as well as visiting guest artists from around the world. You will build a solid foundation in drawing, painting, ceramics, sculpture and printmaking, while exploring the history and theory of human creativity in courses that range from the arts of the ancient Near East and the Mediterranean to contemporary photography and digital design. Art Foundations are required of all freshmen in the program, where concepts and practices in two- and three-dimensional art forms are examined. As a junior you will choose one or more of the studio arts as your concentration; as a senior you will work with a faculty advisor in preparing a B.F.A. exhibition of works in your chosen art media.

A digital technology lab; painting, sculpture and ceramic studios; galleries to showcase student work; and the Steinberg Museum of Art are a few of the many resources at your fingertips. These facilities are complemented by one of the finest undergraduate academic libraries in the region with holdings that include important art collections.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above. Although incoming freshmen are not required to submit a portfolio for admission into the B.F.A. in Art program, they are strongly encouraged to make an appointment to visit the campus with a collection of their work. This is an excellent opportunity to see the art studios and have a faculty member see your talents. Portfolios are required for students applying for Department of Art scholarships. Freshman can sign up to have their work reviewed at Art Portfolio Scholarship Review Days in the fall or spring. To apply for scholarships, see the Department of Art Scholarships section of the website.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Students wishing to transfer into a Department of Art program are required to submit a portfolio for evaluation by the director of the relevant program. More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website at www.liu.edu/post/art or by calling the Department of Art at 516-299-2464.

B.F.A. in Art

(Program Code: 07016)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.F.A. in Art must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
History/Philosophy 6 credits
Laboratory Science 4 credits
Language/Literature 6 credits
Mathematics 3 credits
Social Sciences 6 credits
Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

Required Fine Arts Courses: (25 credits)

ART 2 Studio Foundation I 9.00
ART 3 Studio Foundation 2 6.00
DRA 1 Drawing I 3.00
ART 102 Fine Arts Internship 3.00
ART 103 Fine Arts Senior Seminar 1.00
CGPH 16 Digital Imaging 3.00

Art Studio Concentration

Required Art Studio Courses: (24 credits)

ART 11 Life Drawing I 3.00
ART 14 Painting 2 3.00
ART 20 Advanced Photography 3.00
ART 21 Printmaking 3.00
ART 22 Intermediate Printmaking 3.00
ART 31 Pottery/Ceramics I 3.00
ART 35 Sculpture 1 3.00
ART 36 Sculpture 2 3.00

One of the following: (3 credits)

ART 13 Painting 1 3.00
ART 43 Watercolor 3.00

Required Art History Courses: (9 credits)

ART 59 Survey of World Art I 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00

Required Senior Tutorial and Thesis Courses

One of the following: (3 credits)

ART 385 Honors Tutorial 3.00
ART 386 Honors Tutorial 3.00
ATUT 1 Senior Fine Arts Tutorial 3.00

One of the following: (3 credits)

ART 389 Honors Thesis 3.00
ART 390 Honors Thesis 3.00
PROJ 3 Senior Project 3.00

One of the following: (3 credits)

ART 61 Ancient Art: The Western Tradition 3.00
ART 64 Medieval Art 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
ART 70 Modern Art 3.00
ART 75 American Art 3.00
ART 77 Pre-Colonial Arts of Africa, Oceania and the Americas 3.00
ART 78 Asian Art 3.00
ART 79 History of Photography 3.00
ART 80 Concepts & Issues in Contemporary Photography 3.00
ART 85 History of Visual Communications 3.00
Elective Directed Studio Art
Any four undergraduate ART courses (12 credits)

Mixed Studio Concentration: (18 credits)
Students must complete TWO of the following options:

Option 1
ART 21 Printmaking 3.00
ART 22 Intermediate Printmaking 3.00
ART 23 Advanced Printmaking 3.00

OR
Option 2
ART 35 Sculpture 1 3.00
ART 36 Sculpture 2 3.00
ART 37 Sculpture 3 3.00

OR
Option 3
ART 14 Painting 2 3.00
ART 15 Advanced Painting 3 3.00

One of the following:
ART 13 Painting 1 3.00
ART 43 Watercolor 3.00

Mixed Studio Second Portion
Required Art History Courses: (9 credits)
ART 59 Survey of World Art 1 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00

One of the following: (3 credits)
ART 61 Ancient Art: The Western Tradition 3.00
ART 64 Medieval Art 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
ART 70 Modern Art 3.00
ART 75 American Art 3.00
ART 77 Pre-Colonial Arts of Africa, Oceania and the Americas 3.00
ART 78 Asian Art 3.00
ART 79 History of Photography 3.00
ART 80 Concepts & Issues in Contemporary Photography 3.00

ART 85 History of Visual Communications 3.00
ART 90 Seminar in Art History 3.00
ART 91 Independent Study in Art History 3.00

Elective Mixed Studio Courses
Fifteen (15) credits from the following:
ART 11 Life Drawing I 3.00
ART 14 Painting 2 3.00
ART 15 Advanced Painting 3 3.00
ART 21 Printmaking 3.00
ART 22 Intermediate Printmaking 3.00
ART 23 Advanced Printmaking 3.00
ART 35 Sculpture 1 3.00
ART 36 Sculpture 2 3.00
ART 37 Sculpture 3 3.00
ART 43 Watercolor 3.00
CER 3 Advanced Ceramics 3.00
CER 4 Advanced Ceramics 3.00

Elective Directed Studio Art Courses
Any one undergraduate ART, CER, CGPH, DRAW, courses

Required Senior Tutorial and Thesis Courses
One of the following: (3 credits)
ART 385 Honors Tutorial 3.00
ART 386 Honors Tutorial 3.00
ATUT 1 Senior Fine Arts Tutorial 3.00

One of the following: (3 credits)
ART 389 Honors Thesis 3.00
ART 390 Honors Thesis 3.00
PROJ 3 Senior Project 3.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Major Credits: 82 - Art (70) + Art History (12)
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

B.F.A. in Photography

The 120-credit Bachelor of Fine Arts in Photography offers exciting study in the history, aesthetics and technical evolution of photography. In small classes taught by award-winning photographers and visiting guest artists, you will learn all aspects of documentary and commercial photography; gain a deep understanding and appreciation of the field’s history, aesthetics and technical evolution; and develop critical, analytical and professional skills.

Course topics range from newspaper photojournalism to the mechanics and aesthetics of lighting, techniques of photo illustration, survey of world art, and experimental approaches in a computer-driven, digital environment. The curriculum allows the student to take up to five computer graphic classes as part of the photography major.

The school’s photographic studios, digital labs and darkrooms provide an exciting atmosphere in which to create master prints and professional imagery. LIU Post features a black and white photo lab, photography studios and digital labs for gaining hands-on experience with a variety of media and technologies to build your portfolio.

The program teaches you how to see and conceptualize your world and develop technical expertise for a rewarding career as a photographer, photojournalist, photo historian, art educator, gallery director, magazine art director, or to pursue further study at the graduate level.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above. Although incoming freshmen are not required to submit a portfolio for admission into the photography program, they are strongly encouraged to make an appointment to visit the campus with a collection of their work. This is an excellent opportunity to see the photography studios and have a faculty member see your talents. Portfolios are required for students applying for Department of Art scholarships. Freshman can sign up to have their work reviewed at Art Portfolio Scholarship Review Days in the fall or spring.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students wishing to transfer into an Department of Art program are required to submit a portfolio for evaluation by the director of the relevant program. More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website or by calling the Department of Art at 516-299-2464.

To apply for departmental scholarships, click on the Department of Art Scholarships on the website: www.liu.edu/post/art.

B.F.A. in Photography
(Program Code: B1044)

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. in Photography must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition  6 credits  
Economics/Political Science  6 credits  
History/Philosophy  6 credits  
Laboratory Science  4 credits  
Language/Literature  6 credits  
Mathematics  3 credits  
Social Sciences  6 credits  
Fine Arts  3 credits  
For a more detailed listing of these requirements, see the core curriculum section of this bulletin.  

Major Requirements  

Required Photography Courses: (36 credits)  
PHOT  4  Color Photography  3.00  
PHOT  5  Photo Studio  3.00  
PHOT  6  Basic Lighting Techniques and Aesthetics  3.00  
PHOT  7  Photo Workshop  3.00  
PHOT  8  Experimental and Advanced Techniques  3.00  
PHOT  9  Apprenticeship  3.00  
PHOT  10  Studio Lighting Techniques and Aesthetics  3.00  
PHOT  11  Intermediate Course in Techniques and Aesthetics  3.00  
PHOT  12  Advanced Techniques and Aesthetics  3.00  
PHOT  30  Digital Large Format Printing  3.00  
PHOT  101  B&W Silver Gelatin Printing  3.00  

Required Fine Art Courses: (19 credits)  
ART  2  Studio Foundation I  9.00  
ART  3  Studio Foundation II  6.00  
ART  103  Fine Arts Senior Seminar  1.00  
CGPH  16  Digital Imaging  3.00  

Required Art History Courses: (15 credits)  
ART  59  Survey of World Art I  3.00  
ART  60  Survey of World Art II  3.00  
ART  72  Contemporary Art  3.00  
ART  79  History of Photography  3.00  
ART  80  Concepts & Issues in Contemporary Photography  3.00  

Required Senior Capstone Courses: (6 credits)  
ATUT  1  Senior Fine Arts Tutorial  3.00  
PROJ  3  Fine Art Senior Project II  3.00  

Credit and GPA Requirements  
Minimum Total Credits: 120  
Minimum Liberal Arts Credits: 30  
Minimum Major Credits: 79  
Minimum Overall GPA: 2.00  
Minimum Major GPA: 2.00  

B.F.A. in Art Education (B-12)  

Joint Program with College of Education, Information and Technology  
The 120-credit Bachelor of Fine Arts program in Art Education prepares you to become an accomplished studio artist and a certified art teacher in New York state public and private schools. The B.F.A. in Art Education (Birth to Grade 12) combines a knowledge base of the fine arts, art history, aesthetics, art criticism, education, philosophy, child development and art teaching methods into a comprehensive teacher preparation program. In addition to the college core requirements, all Art Education majors are required to complete a visual arts core, which includes traditional studio forms of drawing, painting, sculpture and printmaking as well as digital formats for imaging, design and photography. Art history, art criticism, contemporary art and museum education are required program components.  
You will have access to impressive studios, exhibition halls and labs to transform your ideas and concepts into professional works of art. Specialized facilities include a ceramics center, sculpture studio, printmaking workshop and papermill, digital art and design labs, and photography, drawing and painting studios. The Steinberg Museum of Art and the Hutchins Gallery, both located on campus, feature an ongoing series of exhibitions by professional and student artists. Many students and faculty showcase their work in galleries throughout Long Island and in New York City. Exhibiting artists are frequently brought to campus to discuss their work, conduct workshops and visit classes.  
Art education majors complete a practicum (internship) at the Steinberg Museum of Art and have the opportunity to student teach in a regional public school. A senior exhibition of your work will be displayed in the Student Art Gallery. The culmination of this B.F.A. degree is a senior thesis exhibition and a professional artist/educator portfolio.  

ADMISSION REQUIREMENTS  
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.  
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.  
• Freshman can sign up to have their work reviewed at Art Portfolio Scholarship Review Days in the fall or spring. To apply for scholarships, click on the Department of Art Scholarships on the website.  
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.  
• Students wishing to transfer into a Department of Art program are required to submit a portfolio for evaluation by the director of the relevant program. More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website at www.liu.edu/post/art or by calling the Department of Art at 516-299-2464.  

B.F.A. in Art Education (Birth to Grade 12)  
(Program Code: 24071)  

Core Curriculum Requirements  
In addition to all major requirements, students pursuing the B.F.A. in Art Education (Birth to Grade 12) must satisfy all core curriculum requirements as follows:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>Fine-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.  

Major Requirements  

Required Fine Art Courses: 31 credits  
ART  2  Studio Foundation I  9.00  
ART  3  Studio Foundation II  6.00  
ART  20  Advanced Photography  3.00  
ART  21  Printmaking  3.00  
ART  31  Pottery and Ceramic Sculpture I  3.00  
ART  35  Sculpture I  3.00
Required Education Courses: (21 credits)
Choose from one of the following:
ART 11 Life Drawing I 3.00
ART 12 Life Drawing 2 3.00

Required Fine Art Drawing Courses: (3 credits)
Choose from one of the following:
ART 1 Life Drawing I 3.00
ART 2 Life Drawing 2 3.00

Required Fine Art Painting Courses: (3 credits)
Choose from one of the following:
ART 13 Painting I 3.00
ART 43 Watercolor 3.00

Required Art History Courses: (9 credits)
ART 59 Survey of World Art 1 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00

Required Senior/Honors Tutorial: (3 credits)
Choose from one of the following:
ATE 385 Honors Tutorial 3.00
ATE 386 Honors Tutorial 3.00
ATUT 1 Senior Fine Arts Tutorial 3.00

Required Senior Project/Honors Thesis: (3 credits)
Choose from one of the following:
ATE 389 Honors Thesis 3.00
ATE 390 Honors Thesis 3.00
PROJ 3 Senior Project 3.00

Required Art Education Courses: (9 credits)
ATE 1 Introduction to Art Education: The Artist as Educator 3.00
ATE 2 Art Education Design and Practice in the Elementary School 3.00
ATE 3 The Art Museum as Educator: Interpreting Art for Education 3.00

Required Education Courses: (21 credits)
EDI 15A Psychological Perspectives: Teaching and Learning 3.00
EDI 16A Curriculum and Assessment for Pre-service Teachers 3.00
EDI 35K Methods and Materials in Teaching Art 3.00
EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12) 6.00
EDS 44 Introduction to the Study of the Exceptional Child 3.00

EDS 60 Literacy Development: Birth Grade 6 3.00
The students are required to do one of the following: a Foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

Required Senior Project/Honors Thesis: (3 credits)
Choose from one of the following:
POST 101 Senior Project 3.00

Required Teacher Certification Workshops
EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00
EDUX 200 Preventing Child Abduction: Safety Education; Fire and Arson Prevention 0.00
EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00
CATX 100 Child Abuse Identification and Reporting 0.00
DASX 100 Dignity in Schools Act 0.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 38
Minimum Education Major Credits: 21
Minimum Art Major Credits: 61
Minimum Overall GPA: 2.50
Minimum Major GPA: 2.75

ACCELERATED PROGRAM

B.A. in Art History and Theory/M.A. in Museum Studies
(Program Code: 07018)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.A. in Art History and Theory must satisfy all core curriculum requirements as follows:
POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 - 4 credits
Social Sciences 6 credits
Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements (B.A.)
Required Art History Courses (12 credits)
ART 59 Survey of World Art 1 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00
ART 90 Seminar in Art History 3.00

Required Non-Western Art History Courses (3 credits)
ART 77 Pre-Colonial Arts of Africa, Oceania and the Americas 3.00
ART 78 Asian Art 3.00

Elective Art History Courses: (12 credits)
Four of the following courses
ART 1 Introduction to Visual Arts 3.00
ART 61 Ancient Art: The Western Tradition 3.00
ART 64 Medieval Art 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
ART 70 Modern Art 3.00

Students must pass a comprehensive exam designed and administered by faculty in order to be considered a candidate for the master’s degree.

B.A. in Art History and Theory/M.A. in Museum Studies
(Program Code: 07018)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.A. in Art History and Theory must satisfy all core curriculum requirements as follows:
POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 - 4 credits
Social Sciences 6 credits
Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements (B.A.)
Required Art History Courses (12 credits)
ART 59 Survey of World Art 1 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00
ART 90 Seminar in Art History 3.00

Required Non-Western Art History Courses (3 credits)
ART 77 Pre-Colonial Arts of Africa, Oceania and the Americas 3.00
ART 78 Asian Art 3.00

Elective Art History Courses: (12 credits)
Four of the following courses
ART 1 Introduction to Visual Arts 3.00
ART 61 Ancient Art: The Western Tradition 3.00
ART 64 Medieval Art 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
ART 70 Modern Art 3.00

Students must pass a comprehensive exam designed and administered by faculty in order to be considered a candidate for the master’s degree.
ART 75 American Art 3.00
ART 79 History of Photography 3.00
ART 80 Concepts & Issues in Contemporary Photography 3.00
ART 85 History of Visual Communications 3.00
ART 91 Independent Study in Art History 3.00
ART 92 Independent Study in Art History 3.00

Elective History Courses (6 credits)
Any two undergraduate HIS courses numbered 100 and above

Directive Undergraduate Elective Cross-Discipline Courses (9 credits)
Any three undergraduate ART/ARM/TH/E/HIS courses numbered 100 and above

Liberal Arts courses (24 credits)

Major Requirements (M.A.)
Required Graduate Courses: (15 credits)
ART 562 Exhibition Research and Design 3
ART 570 Social History of Modern Museum 3
ART 581 Methodologies in Art History 3
ART 663 The Art Museum as Educator 3
ARM 557 Fundraising and Grant Writing 3

Choose 2 from the following: (6 credits)
ART 563 Curatorial Methods and Practices 3
ART 565 Object Care and Collections Management 3
ARM 561 The Anatomy of a Museum 3
ART 564 Museum Education: Audience Research and Program Design 3

Required Internship Courses: (6 credits)
ART 650 Internship I: Steinberg Museum of Art 3
ART 651 Internship II: Museum/Art Organization 3

Required Museum Studies Thesis Course: (3 credits)
ART 750 Graduate Thesis Research 3

Total credits for BA/MA five year: 141cr.

are taken in the 4th year and count toward both the undergraduate and graduate degrees.

Credit and GPA Requirements
Minimum Total Credits: 141
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 2.25
Minimum Graduate GPA: 3.00
Minimum Overall GPA: 3.00

MINORS

Minor in Art History
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a minor in art history. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. A minor in art history requires 15 credits consisting of 12 credits in ART 59, 60, 72, and 90, and three credits in art history electives. Contact your academic and career counselor about further requirements and additional information.

Minor in Art History Requirements
Required Art History Courses
ART 59 Survey of World Art I 3.00
ART 60 Survey of World Art 2 3.00
ART 72 Contemporary Art 3.00
ART 90 Seminar in Art History 3.00

Elective Art History Courses
One from the following:
ART 1 Intro to Visual Arts 3.00
ART 61 Ancient Art: The Western Tradition 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
Art 70 Modern Art 3.00
ART 75 American Art 3.00
ART 77 Pre-Colonial Arts 3.00
ART 78 Asian Art 3.00
ART 79 History of Photography 3.00
ART 80 Concepts & Issues in Contemporary Photography 3.00

Minor in Arts Entrepreneur
The Arts Entrepreneurship minor prepares artists and other majors to combine their creative skill with the expertise required to start their own business. Students with entrepreneurial training will be prepared to identify potential markets, create business plans, understand financing, and grow their own commercial enterprise. Skills

ART 85 History of Visual Communications 3.00
ART 91 Independent Study in Art History 3.00
ATE 3 The Art Museum as Educator Interpreting Art for Education 3.00

Credit and GPA Requirements
Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor in Art Studio
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in art studio. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. A minor in Art Studio requires six credits in Art 11 and Art 13; three credits in Art 5 or DRAW 1; three credits in ART 31 or 35; three credits in art elective studio courses (except Art 1 or Art 101); and six credits in ART 59 and 60. Contact your academic and career counselor for additional information.

Minor in Art Studio
Required Art Studio courses
ART 11 Life Drawing I 3.00
ART 13 Painting I 3.00

One of the following courses:
ART 5 Introduction to Basic Drawing 3.00
DRA 1 Drawing I 3.00

One of the following courses:
ART 31 Ceramic I 3.00
ART 35 Sculpture I 3.00

Required Art History courses
ART 59 Survey of World Art I 3.00
ART 60 Survey of World Art 2 3.00

Three credits from ART Elective courses (except Art 1, 61 through 91, 101)

Credit and GPA Requirements
Minimum Total Credits: 21
Minimum Minor GPA: 2.00

Minor in Arts Entrepreneur
The Arts Entrepreneurship minor prepares artists and other majors to combine their creative skill with the expertise required to start their own business. Students with entrepreneurial training will be prepared to identify potential markets, create business plans, understand financing, and grow their own commercial enterprise. Skills
acquired in this minor are directly transferable to job market trends toward contract employment and are consonant with the LIU Post focus on experiential learning in the marketplace.

**Minor in Arts Entrepreneur**

**Requirements**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CGPH 26</td>
<td>Web Design for Non-Art Majors</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 38</td>
<td>Social Media Tools</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 93</td>
<td>Arts Entrepreneurship</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 102</td>
<td>Fine Arts Internships</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total Credits: 15
- Minimum Minor GPA: 2.00

**Minor in Photography**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in photography. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. A minor in photography requires 15 credits in ART 19 or ART 2; ART 79; PHOT 101, 5, 7, and six credits in photography studio electives. Contact your academic and career counselor for further requirements and additional information.

**Minor in Photography**

**Required Photography Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 79</td>
<td>History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 5</td>
<td>Photo Studio</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 7</td>
<td>Photo Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 101</td>
<td>B&amp;W Silver Gelatin Printing</td>
<td>3.00</td>
</tr>
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</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2</td>
<td>Studio Foundation I</td>
<td>9.00</td>
</tr>
<tr>
<td>ART 19</td>
<td>Photography</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Photography Studio Courses**

Six credits/two courses from undergraduate PHOT courses

**Credit and GPA Requirements**

- Minimum Total Credits: 21
- Minimum Minor GPA: 2.00
**Art Department Courses**

**ART 1 Introduction to Visual Arts**
This course covers world art from the beginnings of human culture to today. The aim is to explore why art is the product not only of its creator, but also of the historical, political, economic, and social forces that shaped the artist. Students are introduced to the language and concepts of visual analysis and historical contextualization, with the goal of increasing their understanding of world cultures and the role of artistic representation in society.
Credits: 3
Every Semester

**ART 2 Studio Foundation I**
Students study foundational concepts in 2-D Design, photography, and drawing with observational and conceptual methods. This team-taught course provides training in materials, techniques and concepts required for all Art majors.
Credits: 9
Every Fall

**ART 3 Studio Foundation 2**
Students continue to study 2-D Design with a focus on color theory, 3-D Design with an introduction to 4-D Design through time based media, and drawing with an introduction to the figure. This team-taught course provides training in materials, techniques and concepts required for all Art majors. ART 2 is strongly recommended as a prerequisite. Prerequisites of ART 2 or ART 5 and ART 19 are required.
Credits: 6
Every Spring

**ART 4 Introduction to Computer Graphics**
This introductory course is designed to teach students basic Photoshop skills. Adobe Photoshop is the most comprehensive visual imaging application and the industry standard. Photographers, Graphic Designers, Web-designers and Illustrators all use Photoshop in some capacity or another. As well as, Understand layers, channels, color modes and profiles, filters, also resolution and image preparation for production to print and export to other applications, such as Indesign, and web authoring applications. Assignments will be given to gain understanding of the use of the tools and their functions for digital image manipulation, illustration, retouching, creating designs, and basic web animation.
Credits: 3
Every Fall and Spring

**ART 5 Introduction to Basic Drawing**
This course is the beginning investigation into the practice and skill of drawing as an expressive, descriptive art medium. Through historic examples and the use of a variety of materials and techniques, the student learns the past, present and future uses of drawing.
Credits: 3
Every Semester

**ART 6 3D Visualisation & Production**
3D printing is revolutionizing the production and distribution of objects worldwide. It all begins with an idea. This course introduces students to the design skills and techniques they need to conceptualize, visualize, communicate and produce three-dimensional concepts with an emphasis on sustainable and humanitarian solutions.
Credits: 3
Every Fall

**ART 11 Life Drawing I**
This course is an introduction to the study of the human figure as an art subject. Various techniques and drawing media are explored in developing compositional and drawing skills of the individual student.
Credits: 3
Every Fall

**ART 12 Life Drawing 2**
This course is a continuation of the study of the human figure as an art subject. Advanced techniques are explored in developing compositional and drawing skills of the individual student. Prerequisite of ART 11 is required.
Credits: 3
Every Fall

**ART 13 Painting 1**
This course is an introduction to painting. The physical functions of paint and color, grounds and surfaces in conjunction with the exploration of painting techniques and concepts are examined. Emphasis is on two-dimensional reality and the study of related concepts.
Credits: 3
Every Fall

**ART 14 Painting 2**
This course is advanced work in painting. The physical functions of paint and color, grounds and surfaces in conjunction with the exploration of painting techniques and concepts are examined. Emphasis is on two-dimensional reality and the study of related concepts. Prerequisite of ART 13 is required.
Credits: 3
Every Spring

**ART 15 Advanced Painting 3**
This course is advanced work in painting. The focus is on development of creativity and individuality, including development of processes and concepts both objective and non-objective. Prerequisites of ART 13 and ART 14 are required.
Credits: 3
On Occasion

**ART 19 Photography**
This course is an introduction to the mechanics and aesthetics of photography. It is a studio course in basic photographic processes, principles and techniques that use the camera and digital darkroom as an art media.
Credits: 3
Cross-Listings: ART 19, ART 19A
Every Fall and Spring

**ART 20 Advanced Photography**
This course utilizes advanced techniques and processes in the digital darkroom with an emphasis on composition and creativity. Seminars emphasize individual criticism and instruction. Prerequisite of ART 2 or ART 19 or permission of instructor is required.
Credits: 3
Every Fall

**ART 21 Printmaking**
This course is an introduction to printmaking. The course covers a basic technical and conceptual approach to mono-type and unique prints including drypoint engraving, copier transfer, collage and simple photo process. The emphasis is on experimentation with diverse materials and individual projects.
Credits: 3
Every Spring

**ART 22 Intermediate Printmaking**
This course covers contemporary print concepts and materials including photo screen printing, etching and photo etching with mixed techniques emphasizing connections to painting, photography, digital and installation art. The course includes demonstration, discussion and critique and an intense workshop environment.
Credits: 3
Every Fall

**ART 23 Advanced Printmaking**
This course covers the photo-process, lithography, paper making and experimental printmaking. Printmaking as it relates to book arts, public art and installations through critiques and individual projects are examined. There is an investigation into the multiple vs. unique print. Prerequisite of ART 21 is required.
Credits: 3
On Occasion

**ART 31 Pottery and Ceramic Sculpture 1**
General study in the methods of structuring clay, hand building, throwing on the potter's wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing and firing techniques.
Credits: 3
Every Semester

**ART 32 Pottery and Ceramic Sculpture 2**
General study in the methods of structuring clay, hand building, throwing on the potter's wheel and experimental techniques. This course encompasses
ART 35 Sculpture 1
This course is an introduction to sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on three-dimensional reality and study of related concepts.
Credits: 3
Every Semester

ART 36 Sculpture 2
This course is a continuation of the study to sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on three-dimensional reality and study of related concepts.
Prerequisite of ART 35 is required.
Credits: 3
Every Fall

ART 37 Sculpture 3
This course is independent, advanced study and work in the sculptural medium of the student's choice under the personal guidance of the instructor.
Prerequisites of ART 35 & 36 are required.
Credits: 3
On Demand

ART 43 Watercolor
Watercolor painting offers a sequential program of study, combining studio exercises and visual ideas within the context of an art historical perspective.
Throughout the semester a variety of materials and techniques will be introduced, which the students will practice in class and for homework, utilizing primarily representational but also abstract modes of painting, while solving specific problems dealing with visual literacy and conceptual content.
Credits: 3
On Occasion

ART 59 Survey of World Art 1
A chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from prehistoric times to the beginning of the European Renaissance.
Credits: 3
Every Fall

ART 60 Survey of World Art 2
A chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from the Renaissance to the modern period.
Prerequisite of ART 59 or instructor permission is required.
Credits: 3
Every Spring

ART 61 Ancient Arts The Western Tradition
This course traces the development of works of art in the media of sculpture, painting, pottery, ornaments, monuments, manuscripts and architecture from prehistoric times through the civilizations of the Near East, Egypt and the Mediterranean, to the city-states of Greece and the empire of Rome. Emphasis is placed on exploring mutual cultural influences and exchanges between societies.
Credits: 3
Every Semester

ART 62 Medieval Art
This course explores the art and architecture of Europe and Asia Minor from the rise of Christianity in Late Antiquity to the Gothic period, 300-1300 C.E. Themes include exchange between cultures, changing social conditions and transformations of the political and artistic landscape of Europe.
Credits: 3
On Occasion

ART 63 Italian Renaissance Art
This course examines architecture, sculpture and painting from the time of Giotto in the early 14th century to the late works of Michelangelo in the mid-16th century. Topics of discussion include the development of the artist's identity from craftsman to creator, changes in artistic patronage, revolutionary technical innovations and the emergence of the humanist tradition.
Credits: 3
On Occasion

ART 64 Northern Art of the 15th and 16th Centuries
This course is a survey of painting, graphic art and sculpture in France, Flanders, Holland and Germany that examines the primary historical developments of the period and their reflection in the arts, particularly the relation of the Northern Gothic tradition to Italian classicism and the development of conflicting visual and cultural models brought about by the Protestant Reformation.
Credits: 3
On Occasion

ART 65 The Art of the Baroque
This course surveys architecture, sculpture and painting in Italy, Spain, France, Flanders and Holland during the Baroque era and includes the works of Bernini, Velasquez, Poussin, Rubens and Rembrandt, among others. Topics include the legacy of classicism, the artist's studio practice, the emergence of the commercial art market and the impact of global exploration.
Credits: 3
Rotating Basis

ART 66 Northern Art of the 15th and 16th Centuries
This course is a survey of painting, graphic art and sculpture in France, Flanders, Holland and Germany that examines the primary historical developments of the period and their reflection in the arts, particularly the relation of the Northern Gothic tradition to Italian classicism and the development of conflicting visual and cultural models brought about by the Protestant Reformation.
Credits: 3
On Occasion

ART 67 The Art of the Baroque
This course surveys architecture, sculpture and painting in Italy, Spain, France, Flanders and Holland during the Baroque era and includes the works of Bernini, Velasquez, Poussin, Rubens and Rembrandt, among others. Topics include the legacy of classicism, the artist's studio practice, the emergence of the commercial art market and the impact of global exploration.
Credits: 3
Rotating Basis

ART 68 The Art of the 18th and 19th Centuries
This course covers the development of architecture, sculpture and painting from 18th century Rococo to the Neoclassical, Romantic and Realist movements of the 19th century, as well as the revolutionary inventions of photography and mass-production printing technologies.
Credits: 3
Rotating Basis

ART 70 Modern Art
This course examines the rapidly changing historical and social conditions in Europe from the 1860s to the 1940s and the international art movements that emerged from this period of unprecedented transformation. Spanning the art of Manet and Whistler to that of Picasso and Pollock, this covers Impressionism, Art Nouveau, Symbolism, Fauvism, Cubism, Futurism, Expressionism, Constructivism, Dada, Surrealism and the rise of the American avant-garde.
Credits: 3
Rotating Basis

ART 72 Contemporary Art
This course surveys the continuing impact of earlier 20th century styles on international art from the postwar period to the present moment. Topics of discussion include the relationship between popular culture and fine art, the representation of gender and cultural identity, the evolving role of the museum and art market and the impact of new technologies and media on art making and reception.
Credits: 3
Every Spring

ART 75 American Art
This course is a survey of North American art and architecture from the colonial period to postwar modernism. Topics include the legacy of European art, regional artistic schools, changing representations of national identity, the impact of social conflict and wars and the ascendency of American art in the 1940s.
Credits: 3
Rotating Basis

ART 77 Pre-Colonial Arts
This course examines the cultural traditions and artworks of the peoples of Africa, Oceania and the Americas before European colonization. Emphasis is placed on the analysis of cultural objects and architecture related to sacred ritual and cosmology, social structures, the symbolism of natural forces and the imaging of power, both supernatural and human.
Credits: 3
Rotating Basis

ART 78 Asian Art
This course examines the architecture, sculpture, painting and ritual objects of India, China, Korea and Japan from the prehistoric past to the contemporary period, with a focus on the interrelationships and divergences between these major world cultures in artistic tradition and the religious and social contexts these traditions reflect.
Credits: 3
Rotating Basis
ART 79 History of Photography
This course covers the development of photography from its earliest days as both a technique and as an art and its relation to other arts in terms of mutual influence. This course examines the relationship of technique to photographic form as seen in daguerreotypes, ambrotypes, calotypes, wet plates, tin types and 35mm photography.
Credits: 3
Every Fall

ART 80 Concepts & Issues in Contemporary Photography
This course examines the conceptual and social perspectives that inform photography of the postwar to contemporary era (1950 to the present). Topics of discussion include the development of new genres, photography's engagement with cultural and political events and ideas, and the role of photography in our contemporary image environment.
Prerequisite of ART 79 or permission of instructor is required.
Credits: 3
Every Spring

ART 85 History of Visual Communications
This course covers the evolution of the concepts and technologies of visual communication from early handcrafted manuscripts, through the invention of printing and the consequent expansion in the production and dissemination of texts and graphic material and up to issues of design and cultural meaning in modern and contemporary typography, illustration and advertising.
Credits: 3
Every Fall

ART 90 Seminar in Art History
This course will cover rotating topics in Art History and aims at exposing the undergraduate student to advanced learning and research in Art History, Only open to students of the following majors: Art History & Theory BA, Arts Management BFA, Art BFA, Art Education BFA, or Digital Arts & Design BFA.
Credits: 3
Every Semester

ART 91 Independent Study in Art History
This course offers an opportunity for individual, supervised research into a specific art historical topic or question. A subject reflecting the student's specialty interest is selected in consultation with the instructor. Guided readings and assignments allow the student to conduct advanced research and practice art historical inquiry in depth.
Credits: 3
Every Semester

ART 92 Independent Study in Art History
This course is individual, supervised research regarding problems in Art History. Topics reflecting the student's major interest are selected in consultation with the instructor.
Credits: 3
On Demand

ART 93 Arts Entrepreneurship
Through experiential learning students explore the entrepreneurial potential in their creative passions. Ideas are developed into feasible business plans that address short term and long range requirements for entrepreneurs in the new gig economy.
Pre requisites: PR 38, CGPH 26 and MKT 11.
Credits: 3
Every Fall

ART 96 Independent Study
This is an independent study course in Art Studio for subjects not included in scheduled offerings.
Credits: 3
Every Semester

ART 97 Independent Study
This is an independent study course in Art Studio for subjects not included in scheduled offerings.
Credits: 3
Every Semester

ART 101 Interpreting Art in the 21st Century
This interpretive investigation of contemporary art explores traditional and new theories of art criticism and fosters aesthetic awareness of the relationship between works of art, cultural concepts, and human experience. Students engage in critical discourse as they respond to image-based lectures, readings, websites, exhibition visits, and a sampling of reflexive exercises in the visual arts. Content develops from diverse application for understanding all artistic expression and practice guides future analysis of visual art in the 21st century.
Credits: 3
Every Semester

ART 102 Fine Arts Internship
A professional internship prepares you to participate in the creative economy as a fine artist. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give you the opportunity to gain valuable applied experience and make connections in professional fields you are considering as a career path and give employers the opportunity to guide and evaluate your talent.
Pre requisites: ART 14, ART 22 and ART 36
Credits: 3
Every Fall and Spring

ART 103 Senior Seminar
This BFA Senior Seminar will prepare students to manage the business aspects of their profession. Course work will consist of resume and cover letter writing, exhibition opportunities, documentation management, grant writing, and research residencies.
This seminar will address contemporary aesthetic currents in exhibitions, performances, and new media. Course work will consist of visits to museums, galleries, artist studios as well as attending opening receptions. Visits by artists and group critiques will be an integral part of this seminar course. Students will be required to attend all visiting artist presentations on Wednesday nights and keep journal.
A pre requisite of ATUT 1 is required.
Credits: 1
Every Fall

ART 177 Environmental Art & Practice
This course is proposed as one half of a six credit Environmental Art/ Environmental Science learning community, designed for sophomore, junior and senior level undergraduate, art major or non-art major students who sign up for the six credit block as a single cohort. The second half of the course is comprised of three credits in Environmental Science.
Credits: 3
Every Fall

ART 199 Honors Advanced Elective
Fall Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

ARTH 1 Introduction to Art Therapy
This course is an introduction to the origins, historical development and application of art therapy principles and skills specific to diverse populations. The course covers psychological theories as they relate to the field of art therapy.
This is a survey course.
Credits: 3
Every Fall

ARTH 2 Art Therapy Theories for the Handicapped
This course covers the theoretical framework for the use of art therapy skills with the developmentally delayed, emotionally disturbed, physically limited, neurologically impaired children, with an emphasis upon developing practical skills for the field.
Prerequisite or Co-requisite of ARTH 1 is required.
Credits: 3
Every Fall

ARTH 3 Art Therapy Workshops Clinical Methods
This course is an exploration of the art media as a treatment modality. This course covers the diagnostic and therapeutic value of drawings with groups and individuals.
Prerequisite of ARTH 1 or ARTH 2 is required.
Credits: 3
Every Spring
ARTh 4 Art Therapy Practicum I
This course provides experience in a clinical setting (disability centers, schools with special education programs, hospitals, institutions, correctional facilities), serving children and/or adolescents, using art therapy principles and instruments. Students analyze case material obtained from the practicum site and present data at a weekly seminar. Prerequisites of ARTH 1, 2, and 3 are required. Credits: 3 Every Semester

ARTh 5 Art Therapy Practicum II
This course provides experience in a clinical setting (community mental health centers, psychiatric facilities, hospitals, private health institutions), serving adults and the aged using art therapy principles and instruments. Students analyze case material obtained from the practicum site and present data at the weekly seminar. Prerequisites of ARTH 1, 2, and 3 are required. Credits: 3 Every Semester

ARTh 6 Art Therapy Research Seminar
This course is a seminar on advanced individual projects that are chosen by the student and teacher in the student's field of specialization. Additional field experience is required in the area of concentration. Prerequisites of ARTH 1, 2, 3, and 4 are required. Credits: 3 Every Semester

ARTh 8 Survey in Creative Arts Therapies
This course is a survey course, providing an overview of the creative arts therapies - music, movement/dance, drama and the visual arts. This course will provide the student with both a theoretical orientation and practical application format to understand how the multi-modal creative arts are utilized within a clinical and wellness setting. Prerequisites of ARTH 1, 2, and 3 are required. Credits: 3 Every Spring

ATE 2 Art Education Design and Practice in the Elementary School
This course is an examination of the roles of art education practice in the elementary schools. The course offers fundamental insights into the artistic development of children and examines ways that these insights are basic to the design and implementation of exemplary visual art practices. The course is designed to present subject areas of study through reading, lecture and discussion, studio art explorations of methods and materials, art class field observations in schools and museums, written research, preparation of curriculum materials and field study. Prerequisite of ATE 1 is required. Credits: 3 Every Spring

ATE 3 The Art Museum as Educator: Interpreting Art for Education
The course functions as a working art museum education model providing art education students with hands-on experience in the design, planning, preparation and implementation of an exemplary art education program with Steinberg Museum of Art at Hillwood, located on the Post Campus. Developed from an interdisciplinary perspective, the course provides students with practical interpretive skills for analyzing art as learning in varied contexts with children. Teaching skills developed through the model strengthen the art educator's abilities to incorporate art history, aesthetics, and art criticism into the school art curriculum. Credits: 3 Every Spring

ATUT 1 Senior Fine Arts Tutorial
This course is independent study in the area of the student's interest and specialization under the faculty. The student explores areas of personal significance. This course is designed to prepare the Fine Arts, Photography, and Art Education major for his or her senior project. Prerequisite of Senior status is required. Credits: 3 Every Spring

CER 3 Advanced Ceramics
Advanced Ceramic studies. The course stresses development of an individual approach to form, design and finish. Study and practical application of ceramic technology includes casting, glaze chemistry, kiln building and firing. Prerequisite of ART 31 is required. Credits: 3 Annually

CER 4 Advanced Ceramics
Advanced Ceramic studies. The course stresses development of an individual approach to form, design and finish. Study and practical application of ceramic technology includes casting, glaze chemistry, kiln building and firing. Prerequisite of ART 31 is required. Credits: 3 Annually

PHOT 6 Basic Lighting Techniques and Aesthetics
This is an introduction to the mechanics and aesthetics of photography. It is a studio course for photo majors to study photographic processes and techniques, including portable electronic, quartz and flood lights. The emphasis is on combining techniques and aesthetics. Prerequisite of PHOT 101 is required. Credits: 3 Every Fall

PHOT 7 Photo Workshop
The workshop explores and develops a class theme that culminates in an exhibit. Critiques play an important role. Prerequisites of (ART 2 and PHOT 101) or (ART 19 & 20) are required.
PHOT 8 Experimental and Advanced Techniques
Advanced techniques and experimental photography are explored in this course. This is a highly technical course that includes hand coloring techniques, pinhole cameras, Polaroid transfers, etc. Prerequisites of ART 2 or 19 and PHOT 101 or permission of instructor are required.
Credits: 3
Every Fall

PHOT 9 Apprenticeship
The student elects to work closely with a professional photographer, studio, gallery or museum on or off campus to learn the working methodology of commercial or fine art photography.
Prerequisite of PHOT 5 is required.
Credits: 3
Every Spring

PHOT 10 Studio Lighting Techniques and Aesthetics
An advanced studio course utilizing the view camera to study advanced lighting techniques and processes in order to produce a portfolio utilizing techniques learned.
Prerequisite of PHOT 5 is required.
Credits: 3
Every Semester

PHOT 11 Intermediate Course in Techniques and Aesthetics
This course is a continuation of the study of the medium and aesthetics of photography. This is a studio course for photo majors to study location lighting techniques with emphasis on annual reports, booklets and other aspects of commercial and studio photography.
Prerequisite of PHOT 6 or permission of instructor is required.
Credits: 3
Every Spring

PHOT 12 Advanced Techniques and Aesthetics
This course explores the realm of personal vision in photography and emphasizes the development of an individual aesthetic sensibility. Composition, sources of creative inspiration and choice of techniques and materials and their application are investigated.
Prerequisite of PHOT 4, 5 and 6 or permission of instructor is required.
Credits: 3
Every Spring

PHOT 30 Digital Large Format Printing
This course will teach students how to produce large exhibition photographs on digital printers. Students will learn advanced techniques in Adobe Photoshop, calibration of monitors, profiling printers, about the different printing papers and color spaces to prepare for printing large format images. The assignments will emphasize aesthetics and the labs will address the technical issues.
Prerequisites of PHOT 4, 5 and 6 and at least junior status or permission of instructor is required.
Credits: 3
Every Spring

PHOT 101 B&W Silver Gelatin Printing
A studio course in traditional methods of B&W film development and silver gelatin darkroom techniques and aesthetics. Prerequisites of ART 19 or ART 2 are required.
Credits: 3
Every Spring
in an art department. Students in the B.F.A. in Digital Arts and Design Program have interned and gone on to work at such companies as SONY, NBC, Esquire Magazine, Entertainment Weekly, Newsday, Time Warner and Hearst Publications. In their senior year students are required to create both traditional and interactive portfolios of their work, as well participate in a Senior Thesis Exhibition.

Class sizes are small and students get to work in a fully networked, state of the art computer lab which is equipped with over eighty Macintosh workstations, large format color printers, and scanners. Our faculty is comprised of working professionals who practice what they preach in the classroom and continue to work outside of class as print and web designers, multimedia artists and authors.

**ADMISSION REQUIREMENTS**

Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students wishing to transfer into the digital art and design program must submit a portfolio containing both fine art and design-related material. A personal interview is held with the director of the digital arts and design program to evaluate the artistic skills of the applicant and to help with the transfer credit evaluation.

More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website at www.liu.edu/cwpost/art or by calling the Department of Art at 516-299-2464.

To apply for departmental scholarships, see the Department of Art Scholarships on the Department of Art homepage at www.liu.edu/post/art.

- **Digital Arts and Design Major Requirements**

**Required Digital Arts & Design Courses:** (64 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2 Studio Foundation I</td>
<td>9.00</td>
</tr>
<tr>
<td>ART 6 3D Visualization</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 1 Digital Art Freshman Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>CGPH 1 Computer Art Freshman Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 6 Advanced Digital Art Freshman Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 7 Digital Illustration I</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 10 Digital Graphics</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 11 Interaction Design 1</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 12 Desktop Video</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 15 Desktop Video 2</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 16 Digital Imaging</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 18 Digital Imaging Synthesis</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 20 3D Modeling &amp; Animation 1</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 21 3D Modeling &amp; Animation 2</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 22 Website Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 24 Website Development</td>
<td>3.00</td>
</tr>
<tr>
<td>VISL 1 Introduction to Graph Design</td>
<td>3.00</td>
</tr>
<tr>
<td>VISL 2 Publication Design</td>
<td>3.00</td>
</tr>
<tr>
<td>VISL 3 Advertising Design</td>
<td>3.00</td>
</tr>
<tr>
<td>VISL 98 Portfolio Preparation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Directed Art Studio Courses:** (9 credits)

Choose three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPH 8 Digital Illustration 2</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 9 Digital Typography</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 14 Interaction Design 2</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 97 Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Art History Courses:** (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1 Introduction to the Visual Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 85 History of Visual Communications</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

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**B.F.A. in Digital Arts and Design Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.F.A. in Digital Arts and Design must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101 Mathematics &amp; Liberal Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

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**Chair:** Conover

**Professor:** Conover

**Associate Professors:** Aievoli, DelRosso, O’Daly

**Assistant Professors:** Corbetta, Wallace

**Adjunct Faculty:** 4
B.F.A. in Digital Game Design and Development

The Digital Game Design and Development program at LIU Post offers a project-based curriculum that allows students to develop skills in all areas of game development, including game design, computer programming, and visual design. The program focuses heavily on game creation. During their time at LIU Post students work on several solo and group-based projects, giving them a chance to develop a broad range of game creation skills. Before graduating, students complete a capstone thesis project that can be used as a portfolio piece on a job application or as an independent commercial project.

This rigorous program prepares students for a career in the game industry as well as other related industries. LIU Post’s proximity to New York City’s vibrant commercial and artistic communities provides students with opportunities to interact with key figures in the game industry and helps them develop career opportunities.

B.F.A. in Digital Game Design & Development

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.F.A. in Digital Game Design & Development must satisfy all core curriculum requirements as follows:

- POST 101 First-Year Composition 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- History/Philosophy 6 credits
- Laboratory Science 4 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits
- Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

BFA Digital Game Design & Development

Major Requirements
Every Digital Game Design & Development student must take all the required courses listed below before graduating. Required courses add up to 37 credits. Courses marked with an asterisk* have prerequisites. Look at the appropriate section of the course bulletin to find the prerequisites for each course.

Required Digital Game Design Courses: (22 credits)

- DGD 1 Introduction to Game Design 3.00
- DGD 2 Games Through History 3.00
- DGD 3 Game Studies 3.00
- DGD 4 Digital Game Development 1 3.00
- DGD 5 Digital Game Development 2* 3.00
- DGD 6 Digital Game Development 3* 3.00
- DGD 91 Senior Game Project* 4.00

Required Co-Related Courses: (15 credits)

- CGPH 16 Digital Imaging 3.00
- CGPH 20 3-D Modeling & Animation I* 3.00
- CS 101 Introduction to Computers and Programming 3.00
- CS 106 GUI Programming* 3.00
- MUS 16G Sounds Like Fun and Games 3.00

Game Electives and Concentration Sequences

Students must complete 33 credits from the following list of Game Electives: (33 credits)

Students who want to complete the Computer Programming for Games concentration must take the following courses as part of their Game Electives: CS 111, CS 116, CS 127, and CS 133. Students who want to complete the Visual Design for Games concentration must take the following courses as part of their Game Electives: ART 11, CGPH 7, CGPH 18, and CGPH 21.

- CS 111 Object Oriented Programming I* 3.00
- CS 116 Intermediate Data Structures and Algorithms* 3.00
- CS 127 Introduction to Game Design (CS)* 3.00
- CS 133 Analysis & Logic Design 3.00
- CS 231 Database Fundamentals* 3.00
- CS 237 Human-Computer Interaction* 3.00
- CS 245 Working in a Team Environment* 3.00
- CS 254 Artificial Intelligence and Games* 3.00
- CS 257 Computer Graphics* 3.00

- CS 263 Game Programming I* 3.00
- CS 267 Scientific Foundations for Games* 3.00
- CGPH 7 Game Programming II* 3.00
- CGPH 8 Digital Illustration 1 3.00
- CGPH 20 3-D Modeling & Animation I* 3.00
- CGPH 14 Interaction Design 2* 3.00
- CGPH 18 Digital Imaging Synthesis* 3.00
- ART 1 Introduction to Visual Arts 3.00
- ART 5 Introduction to Basic Drawing 3.00
- ART 11 Life Drawing 3.00
- ART 12 Life Drawing 2* 3.00
- ENG 182 Introduction to Creative Writing* 3.00
- ENG 282 Fiction Writing* 3.00
- ENG 285 Screenwriting* 3.00
- MTH 3 College Algebra and Trigonometry* 4.00
- MTH 7 Calculus and Analytic Geometry I* 4.00
- MTH 19 Basic Statistics 4.00
- BDST 4 Digital Audio Production* 3.00
- BDST 11 Production Essentials: Audio 3.00
- CMA 10 Media Law and Ethics 3.00
- MUS 1 Introduction to Musical Concepts 3.00
- MUS 2 Elementary Musicianship 3.00
- MUS 14A Introduction to Music Technology 3.00
- MUS 14B Intermediate/Advanced MIDI Sequencing* 3.00
- MUS 14C Intermediate/Advanced Notation* 3.00
- CIN 25 Animation and Computer Graphics Workshop 3.00
- CIN 26 Intermediate Animation and Computer Graphics Workshop* 3.00
For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

**Undergraduate Digital Game Design & Development Major Requirements**

Every Digital Game Design & Development student must take all the required courses listed below before graduating. Required courses add up to 37 credits.

Courses marked with an asterisk* have prerequisites. Look at the appropriate section of the course bulletin to find the prerequisites for each course.

**Required Digital Game Design Undergraduate Courses:** (22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGD 1</td>
<td>Introduction to Game Design</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 2</td>
<td>Games Through History</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 3</td>
<td>Game Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 4</td>
<td>Digital Game Development 1</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 5</td>
<td>Digital Game Development 2*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 6</td>
<td>Digital Game Development 3*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 91</td>
<td>Senior Game Project*</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Undergraduate Courses:** (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPH 16</td>
<td>Digital Imaging</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 20</td>
<td>3-D Modeling &amp; Animation I*</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 101</td>
<td>Introduction to Computers and Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 106</td>
<td>GUI Programming*</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 16G</td>
<td>Sounds Like Fun and Games</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Undergraduate Game Electives and Concentration Sequences**

Students must complete 33 credits from the following list of Game Electives (33 credits)

Students who want to complete the Computer Programming for Games Concentration must take the following courses as part of their Game Electives: CS 111, CS 116, CS 127, and CS 133. Students who want to complete the Visual Design for Games Concentration must take the following courses as part of their Game Electives: ART 11, CGPH 7, CGPH 18, and CGPH 21.

**Concentration Sequences**

- **Object Oriented Programming I*:**
  - CS 111: Object Oriented Programming I* 3.00
- **Intermediate Data Structures and Algorithms:**
  - CS 116: Intermediate Data Structures and Algorithms 3.00
- **Introduction to Game Design (CS):**
  - CS 127: Introduction to Game Design (CS) 3.00

**ACCELERATED PROGRAMS**

**B.F.A./M.A. in Digital Game Design and Development**

The Digital Game Design and Development program at LIU Post offers a project-based curriculum that allows students to develop skills in all areas of game development, including game design, computer programming, and visual design. The program focuses heavily on game creation. During their time at LIU Post students work on several solo and group-based projects, giving them a chance to develop a broad range of game creation skills. Before graduating, students complete a capstone thesis project that can be used as a portfolio piece on a job application or as an independent commercial project.

This rigorous program prepares students for a career in the game industry as well as other related industries. LIU Post’s proximity to New York City’s vibrant commercial and artistic communities provides students with opportunities to interact with key figures in the game industry and helps them develop career opportunities.

**B.F.A / M.A. in Digital Game Design & Development**

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.F.A. / M.A. in Digital Game Design & Development must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
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<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Fine Arts 3 credits (excluding CMA 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Mathematics 3 - 4 credits</td>
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<tr>
<td>Social Sciences 6 credits</td>
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</table>

**Credit and GPA Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Total Credits</th>
<th>Minimum Liberal Arts Credits</th>
<th>Minimum Major Credits</th>
<th>Minimum Overall GPA</th>
<th>Minimum Major GPA</th>
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<tbody>
<tr>
<td>Total Credits</td>
<td>120</td>
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<td>70</td>
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**Accelerated Program Requirements**

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<th>Minimum Major GPA</th>
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<th>Minimum Liberal Arts Credits</th>
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<tr>
<td>2.00</td>
<td>2.00</td>
<td>70</td>
<td>30</td>
</tr>
</tbody>
</table>

**Laboratory Science**

<table>
<thead>
<tr>
<th>Laboratory Course</th>
<th>Credits</th>
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<tr>
<td>CMA 10</td>
<td>Media Law and Ethics 3.00</td>
</tr>
<tr>
<td>MUS 1</td>
<td>Introduction to Musical Concepts 3.00</td>
</tr>
<tr>
<td>MUS 2</td>
<td>Elementary Musicianship 3.00</td>
</tr>
<tr>
<td>MUS 14A</td>
<td>Introduction to Music Technology 3.00</td>
</tr>
</tbody>
</table>
Credit and GPA Requirements
Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 30
Minimum Undergraduate Major Credits: 70
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 2.00
Minimum Undergraduate Cumulative GPA: 2.00
Minimum Graduate GPA: 3.00

MINORS

Minor in Digital Arts and Design

Required Digital Art & Design Courses
CGPH 5 Computer Layout 1 3.00
CGPH 7 Digital Illustration 1 3.00
CGPH 16 Digital Imaging 3.00
CGPH 26 Web design for non Art majors 3.00
VISL 1 Introduction to Graphic Design 3.00

Credit and GPA Requirements
Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor in Digital Game Design and Development

An 18-credit minor in Digital Game Design and Development is available to students in other majors who would like to expand their career options into this promising field. Students completing a minor in Digital Game Design and Development will be taking courses that focus on hands-on game creation. Courses are taught in a digital games lab featuring 20 computers, multiple projectors, a large TV screen, and the latest videogame consoles. Students have access to a wide variety of software, including Photoshop, Illustrator, Unity, Microsoft Office, and Maya.

Required Digital Game Design Courses
DGD 1 Introduction to Game Design 3.00
DGD 2 Games Through History 3.00
DGD 3 Game Studies 3.00
DGD 4 Digital Game Development 1 3.00
DGD 5 Digital Game Development 2 3.00

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.25
Design and Digital Technologies

CGPH 5 Computer Layout 1
This introductory course will primarily focus on instructing students how to use Adobe Indesign as a creative design tool. Throughout a series of demonstrations, students will gain a knowledge of page layout and typography as well as be given a technical and aesthetic foundation for creating successful page layouts. Emphasis will be on simultaneously developing the student’s technical skills and design sensibility as they compose and design a variety of graphic design projects. These projects include creating business cards and letterheads, book cover jackets and infographics. Through a series of assigned readings and lectures this course will stress the importance of basic design principles and students will also become familiar with the varied functions of graphic design and how to discuss and critique it. Other aspects of desktop publishing such as scanning and pre-production considerations are also covered.

Credits: 3
Every Fall

CGPH 6 Advanced Computer Layout 2
This advanced layout course focuses on both the design and production capabilities of Indesign. While students will predominantly work in InDesign they will be expected to integrate Illustrator and Photoshop into their designs. Students will gain knowledge of professional graphic design and production as they see their projects move through the entire process; from the conception of ideas, to the design execution, and finally through the production of three-dimensional prototypes. Emphasis will be equally placed on developing the student’s technical skill, speed, and accuracy and also on developing their personal aesthetic sensibility and emerging design style. Students will design and compose a variety of graphic design projects which include brochures, menus, and CD packages.

Prerequisite of CGPH 5 or equivalent is required.

Credits: 3
Every Spring

CGPH 7 Digital Illustration 1
This introductory course will introduce the student to Digital Illustration using Adobe Illustrator. Through a series of computer demonstrations students will be introduced to a wide range of tools and techniques commonly used in illustration. The primary focus of the course is to first provide the student with a fundamental technical overview of how to use Illustrator. Students will then apply this knowledge to create a wide variety of graphic design and illustration projects which include logos, postage stamps, package design, and label design. Emphasis will be placed on developing technique, style, and accuracy.

Credits: 3
Every Fall

CGPH 8 Digital Illustration 2
In this advanced illustration course students will be introduced to sophisticated techniques using Adobe Illustrator through a series of computer demonstrations. This course will reinforce and encourage use of basic design principles that students have been previously introduced to. As they continue to sharpen both their technical and conceptual illustration skills students are expected to create a wide variety of complex illustration projects that include event logos, technical renderings, and editorial illustrations. Emphasis will be on developing technique, style, and accuracy. Integration of Photoshop into the illustration process will be addressed as well as importing these illustrations into page layouts using Indesign. Students will also be introduced to and use digital drawing tablets.

Prerequisite of CGPH 7 or equivalent is required.

Credits: 3
Every Spring

CGPH 9 Digital Typography
This advanced typography course provides the student with a comprehensive understanding of the usage, design, and aesthetics of type through a series of projects which incorporate both traditional techniques and digital creation. These projects include creating a set of typographic dingbats/icons, an all type poster design, and a distressed type treatment. The objective of this course is to provide the student with a technical and aesthetic foundation for creating successful typographic designs. The history of typography and traditional typographic techniques will also be covered. The course will incorporate different software packages depending on the project requirements. Adobe Illustrator and Photoshop will be the predominant software applications used to create a range of typographic treatments. Students will also learn how to properly work with display type as they create typographic designs in Indesign.

Prerequisite of CGPH 7 or equivalent is required.

Credits: 3
Every Spring

CGPH 10 Digital Graphics Production Lab
This is an advanced course in methods for preparing layout designs and digital graphics for commercial printing. Students are required to have basic knowledge of Adobe InDesign, Adobe Photoshop and Adobe Illustrator for this class. Students will acquire technical expertise in creating digital press-ready mechanicals for commercial output. Coursework examines preparation guidelines for different color models and custom printing techniques. Print industry standards and vocabulary terms are emphasized.

Prerequisites of CGPH 5, 7 and 16 or permission of instructor are required.

Credits: 3
Every Fall

CGPH 11 Interaction Design 1
This course is an introduction to Interaction Design. Course instruction will be on a variety of software used to create interaction design products. Students will gain knowledge of all forms of interaction requirements dealing with the areas of information, education, promotion and entertainment arenas. Emphasis will be on developing an understanding of various interactive techniques and protocol. Students will learn how to create artwork and all the components necessary to complete an interaction design concept to wireframes containing audio, video animation, typical animation cell format and scripting techniques.

Credits: 3
Every Fall

CGPH 12 Desktop Video
In this class, students will acquire a foundation in editing and compositing digital animation and video with Adobe After Effects and Premiere. Emphasis will be placed on the design and integration of motion graphics, text and sound to create a compelling coherent vehicle for communication.

Prerequisite of CGPH 16 or permission of instructor is required.

Credits: 3
Every Semester

CGPH 14 Interaction Design 2
This course addresses advanced Interaction Design and User Interface and Experience. Course instruction will be on a variety of software used to create interactive products. Students will gain knowledge of all forms of interactive publications and presentations dealing with the areas of information, education, promotion and entertainment arenas. Emphasis will be on developing an understanding of various interactive techniques and protocol. Students will compose a variety of sample interactive presentations. Students will learn how to create artwork and all the components necessary to complete an interactive presentation, via audio, video animation and scripting techniques.

Prerequisite of CGPH 11 is required.

Credits: 3
Every Spring

CGPH 15 Desktop Video II
This course gives students the advanced skills necessary to design, animate and integrate video projects. Students will be introduced to video acquisition and editing with industry standard equipment and software. Students will further develop the necessary creative skills and aesthetic decision-making from storyboards through post-production techniques. Students will be introduced to stop frame animation, intermediate and advanced video editing and compositing techniques using industry standard equipment and software. Students will also be introduced to location and
studio video recording techniques. Emphasis will be placed on exploring effective ways to communicate with cohesive, integrated original video, motion graphics, text and sound for distribution across various media platforms.

Pre requisite of CGPH 12 is required.

Credits: 3

Every Spring

**CGPH 16 Digital Imaging**

This course introduces the student to Adobe Photoshop for creating graphic designs and digital imagery. Students learn how to use Adobe Photoshop as a graphic design tool for various applications. Students also learn image editing and manipulation techniques. The course also covers industry standards on resolution and color models for creating digital imagery. Emphasis is placed on technical proficiency and creative expression.

Credits: 3

Every Fall and Spring

**CGPH 18 Digital Imaging Synthesis**

Digital Imaging Synthesis explores advanced aesthetic and technical concepts in imaging using Adobe Photoshop. Creation and assemblage of source materials, complex montage making and development of a personal style are covered. Experimental projects include an introduction to web graphics, cross program design issues and special effects creation.

Prerequisite of CGPH 16 or PHOT 23 or permission of instructor is required.

Credits: 3

Every Semester

**CGPH 20 3-D Modeling & Animation 1**

This course is intended for advanced students who wish to create three-dimensional moving objects utilizing modeling and animation script techniques. Using a three-dimensional modeling/animation program, students build objects, view the model from any angle and then render it with a palette of 16 million colors. Students will gain a basic proficiency in the industry standard software, Autodesk Maya 3D. Emphasis will be placed on principles of 3D design techniques for animation and illustration. Maya’s relationship to peripheral software such as Photoshop CC and Adobe After Effects CC will also be explored. This course will conclude with an introduction to 3D character development and animation for both the movie and gaming environments.

Game Design Students: a pre requisite of CGPH 16 is required.

Digital Arts Students: a pre requisite of CGPH 7 and CGPH 12 is required.

Credits: 3

Every Fall

**CGPH 21 3-D Modeling & Animation 2**

This course explores advanced techniques in three-dimensional modeling and animation with the current version of Maya. Emphasis will be placed on character development, modeling, and animation scripting within the three-dimensional environment.

Prerequisite of CGPH 20 is required.

Credits: 3

Every Spring

**CGPH 22 Website Design**

This is an introductory course in Website design. Students will learn how to use Adobe Dreamweaver as an HTML5 and CSS editor to design and publish Websites. Students will also learn how to use the bootstrap 3 framework to develop a professional portfolio Website from a mobile responsive template. This course provides students with a foundational understanding of Web design software and Website design techniques including: the ability to use Adobe Dreamweaver as an HTML and CSS editor, the ability to use Adobe Creative Suite to develop content for Websites, and how to employ Bootstrap to develop “mobile friendly” responsive Websites. Knowledge of SEO (Search Engine Optimization) and Website promotion will also be covered.

Prerequisites of CGPH 7, 11 and 18 are required.

Credits: 3

Every Fall

**CGPH 24 Website Development**

This course provides students the opportunity to further advance their skills in website design and development. Students will learn how to add functionality to Web sites with scripting and server side technologies including advanced HTML/XHTML, PHP, MySQL programming and content management solutions. Students will also examine methods for integrating these technologies with Cascading Style Sheets (CSS) to incorporate the elements of design into Web site content. Aesthetics trends of website design will also be explored.

Prerequisite of CGPH 22 is required.

Credits: 3

Every Spring

**CGPH 26 Web Design for Everyone**

This is an introductory course in Internet Website design. This course is designed for non-design students who want to create basic websites without extensive knowledge of html programing and graphic design software. The course introduces the student to Adobe Dreamweaver as an authoring tool for creating Websites. Basic Web page layout techniques and digital image preparation methods are covered. The course focuses on using and manipulating pre-built Web page templates to create Websites for various subjects. Website hosting and publishing and promotion basics are also covered.

Prerequisite of non-majors only is required.

Credits: 3

Every Fall and Spring

**CGPH 97 Internship**

This course offers the opportunity for students in their senior year to supplement classroom instruction with on-the-job experiences. The objective of this course is to serve as a bridge between the college experience and the professional design world. Students will be placed at a professional design internship where they will work in an art department within a design studio.

Students may be placed at a wide range of different type of companies. Some of the areas that students may work in include interactive and web design, advertising, publishing or other related businesses that incorporate design. Students will gain insight as to what it is like to work within an art department and what will be expected of them once they enter the design field after graduation.

Prerequisites of CGPH 5, 7and 16 are required.

Credits: 3

Every Semester

**DGD 1 Introduction to Game Design**

This is an intense hands-on course in which students design a new game every two weeks. Because of its focus on quick iteration, these games are non-digital. Students create card games, board games, and physical games. This class has a heavy focus on playtesting. Students will play each other’s games and give one another constructive feedback.

In this course students are expected to learn the basic concepts behind game design through lectures, game analysis, and game creation.

Credits: 3

Every Semester

**DGD 2 Games Through History**

This course is an introduction to the history of games, play, and players. Starting with the premise that video games are best viewed as a subset of humankind’s much longer history of games, we will look through the past several thousand years, examining not only games, but also the people who study, create, and play them. Most importantly, we will take time to critically play the games we discuss, enabling students to gain a critical understanding and appreciation of canonical games.

Credits: 3

Annually

**DGD 3 Game Studies**

This is the most purely academic of the Core Digital Game Design and Development classes. This course asks the student to read and write about games from an interested academic perspective. Throughout the semester, students will read works ranging from Dutch historian Johan Huizinga’s Homo Ludens, an early 20th century sociological study of the role of play among humans, to Mary Flanagan’s Critical Play, a much more modern look at games and their influence on modern art. While the core of the class is based on weekly readings and student responses, students will write three major papers during the semester.

During class students will discuss the readings and make presentations based on their papers. Examples from both historical games and modern games will be used in class discussions.
DGD 4 Digital Game Development 1
Digital Game Development 1 is the first hands-on video game development class in the Digital Game Design and Development Program. This course focuses on the basic programming skills a student needs to start developing games on their own. As this is an introductory class, students are not expected to have any previous programming knowledge. Students will learn core programming concepts such as variables, if statements, for loops, arrays, functions, and object-oriented programming. They will also learn more game-specific concepts such as game states and collision detection. This course is taught in Processing, which is a creative coding language built on top of Java.

Credits: 3
Annually

DGD 5 Digital Game Development 2
Digital Game Development 2 gives the student an overview of multiple game development engines. Since students are required to have completed DGD1 before taking this course, it is assumed that they already have a good understanding of basic programming principles. This course explores two very different engines, giving students a general overview of the two while also giving them a choice of which one to use for their final project. The first portion of the course is taught in GameMaker, while the second half is taught in Unity. As with many courses in this program, the focus is on hands-on game creation.

A pre requisite of DGD 4 is required.
Credits: 3
On Occasion

DGD 6 Digital Game Development 3
Digital Game Development 3 is a project-based class that gives students a chance to work on a single team project for the entire semester. This course follows the structure of a professional game development studio. Students are expected to work in groups of 3-5 people to create a game from concept to final execution. This class builds upon the skills students learned in previous core classes, so students will be expected to begin the semester with the necessary knowledge to create a polished game with the help of their teammates.

A pre requisite of DGD 1, DGD 4 and DGD 5 is required.
Credits: 3
On Occasion

DGD 20 Level Design For Games
Great games require more than carefully designed systems. The minute-to-minute experience of playing a game is defined by its levels. Creating interesting and memorable levels is its own skill and is one that good game developers foster early. In this course, students will learn how to construct levels and maps for existing games that challenge and intrigue the player across a variety of genres.

A pre requisite of DGD 1 is required.
Credits: 3
On Occasion

DGD 91 Senior Game Project
The entire Digital Game Design and Development program leads to the Senior Game Project. This class requires students to bring together everything they have learned over the course of the program to create a major final project. Unlike Digital Game Development 3, the Senior Game Project allows students to work as individuals or in groups of any size. Students do not need permission from the instructor to pursue a particular project. The primary requirement is that, by the end of the semester, each student has created a complete, polished, and successful game.

A pre requisite of DGD 1, DGD 4, DGD 5 and DGD 6 is required.
Credits: 3
Annually

PROJ 3 Fine Art Senior Project II
Intensive independent work designed to assist the student in attaining a more professional level in his/her media under the direction and criticism of a member of the Fine Art faculty. This project culminates in an exhibition of the student’s work. Prerequisite of Senior status required.
Credits: 3
Every Semester

VISL 1 Introduction to Graphic Design
A basic graphic design studio course that deals with communicating ideas through the use of type and image. The principles of graphic design are taught through a series of design problems intended to train the student to think as a designer when solving problems. This class focuses on the development of the student as a graphic designer. Topics to be covered are the elements and principles of design such as color, shape relationships, thematic design, typography, etc. Students will utilize Adobe Illustrator and will develop all work through sketching first. Using these design techniques and programs students will develop a body of images directed towards graphic design both print and new media. The emphasis is on creativity, exploration and the development of a working knowledge of graphic design and how it is integrated into all forms of print and new media.

Prerequisite VISL 1 is required.
Credits: 3
Every Fall

VISL 3 Advertising Design
A project-based class that gives students a chance to work on a single team project for the entire semester. This course follows the structure of a professional game development studio. Students are expected to work in groups of 3-5 people to create a game from concept to final execution. This class builds upon the skills students learned in previous core classes, so students will be expected to begin the semester with the necessary knowledge to create a polished game with the help of their teammates.

A pre requisite of DGD 1, DGD 4 and DGD 5 is required.
Credits: 3
On Occasion

VISL 98 Portfolio Preparation
In this class design students in their senior year learn how to prepare a professional portfolio representative of their work. Students’ artwork and resumes are reviewed and developed into final portfolio pieces. In this course each graphic design student will work on preparing and fine-tuning their representative portfolio. The objective of this course is to ensure that students graduating with design degrees have a portfolio of work which properly represents their design skills and interests to prospective employers. Students will spend the majority of the semester working on refining and outputting their portfolio pieces. Students are required to create both print and electronic PDF versions of their portfolios. Resumes and cover letters will also be reviewed and refined. Instructor will hold class discussions on various aspects of entering professional design field. Some of these aspects include different types of design positions, how to conduct a job hunt, and interviewing techniques.

Prerequisite of Senior status is required.
Credits: 3
Every Semester
DEPARTMENT OF
COMMUNICATIONS AND
FILM

Phone: 516 299-2382
Chair: Professor Fowles
Professors: Carlomusto, Zeig
Associate Professors: Dress, Koshel, Robinson, Sohn
Assistant Professor: Gerdes, Peltola, Schurr Levin
Adjunct Faculty: 18

The Department of Communications and Film prepares students for dynamic and rewarding careers in media and communications fields, film, advertising, journalism, and public relations. We offer a strong foundation in theory, ethics, culture and history as well as access to cutting-edge technologies and practical work experience. The Department of Communications and Film offers four undergraduate degree programs — the B.F.A. in Broadcasting, the B.F.A. in Journalism, B.F.A. in Public Relations and the B.F.A. in Film, along with minors in Advertising, Broadcasting, Journalism, Public Relations, Communications, and Specialty Reporting.

Each degree program emphasizes writing skills, development of creative thinking as well as mastery of cutting edge technologies to prepare students for employment in fields of communications and media. Liberal Arts courses enrich each program by providing the broad background media professionals need today to meet the demands for diverse media content for diverse audiences.

B.F.A. in Broadcasting

The 120-credit Bachelor of Fine Arts in Broadcasting opens students to the world of digital radio, digital video, webcasting and multimedia. This major prepares students for careers as varied as documentary producers, television writers, web video producers, news anchors, writers, radio broadcasters, and interview hosts. Courses cover the technical and creative aspects of this field, including new technologies, digital audio and video production and editing as well as narrative development and cultural dimensions of media. Students will work behind the scenes, writing scripts for broadcasts and operating television and radio equipment, and also practice on-air skills through work at LIU Post’s TV station, PTV, and radio station, WCWP. Students develop an understanding of a variety of storytelling styles and formats in both radio and television. LIU Post students intern at some of the nation’s top media organizations, including CBS, MTV Networks, NBC TV, Z-100, WBAB, WFAN Radio, HGTV, and News 12, Long Island.

B.F.A in Broadcasting

[Program Code: 81358]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. in Broadcasting must satisfy all core curriculum requirements as follows:

- POST 101: First-Year Composition (3 credits)
- Economics/Political Science: 6 credits
- History/Philosophy: 6 credits
- Laboratory Science: 4 credits
- Language/Literature: 6 credits
- Mathematics: 3 - 4 credits
- Social Sciences: 6 credits
- Fine Arts: 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin. It is strongly recommended that majors use CMA 4 as the fine arts core requirement.

B.F.A. in Broadcasting

Major Requirements

Required Media Arts Core: (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDST 11</td>
<td>Production Essentials: Audio</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 12</td>
<td>Production Essentials: Video</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 2</td>
<td>Mass Media in America</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 4</td>
<td>Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 5</td>
<td>Writing in the Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 10</td>
<td>Media Law and Ethics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Course List 1: (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 17</td>
<td>Speech in Organizations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Course List 2: (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4</td>
<td>Introduction to Computer Graphics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Required Major Courses: (30 credits)

- BDST 4: Digital Audio Production
- BDST 6: Intermediate Television Production: Studio
- BDST 17: Writing for TV and Radio
- BDST 25: Intermediate television Production: Field
- BDST 34: Advanced Digital Audio Production
- BDST 46: Video for the Web
- BDST 54: Creating the Television Newscast
- BDST 57: Advanced Digital Editing
- JOU 3: Basic Reporting
- JOU 56: Television Newsgathering

Required co-related course List 3. Choose 1: (3 credits)

- BDST 27: Applied Television
- BDST 28: Advanced Applied Television

Required co-related list 4: Choose 1: (3 credits)

- BDST 63: Applied Radio
- BDST 64: Applied Radio

Required Broadcasting Senior Research/Honors Tutorial: 3 credits

Choose one of the following:

- BDST 91: Senior Research in Broadcasting*
- BDST 385: Honors Tutorial
- BDST 386: Honors Tutorial

Required Broadcasting Senior Project/Honors Thesis: (3 credits)

Choose one of the following:

- BDST 92: Senior Project & Portfolio
- BDST 389: Honors Thesis
- BDST 390: Honors Thesis

Elective Broadcasting Courses: (6 credits)

At least six credits from the following:

- BDST 5: Radio and TV Speech
- BDST 27: Advanced Applied TV
- BDST 28: Advanced Applied Television
- BDST 34: Advanced digital Audio
- BDST 37: Voice-Overs and Narration Workshop
- BDST 40: Topics in Electronic Media

LIU Post Undergraduate Bulletin 2017 - 2018
for work in the varied forms of print, broadcast and online journalism as well as for graduate study in journalism and related fields. Journalism students are strongly encouraged to select a minor in another field, such as a science, social science or business to better prepare them to report in a specific content area with deeper understanding. Students in other majors with an interest in writing may want to consider a minor in journalism, specialty reporting or communications. These 15 credit minors offer students an opportunity to develop their writing and reporting skills. Having these skills also opens up career paths in a variety of fields.

Journalism majors study in small classes with professors who have extensive professional experience. They sharpen their skills with reporting for The Pioneer, the award-winning LIU Post student newspaper; PTV, the campus television station, WCWP, the campus radio station; and The Bottom Line, the student magazine. Students also gain real world experience at internships at some of the nation’s top newsrooms, including Newsday, MTV Networks, ABC-TV, NBC-TV, WFAN Radio, News 12 Long Island and The Associated Press. Campus resources for journalism majors include state-of-the-art television and radio studios, a journalism lab and newsroom, HD video cameras and digital editing suites with professional-level computers and software .

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### B.F.A. in Journalism

#### [Program Code: 81359]

#### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. in Journalism must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Post Foundations</td>
<td>1</td>
</tr>
<tr>
<td>Writing I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences: ECO, POL (1 sequence)</td>
<td>6</td>
</tr>
<tr>
<td>SOC, ANT, PSY, GGR</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Required Journalism Courses: (31 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 3 Basic Reporting (only offered in fall)</td>
<td>3</td>
</tr>
<tr>
<td>JOU 4 Beat Reporting (only offered in spring)</td>
<td>3</td>
</tr>
<tr>
<td>JOU 20 Photojournalism</td>
<td>3</td>
</tr>
</tbody>
</table>
Minimum Total Credits: 120

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 5</td>
<td>Writing for Electronic Journalism</td>
</tr>
<tr>
<td>JOU 41</td>
<td>Newspaper Laboratory (may be taken multiple times)</td>
</tr>
<tr>
<td>JOU 56</td>
<td>Electronic Newsgathering (must be taken with BDST 54; only offered in spring)</td>
</tr>
<tr>
<td>BDST 54</td>
<td>Producing The TV Newscast (must be taken with JOU 56; only offered in spring)</td>
</tr>
<tr>
<td>JOU 91</td>
<td>Senior Research (must be taken fall of senior year)</td>
</tr>
<tr>
<td>JOU 92</td>
<td>Senior Thesis &amp; Portfolio (must be taken spring of senior year)</td>
</tr>
<tr>
<td>JOU 87</td>
<td>Journalism Internship</td>
</tr>
</tbody>
</table>

AND

**While JOU 41 is repeatable, students are only required to complete it once to satisfy this requirement**

**Elective Journalism Courses:** Courses that are not being used to satisfy major or core requirements. Students must take 4 (12 credits) of JOU electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 6</td>
<td>Culture Reporting</td>
</tr>
<tr>
<td>JOU 12</td>
<td>Investigative Journalism</td>
</tr>
<tr>
<td>JOU 52</td>
<td>Interviewing (recommended)</td>
</tr>
<tr>
<td>JOU 54</td>
<td>Sports Reporting</td>
</tr>
<tr>
<td>JOU 88</td>
<td>Journalism Internship (at least one journalism internship is required, but 2 are recommended)</td>
</tr>
<tr>
<td>JOU 89</td>
<td>Advanced Independent Study</td>
</tr>
</tbody>
</table>

**Free Electives:** Courses that are not being used to satisfy major or core requirements. 5 credits.

**Core Curriculum Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts, ONLY CMA</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Minimum Major GPA: 2.00

**B.F.A. in Public Relations**

Public Relations professionals help businesses and organizations build and maintain their reputations, promote their products and communicate effectively with multiple audiences, such as employees, members, the media, and specialized publics. These communications professionals help organizations announce their products or services to the news media, manage social media messages, and produce newsletters, web sites and videos. They work as public information officers for government agencies, help businesses establish and maintain their brands, and develop appropriate communications during times of crisis.

The 120-credit Bachelor of Fine Arts in Public Relations prepares you for an exciting career in corporate, non-profit, association or government organizations. You will learn appropriate communications writing styles and editing, promotion, publicity, advertising, digital applications, creative communication and the critical business strategies required for management-level positions. You may choose to intern at top public relations firms or communications departments and join the prestigious LIU Post’s PRSSA chapter of the Public Relations Student Society of America. Students who want to minor in public relations or advertising should see minors in public relations and advertising at the end of the program descriptions.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.F.A. in Public Relations**

[Program Code: 85025]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.F.A. in Public Relations must satisfy all core curriculum requirements as follows:

- POST 101 | 1 credit
- First-Year Composition | 6 credits
- Economics/Political Science | 6 credits
- Fine Arts, ONLY CMA | 3 credits

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

Minimum Major Credits: 70 (includes co-related classes and major electives)

Minimum Overall GPA: 2.00

**B.F.A. in Public Relations**

**Major Requirements**

**Required Communications Core Courses**: (15 credits)

- BDST 11 | Production Essentials: Audio | 3.00
- BDST 12 | Production Essentials: Video | 3.00
- CMA 2 | Mass Media in American Society | 3.00
- CMA 10 | Media Law and Ethics | 3.00
- MKT 11 | Marketing Principles and Practices | 3.00

**Required Co-Related Courses**: (3 credits)

Students must earn a minimum grade of B- in PR 91 & PR 92

- PR 1 | Introduction to Public Relations | 3.00
- PR 2 | Public Relations Writing I | 3.00
- PR 20 | Case Studies in Public Relations | 3.00
- PR 25 | The Business of Public Relations | 3.00
- PR 29 | Propaganda and Persuasion | 3.00
- PR 30 | Using Business Software in Public Relations/Advertising | 3.00
- PR 70 | Research and Evaluation in Public Relations | 3.00
- PR 91 | Capstone I, Portfolio | 3.00
- PR 92 | Capstone II Project, Portfolio & Seminar | 4.00
- PR 4 | Public Relations Writing II | 3.00
- PR 32 | Powering Presentations | 3.00

**Eighteen (18) credits of Public Relations Electives**

(PR courses are strongly preferred, but CMA 94 or others by approval of the program director also may be used. A Department of Art course as listed
below may be used to satisfy one Public Relations elective of three credits.)

Three (3) additional credits may count toward one Public Relations Elective.

Students may opt to take one PR elective course as ART 4, ART 30, CGPH 5, CGPH 16 or CGPH 26 to fulfill this requirement.

ART 4 Introduction to Computer Graphics 3.00
ART 30 Communications Photography 3.00
CGPH 5 Computer Layout 1 3.00
CGPH 16 Digital Imaging 3.00
CGPH 26 Web design for non Art majors 3.00

Twelve (12) credits of Electives

Students in the major are required to take twelve (12) credits of electives that are not counted toward core, communications or public relations requirements. Any courses, including public relations electives in excess of the eighteen (18) credits of elective requirements can be used as free electives.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Major Credits: 67
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

B.F.A. in Film

Majoring in film at LIU Post will help you prepare for a career in directing, cinematography, editing, lighting, producing, screenwriting or film criticism. LIU Post is one of only a handful of colleges and universities to instruct students in the use of 16mm film, and where students starting making films in their first semester. This 120-credit program also includes a strong film history component as well as courses in animation and special effects.

Our faculty are all working professionals in diverse areas of the field, including writers, directors, cinematographers documentarians and critics – award-winning professionals with top-level experience and credentials. As a student, you will have the chance to master the new digital media technologies, and develop your production design skills in our studio. You will get the valuable learning-by-doing experience that you need to succeed.

In addition to a comprehensive, widely respected education in film, you will study a well-rounded liberal arts-based core curriculum with lifelong personal and professional value. You will be a member of a diverse, vibrant learning community in one of the region’s most inspiring academic settings.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts. Applicants are be notified of departmental admissions decisions in the early spring. Mid-year transfer students will be contacted individually.

SCHOLARSHIP OPPORTUNITIES

It is possible to apply for additional monies outside what the University has already granted you. Please email the Director of Film, susan.zeig@liu.edu to find out more about this.

B.F.A. in Film

[Program Code: 79555]

Core Curriculum Requirements

In addition to all major requirements, students pursing the B.F.A. in Film must satisfy all core curriculum requirements as follows:

POST 101 First-Year Composition 6 credits
Economics/Political Science 6 credits
Fine Arts 3 credits (excluding all CIN courses)
History/Philosophy 6 credits
Laboratory Science 4 credits
Language/Literature 6 credits
Mathematics 3 - 4 credits
Social Sciences 6 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

B.F.A. in Film

Major Requirements

Required Film Courses (54 credits):

CIN 1 The Art of the Films/1900-1930 3.00
CIN 2 The Art of the Films/1931 to Present 3.00
CIN 5 The Art of the Documentary Film 3.00
CIN 6 Basic Motion Picture Production 3.00
CIN 7 Intermediate Motion Picture Production 3.00
CIN 8 Advanced Motion Picture Production 3.00
CIN 9 Screenwriting 3.00
CIN 10 Screenwriting 3.00
CIN 12 Intro to Editing and Sound 3.00

CIN 13 Intermediate Editing & Sound 3.00
CIN 15 Cinematography 3.00
CIN 28 Film Theory 3.00
CIN 29 Film Theory II 3.00
CIN 35 Production Laboratory 3.00
CIN 36 Production Laboratory 3.00
CIN 37 Film Production Lab-Practicum 3.00
CIN 38 Film Production Lab Practicum 3.00
CIN 44 Interdisciplinary Concepts 3.00

One of the following courses (3 credits):

CIN 23 Video Documentary Workshop 3.00
CIN 24 Video Documentary Workshop 3.00

3 courses from the following (9 credits):

CIN 3 Major Forces in the Cinema 3.00
CIN 4 Major Figures in the Cinema 3.00
CIN 303 Film & Society 3.00
CIN 304 Film & Society 3.00

CIN 88 Must be taken twice (8 credits):
CIN 88 Film Thesis 4.00

Choose three courses from the following (9 credits):

CIN 13A Advanced Motion Picture Editing 3.00
CIN 14 Cinema and the Arts 3.00
CIN 16 Advanced Cinematography 3.00
CIN 17 Advanced Screenwriting 3.00
CIN 22 Current Cinema in New York 3.00
CIN 23 Video Documentary Workshop 3.00
CIN 24 Video Documentary Workshop 3.00
CIN 25 Animation and Computer Graphics Workshop 3.00
CIN 26 Intermediate Animation and Computer Graphics Workshop 3.00
CIN 27 Advanced Animation and Computer Graphics Workshop 3.00
CIN 29 Film Theory 3.00
<table>
<thead>
<tr>
<th>MINORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor in Advertising</strong></td>
</tr>
<tr>
<td>Undergraduate students who are pursuing a major in another subject area may apply specific courses in the public relations program (15 credits) toward a minor in advertising. A minor adds value to your degree and a competitive edge in the job market. Students are required to take PR1, PR30, and CMA4. Then they choose one of PR53 or PR54 and one of PR55 or PR56. Contact your academic and career counselor about further requirements and additional information.</td>
</tr>
<tr>
<td><strong>Minor in Broadcasting</strong></td>
</tr>
<tr>
<td>Undergraduate students who are pursuing a major in another subject area may apply courses (15 credits) toward a minor in Broadcasting. A minor adds value to your degree and a competitive edge in the job market. Contact your academic and career counselor about further requirements and additional information.</td>
</tr>
<tr>
<td><strong>Minor in Communications</strong></td>
</tr>
<tr>
<td>The Minor in Communications offers students from any undergraduate major an opportunity to develop a range of communication skills which are increasingly important for success in a wide variety of fields. This minor exposes students to a wide range of writing styles and formats, interactive writing, such as blogging and online publication, speech communication and reporting. This minor is an excellent choice to prepare the student to meet many career challenges, and adds value to any undergraduate degree.</td>
</tr>
<tr>
<td><strong>Minor in Film Studies</strong></td>
</tr>
<tr>
<td>Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in Film. The minor in Film adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor for additional information.</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIN 44</td>
<td>Interdisciplinary Concepts</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 89</td>
<td>Advanced Individual Study in Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 99</td>
<td>Film Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 359</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 360</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Minimum Total Credits: 15**

**Minimum Major GPA: 2.00**

### MINORS

**Minor in Advertising**

Undergraduate students who are pursuing a major in another subject area may apply specific courses in the public relations program (15 credits) toward a minor in advertising. A minor adds value to your degree and a competitive edge in the job market. Students are required to take PR1, PR30, and CMA4. Then they choose one of PR53 or PR54 and one of PR55 or PR56. Contact your academic and career counselor about further requirements and additional information.

**Minor in Broadcasting**

Required Public Relations Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 1</td>
<td>Introduction to Public Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 30</td>
<td>Using Business Software in Public Relations/Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 4</td>
<td>Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 53</td>
<td>Introduction to Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 54</td>
<td>Advertising Copywriting</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 55</td>
<td>Advertising Campaigns</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 56</td>
<td>Branding: Integrating Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

| Minimum Total Credits: 15 |
| Minimum Minor GPA: 2.00 |

**Minor in Communications**

Required Communication Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 4</td>
<td>Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 3</td>
<td>Basic Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 186</td>
<td>Writing in the Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Plus one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 10</td>
<td>Media Law &amp; Ethics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 188</td>
<td>Writing in the Workplace: The Rhetoric of Professional Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 41</td>
<td>Newspaper Laboratory</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

| Minimum Total Credits: 15 |
| Minimum Minor GPA: 2.00 |

**Minor in Film Studies**

Non-Film Majors can choose 6 courses from the following list:

- Cinema 1  
- Art of Film - Silent Era  
- Cinema 2  
- Art of Film - Sound Era  
- Cinema 3  
- Major Forces in the Cinema  
- Cinema 4  
- Major Figures in the Cinema  
- Cinema 5  
- Art of the Documentary Film  
- Cinema 9  
- Screenwriting - Short Form  
- Cinema 10  
- Screenwriting - Long Form  
- Cinema 28  
- Film Theory  
- *Cinema 303 or Cinema 304 *for students with a 3.3 GPA

**Credit and GPA Requirements**

| Minimum Total Credits: 18 |
| Minimum Minor GPA: 2.25 |

**Minor in Journalism**

Undergraduate students who are pursuing a major in another subject area may apply specific courses (15 credits) toward a minor in journalism. The journalism minor provides you with strong reporting and writing skills that add value to your degree and a competitive edge in the job market. Contact your academic and career counselor for additional information.

**Minor in Journalism**

Required Journalism Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 3</td>
<td>Basic Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 4</td>
<td>Beat Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 5</td>
<td>Writing for Electronic Journalism</td>
<td>3.00</td>
</tr>
</tbody>
</table>
**Minor in Public Relations**

Undergraduate students who are pursuing a major in another subject area can apply specific elective courses (15 credits) toward a minor in public relations. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Required courses consist of: PR 1, PR 2, and CMA 4. Additionally, you may choose one of PR 20 or PR 25, and one of PR 29 or PR 70.

Contact your academic and career counselor about further requirements and additional information.

### Required Public Relations Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 1</td>
<td>Introduction to Public Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 2</td>
<td>Writing and Editing for Public Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 4</td>
<td>Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following:**
- PR 20 Case Studies in Public Relations 3.00
- PR 25 The Business of Public Relations 3.00

**One of the following:**
- PR 29 Propaganda and Persuasion 3.00
- PR 70 Research and Evaluation in Public Relations 3.00

### Credit and GPA Requirements

Minimum Total Credits: 15  
Minimum Minor GPA: 2.00

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**Minor in Specialty Reporting**

Undergraduate students who are pursuing a major in another subject area may apply specific courses (15 credits) toward a minor in Specialty Reporting. This minor provides you with skills in reporting and writing that, when combined with your major field, can open up additional career options to you.

Contact your academic and career counselor about further requirements and additional information.

### Required Specialty Reporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 3</td>
<td>Basic Reporting</td>
<td>3.00</td>
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<td>JOU 5</td>
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<td>3.00</td>
</tr>
<tr>
<td>CMA 10</td>
<td>Media Law &amp; Ethics</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 89</td>
<td>Specialty Reporting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Communications & Film Courses**

JOU 41/Newspaper Laboratory - strongly encouraged, but not required.

### Credit and GPA Requirements

Minimum Total Credits: 15  
Minimum Minor GPA: 2.00
Broadcasting Courses

**BDST 4 Digital Audio Production**
This course is designed to familiarize the student with intermediate-level theory and practice of audio production. Continues instruction in the various techniques for capturing and engineering sound. This course continues training in the tools and techniques of producing audio and provides the foundation for sound reproduction. Entertainment content for radio, television, film, multimedia, broadcast journalism and web production. Prepares the student for advanced work in audio production. 
Prerequisite of BDST 11 or permission of instructor is required.
Credits: 3
Every Fall and Spring

**BDST 5 Radio and Television Speech**
This course is an introduction to the microphone and camera speaking techniques critical for today's journalism, radio and television announcing. Audio and video recording and playback of news, commercials and dramatic scripts allow the student to evaluate his/her progress.
Prerequisites of ORC 1 or ORC 2 are required.
Credits: 3
Every Fall

**BDST 6 Intermediate Television Production Studio**
Students explore techniques of multi-camera production in the studio setting, including camera, audio, graphics, lighting, scenery, and special effects. Students learn how to produce a variety of studio formats including: talk shows, panel discussions, comedic sketches and live performance. Emphasis is placed on understanding the roles of production and how to move from idea to finished product. Only Communications and Film Department majors and Electronic Media minors may take this course.
Prerequisite of BDST 12 or permission of instructor is required.
Credits: 3
Every Fall

**BDST 11 Production Essentials Audio**
This course introduces the student to the basics of audio production. Students complete studio assignments in order to master the basics of audio production, including an introduction to principles of sound, audio formats, analog vs. digital recording, editing, use of various microphone types, remote equipment use, studio production and production for the web will also be introduced.
Credits: 3
Every Semester

**BDST 12 Production Essentials Video**
This course introduces the student to basic skills in video and web production. Specifically, it includes the three camera switched live-to-tape shoot, three camera set up, blocking, microphones, soundboard operation, setting levels and creating a show rundown. It will also introduce single camera production, including shot composition, camera movement, preproduction, postproduction, storyboarding and scripting.
Credits: 3
Every Semester

**BDST 17 Writing for TV and Radio**
In this course students will organize, outline and write scripts for commercial, documentary, news, promotional and entertainment content for radio and TV and web settings. Includes study of various professional format requirements. Emphasis is on the development of strong writing skills and story structure appropriate to each medium and content area.
Prerequisite of CMA 5 is required of all majors.
Credits: 3
Every Fall and Spring

**BDST 25 Intermediate Television Field Production**
Students explore more advanced television field production techniques for news, documentary and narrative projects. Students learn how to produce interviews and dramatic short pieces with emphasis on preproduction, proper field production practices, postproduction and critical analysis of finished work. Prepares student for upper level projects in field production.
Prerequisite of BDST 12 or permission of instructor is required.
Credits: 3
Every Fall and Spring

**BDST 27 Applied Television**
Students staff the television studio and participate in the operation and programming of PTV. Class meets together once per week, and completes programming on an hour-arranged basis. Hours and area of concentration are determined according to the student's interests and skill level, as well as the needs of the studio. Students work closely with faculty members in the day-to-day operation of the television studio and in programming for PTV, the campus television channel.
A prerequisite of BDST 6 or BDST 25 is required AND BDST 57
Credits: 3
Every Semester

**BDST 28 Applied Television**
Students work on advanced productions with professionals to create programs for prestigious venues such as WLUIW. Class meets together once per week, and completes programming projects on an hour-arranged basis. Hours and areas of concentration are determined according to the production schedule and the students' expertise. Students work closely with faculty members to produce high quality productions. Students must complete BDST 27 or secure permission from the instructor.
A prerequisite of BDST 27 or permission of the instructor is required.
Credits: 3
Every Semester

**BDST 34 Advanced Digital Audio Production**
This advanced-level course is designed to provide students with exposure to complex digital audio editing techniques through the process of creating more sophisticated audio productions. Students develop imaging for various audio formats. Affording the student the opportunity to improve audio production skills and develop a critical ear. Students will create sweepers, jingles, promos, underwriting announcements and more extended productions for air on university radio station WCWP.
Prerequisite of BDST 4 is required.
Credits: 3
Annually

**BDST 35 Advanced Television Studio Production**
Students will be introduced to more advanced level aspects of studio production, working in rotating production teams to produce a variety of in-studio programs. The roles of producer and director will be emphasized through script writing, program content and timing, working with talent, set design and lighting.
Prerequisite: BDST 6
Prerequisite of BDST 6 is required.
Credits: 3
On Occasion

**BDST 37 Voice-Overs and Narration Workshop**
An advanced course in voicing commercials, narrations and similar pieces for radio, television, film and other media. Students will develop their skills by reading professionally-written scripts, as well as writing and delivering their own pieces. Techniques of enunciation, expression, and motivation are included. Analysis of copy and performance will be conducted. Grading will be based on self-evaluation, peer and faculty critiques of recorded assignments.
Prerequisite of BDST 5 is required.
Credits: 3
On Occasion

**BDST 40 Topics in Broadcasting**
This course is an advanced elective with topics chosen to reflect emerging areas of importance to Broadcasting and related new media. Topic changes each time to reflect new developments.
Credits: 3
On Occasion

**BDST 44 Documentary Production Workshop**
Students examine various documentary forms, then work individually or in teams to produce short documentaries. Emphasis is placed on finding an appropriate approach to the content of each
Prerequisites of CMA 5, BDST 6 are required.

BDST 46 Web Video Production
Students develop skills required to merge video production and web design. Students will learn how to design, edit, export and display videos for the web. They will create and produce several short videos and post them to a website they have created. Each video will be part of a continuous narrative, bringing the user back to the site to view the new video. Students will master the skills needed to create a website and produce video content especially for the web.
Prerequisite of BDST 12 or permission of instructor is required.
Credits: 3

BDST 52 Interviewing skills for Media
This course is practical training in interviewing techniques, including the one-on-one interview, the news interview, panels, and telephone-based interviews. Conducting interviews via email or other text-based modes may also be considered. Students record video or audio of all interviews in order to assess their performance, and gain instructor feedback and peer critiques. Cross-listed as JOU 52.
Prerequisite of BDST 5 is required.
Credits: 3

Annually

BDST 54 Producing The Television Newscast
This is a hands-on television news production course where advanced students in journalism and broadcasting collaborate to create news programs for television. The class is taught in conjunction with JOU 56. Both classes must be taken together. Students record video or audio of all interviews in order to assess their performance, and gain instructor feedback and peer critiques. Cross-listed as JOU 52.
Prerequisite of BDST 25 or a Journalism major is required. Co-requisite of JOU 56 is also required.
Credits: 3

Every Spring

BDST 56 Scriptwriter's Workshop
An advanced course in screenwriting for video formats, including entertainment, documentary, commercial and investigative reports. Understanding of visual and technical elements and the development of a substantial body of narrative work is stressed. Development of high level writing skills is expected. Students critique one another's work in a workshop setting.
Prerequisites of CMA 5, BDST 6 are required.
Credits: 3

On Occasion

BDST 57 Advanced Digital Editing
This course provides an intensive look at the aesthetics and techniques of digital video editing for diverse content. The students will explore the language of video editing, combining shots to create narratives, working with music and voice, and basic news editing. Special effects and graphics are taught as ways to enhance good editing.
Prerequisite of BDST 12 or permission of instructor is required.
Credits: 3

Every Semester

BDST 63 Applied Radio Newsroom
This course is a practicum for students with radio experience who wish to refine their skills in news writing and anchoring for a news broadcast. Students produce news programming for WCWP, Web radio. Advanced work is broadcast on the University radio station, WCWP-FM. Cross-listed with JOU 63.
Credits: 3

Every Semester

BDST 64 Applied Radio Newsroom
This course is a practicum for students with radio experience who wish to continue to refine their skills in news writing and anchoring for a news broadcast. Students produce news programming for University radio station WCWP, both web and FM.
Credits: 3

Every Semester

BDST 65 Applied Radio OnAir
This course is a practicum for students with previous radio experience who wish to refine their skills and apply them in a real radio station environment, producing recorded audio content for broadcast. This course focuses on utilizing studio equipment in a creative fashion to produce professional quality audio. This may include music, sports or talk shows, or engineering of live programming that will air on the University radio services.
Prerequisite of BDST 4 or JOU 5 is required.
Credits: 3

Every Semester

BDST 66 Applied Radio On air
This course is a practicum for students who wish to refine their skills and apply them in a real radio station environment, producing recorded audio content for broadcast. This course focuses on using studio equipment in a creative fashion to produce professional quality radio. This may include music, sports or talk shows, or engineering for a live program that will air on the University's radio services.
Prerequisite of BDST 4 or JOU 5 is required.
Credits: 3

Every Semester

BDST 67 Applied Public Relations Dept. Media
This course is a practicum for students who wish to gain experience using their writing and publicity skills for promotion of WCWP/Web Radio, WCWP-FM, PTV, the Pioneer and media-related sports events.
Prerequisite of PR 2 is required.
Credits: 3

On Occasion

BDST 68 Applied Public Relations Department Media
This course is a practicum for students who wish to gain experience using their writing and publicity skills for promotion of WCWP/Web Radio, WCWP-FM, PTV and the Pioneer.
Prerequisite of PR 2 is required.
Credits: 3

On Occasion

BDST 69 Advanced Independent Study in Broadcasting
This independent study is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor. The student meets regularly with the mentor as work on the project or research paper progresses. Independent studies must be taken only in the case where the topic of study is not available as a regular class, and where the student can present a compelling case for the chosen topic. Only
students in good standing will be considered for this course.  
Prerequisite of Junior or Senior in good standing, program director's approval are required.  
Credits: 1 to 3

**On Demand**

**BDST 91 Senior Research in Broadcasting**
Senior Research consists of the development of a substantial annotated research bibliography on a topic appropriate to the student's planned Senior Project, prepared with the guidance of a faculty mentor. The student must submit a detailed outline, rough draft and final copy of the bibliography to the mentor. As part of BDST 91, the student will also prepare other planning documents such as a script, location research, interview schedule and other preparations deemed appropriate by the faculty mentor. Senior Research serves as the foundation for the student's senior project. Regular meetings with the faculty mentor are required. Students must earn a B- or better in this work in order to take BDST 92.  
Seniors only.  
Credits: 3  
Every Semester

**BDST 92 Senior Project & Portfolio in Broadcasting**
This is an opportunity for the advanced student to apply knowledge of the broadcast media field to develop an audio, video or multimedia production or a script, or to write a sophisticated research paper. Students work independently with supervision from a faculty mentor. The senior project is based on the research and other preparation conducted in BDST 91. BDST 92 also requires a cumulative portfolio of the student's work as a Broadcasting Major. BDST 91 and BDST 92 may not be taken in the same semester. Students must achieve a grade of B- or better in order to receive credit for this class.  
Prerequisite of BDST 91 is required.  
Credits: 4  
Every Semester

**BDST 386 Honors Tutorial**
See Honors program Website for information.  
Honors students only.  
Credits: 3  
On Demand

**BDST 389 Honors Thesis**
See Honors Program Website for description and procedures. A cumulative portfolio of work is required of Honors students in Broadcasting.  
Honors students only.  
Credits: 4  
On Demand

**Film Courses**

**CIN 1 The Art of the Film/1900-1930**
This course studies the silent film and the birth and development of film as an art form in the United States, Germany, Russia, and France.  
Credits: 3  
Every Fall

**CIN 2 The Art of the Film/1931 to Present**
In this course students study the sound film: the international development of creative motion pictures from the advent of sound through Neorealism, the New Wave, and the work of major new directors.  
Credits: 3  
Every Spring

**CIN 3 Major Forces in the Cinema**
The influence of major movements in the cinema is examined in this course. Subject changes each semester. May be taken for a maximum of three semesters.  
Prerequisite of CIN 1 or 2 or 11 is required.  
Credits: 3  
Every Spring

**CIN 4 Major Figures in the Cinema**
The personal styles and influences of major directors are covered in this course. Subject changes each semester. May be taken for a maximum of three semesters.  
Prerequisite of CIN 1 or 2 or 11 is required.  
Credits: 3  
Every Spring

**CIN 5 The Art of the Documentary Film**
This course is an analysis of the major contributors to the film documentary from the Lumière and Edison one-shot films through the contemporary documentary.  
Prerequisite of CIN 1 or 2 or 11 or permission of department is required.  
Credits: 3  
Every Spring

**CIN 6 Basic Motion Picture Production**
The introductory concepts of visual storytelling are taught with black-and-white 16mm film/HD production techniques.  
Prerequisite of CIN 12 is required.  
Credits: 3  
Every Fall

**CIN 7 Intermediate Motion Picture Production**
Introduction to sync sound filmmaking; introduction to working in small crews; development of storytelling skills.  
Prerequisite of CIN 6 is required.  
Credits: 3  
Every Spring

**CIN 8 Advanced Motion Picture Production**
This course introduces HD filmmaking and develops further exploration into the techniques of filmmaking and application of professional practice.  
Prerequisites of CIN 6 and 7 are required.  
Credits: 3  
Every Spring

**CIN 9 Screenwriting I**
This course includes an intensive program of screenwriting techniques, focusing on writing a short form screenplay.  
Prerequisites of ENO 1, 2, or permission of instructor are required.  
Credits: 3  
Annually

**CIN 10 Screenwriting II**
This course includes an intensive program of screenwriting techniques, focusing on the development of a feature length screenplay.  
Prerequisite of ENO 1, 2, CIN 9, or permission of instructor are required.  
Credits: 3  
Annually

**CIN 11 History of World Cinema**
A concise history of film from its origins in the 1890s to the present is covered. Silent and sound films from around the world are screened and discussed each week. For non-majors only fine arts core requirement.  
Credits: 3  
Every Semester

**CIN 12 Basic Editing and Sound**
This course is designed to give students basic skills in digital picture and sound editing, sound recording, and sound mixing.  
Prerequisite of CIN 12 is required.  
Credits: 3  
Every Fall

**CIN 13 Intermediate Editing & Sound**
This course is designed to give students intermediate skills in digital picture and sound editing, sound recording, and sound mixing.  
Prerequisite of CIN 12 is required.  
Credits: 3  
Every Spring

**CIN 13A Advanced Motion Picture Editing**
An advanced understanding of the practice of motion picture editing using digital tools.  
Prerequisite of Film major is required.  
Credits: 3  
Every Spring

**CIN 14 Cinema and the Arts**
This course is a series of films, discussions and forums presented by film professionals working in the contemporary scene.  
May be repeated for a maximum of three semesters.  
Credits: 3  
On Occasion

**CIN 15 Cinematography**
This course is an intensive study of the motion picture camera and lighting technology.  
Prerequisites of CIN 6 and 7 are required.  
Credits: 3  
Every Fall
CIN 16 Advanced Cinematography
This course covers advanced camera, lighting and field production, theory and technique. A series of location and studio set scenes demonstrate techniques used to create and control the “look” of moving images. Related issues from camera and set preparation to post production considerations are covered.
Prerequisite of CIN 15 is required.
Credits: 3
On Occasion

CIN 17 Advanced Screenwriting
This course is an advanced workshop for Film Majors devoted to writing and developing the original full-length screenplay.
Prerequisites of CIN 9 and 10 are required.
Credits: 3
On Occasion

CIN 22 Current Cinema in New York
This course meets once a week in New York City or on Long Island to explore little known films and filmmakers at museums, film societies, filmmakers, studios and art film theaters. Special ticket fee
Credits: 3
On Occasion

CIN 23 Video Documentary Workshop
Students learn the basics of producing a short documentary film including research, interviewing, budgeting, shooting styles and organizing footage for editing.
Credits: 3
On Occasion

CIN 24 Video Documentary Workshop II
Students learn the basics of producing a short documentary film including research, interviewing, budgeting, shooting styles and organizing footage for editing.
Credits: 3
Annually

CIN 25 Animation and Computer Graphics Workshop
This is a basic course in animation and computer graphics techniques.
Credits: 3
Annually

CIN 26 Intermediate Animation and Computer Graphics Workshop
This course is a continuation of CIN 25.
Prerequisite of CIN 25 is required.
Credits: 3
Annually

CIN 27 Advanced Animation and Computer Graphics Workshop
This course is a continuation of CIN 26.
Prerequisite of CIN 26 is required.
Credits: 3

CIN 28 Film Theory
This course is an analysis of theories related to realism, montage, narrative and non-narrative films. Writings by Eisenstein, Vertov, Bazin and others are examined and films are viewed and discussed.
Prerequisite of CIN 1 or 2 is required.
Credits: 3
Every Fall

CIN 29 Film Theory
This course is a continuation of CIN 28.
Prerequisites of CIN 1 and 2 are required.
Credits: 3
Every Spring

CIN 35 Production Laboratory
This course is an intensive practicum in motion picture production that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.
Prerequisites of CIN 6, 7, 8, 12, 13 and Co-requisite of CIN 37 are required.
Credits: 3
Every Fall

CIN 36 Production Laboratory
This course is an intensive practicum in motion picture production that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.
Prerequisites of CIN 6, 7, 12, 13 and Co-requisite of CIN 38 are required.
Credits: 3
Every Fall

CIN 37 Film Production Lab-Practicum
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 8, 12, 13 and Co-requisite of CIN 35 are required.
Credits: 3
Every Fall

CIN 38 Film Production Lab Practicum
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and Co-requisite of CIN 36 are required.
Credits: 3
Every Spring

CIN 39 Film Theory
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas. Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.
Must be in Honors College
Credits: 3
Every Fall

CIN 88 Film Thesis
Students work with a professor to create an original work that showcases his or her main areas of interest in film. Students must register for two consecutive semesters.
Credits: 4
Every Semester

CIN 303 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas. Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.
Must be in Honors College
Credits: 3
Every Fall

CIN 304 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations
writing styles and formats practiced in the media

CMA 5 Writing in the Digital Age
Every Semester
Credits: 3
the impact of new social media. current media coverage, with special attention to theories and see illustrations of their application in to the concepts and terms involved in analysis of effects on audiences. It also serves as an introduction to interpret media messages and understand their the student the critical and analytical skills needed to deliver and finance their messages. This course gives understanding of how diverse media formulate, their audiences and the culture at large. Becoming media literate means developing an desires, and how Media have changed our society in periods, focusing on how our society has adapted media from radio to Twitter to its needs and desires, and how Media have changed our society in major ways. Credits: 3 Every Semester

CMA 2 Mass Media in American Society
This course will introduce the student to ways of thinking critically about media and gaining a historical perspective on the media that surround us. It will stress ways of understanding the relationships among media, society and the individual through the 20th century and to the present. This class will examine a number of examples drawn from various media and time periods, focusing on how our society has adapted media from radio to Twitter to its needs and desires, and how Media have changed our society in major ways. Credits: 3 Every Semester

CMA 4 Media Literacy: Behind the Message
Becoming media literate means developing an understanding of how diverse media formulate, deliver and finance their messages. This course gives the student the critical and analytical skills needed to interpret media messages and understand their effects on audiences. It also serves as an introduction to the concepts and terms involved in analysis of media messages as a foundation for further study in this field. The student will use modern media theories and see illustrations of their application in current media coverage, with special attention to the impact of new social media. Credits: 3 Every Semester

CMA 5 Writing in the Digital Age
This class will introduce the student to the various writing styles and formats practiced in the media professions and will cover the basic writing formats in journalism, public relations, advertising and broadcasting. The course will also work on improving writing by reviewing essential grammar rules, AP style rules, and the writing process used by all good media writers. Our focus will be on developing clear messages, analyzing your own writing as well as other writing, and learning how to proofread and edit copy. Students will have produce examples of various written communication forms practiced in the field, from journalistic articles, to press releases, ad copy, and radio & television scripts for inclusion in a portfolio. Credits: 3 Every Semester

CMA 7 Media Relations
This is a study of strategies used by organizations to capture media attention whether it is a print reporter or a blogger. Topics include news releases, photographic feeds, news conferences, interviews, media tours and special events for both legacy and digital media. Local and global aspects are included as well as metrics for measurement. Same as PR 7. Credits: 3 On Occasion

CMA 9 Introduction to the Media Arts
In this class students analyze mass media and their impact on society and culture. Studies of various media forms and content are used to explore questions about the relationship among media, their audiences and the culture at large. Special attention is paid to new media such as social media and digital games and their implications for social interaction. Writing intensive sections available on occasion. Not open to students whose majors are in the Department of Communications and Film. Prerequisite of Non-Majors only is required. Credits: 3 Every Semester

CMA 10 Media Law and Ethics
This course examines the legal and ethical responsibilities of media professionals in broadcasting, journalism, public relations, and other fields. Students are introduced to the legal framework that supports freedom of speech and freedom of the press and examine the current laws of libel, invasion of privacy, copyright and newsgathering, as well as FCC and other telecommunications regulations. Students also examine ethical codes that guide media professionals and study conflicts that arise when legal and ethical principles conflict with real-world dilemmas. Recommended to be taken in sophomore year for all Department of Communications and Film majors. Credits: 3 Every Semester

CMA 30 Sports Media Foundations
This course is designed to give the student a general understanding of the history of sports and the parallel development of sports media. Students will study the structure of professional sports teams, individual sports, college and high school sports and the international sports system. Labor relations, collective bargaining agreements and individual sports contracts will be investigated. Attention to the changing landscape of sports media in the information age will be emphasized. Credits: 3 On Occasion

CMA 40 Topics in Media Arts
This advanced course focuses on a topic of current interest in the communications field, changing each semester as new issues arise. Credits: 3 On Occasion

CMA 303 Introduction to Media Culture
Introduces the student to ways of thinking systematically and critically about our mass-mediated culture and how it continues to evolve in the digital age. Critical and theoretical approaches to popular media are applied to a variety of media genres drawn from radio, television, print media and current web-based media. Special attention will be given to social media and digital game paradigms. The aesthetic merits and social influence of media forms are considered. Students conduct several small first-hand research projects to assess media’s impact. Students may take CMA 303 or 304 but may not take both. Prerequisite of Non-Majors as well as Honors College are required. Credits: 3 Every Fall

Journalism Courses

JOU 3 Basic Reporting
The course is an introduction to the reporting and writing of news stories. Emphasis is on the fundamentals of journalism - accuracy, newsworthiness, balance, fairness and the importance of deadlines; basic news writing skills - spelling, grammar, AP style, use of quotes and attribution, and compelling news leads; and basic reporting techniques - good interviewing skills and the use of social media, sources, databases and the internet to background stories and to find news. Recommended to be taken during freshman or sophomore year. Credits: 3 Every Fall

JOU 4 Beat Reporting
The beat reporting class is for students who have taken basic news writing and reporting (JOU 3) and are ready to expand into a more in depth class about the process of reporting and writing the news, including the beat system of reporting. The class is designed to hone student journalists’ ability to research and report deeply, to be able to develop
fresh ideas, test them with the strength of his or her reporting and research and then present them in story form. Students cover beats for news organizations. 
**Prerequisite of JOU 3 is required.**

**Credits: 3**

**Every Spring**

**JOU 5 Writing for Electronic Journalism**

This course focuses on newswriting, reporting and editing practices for radio, television and online media. Students will gain experience in radio newscasts, podcasting, video and audio slideshows, and using social media for reporting.

**Credits: 3**

**Rotating Basis**

**JOU 6 Culture Reporting and Review Writing**

In this course, students will learn how to interview celebrities without becoming starstruck, how to write a professional-quality review of TV, music, film, theater, dance and other arts events, recognize how important popular culture has become in understanding politics, finance, religion and many other aspects of our lives, recognize the increasing role that fashion is playing in our society and how journalists can capitalize on it, and more. Open to students of all majors.

**Credits: 3**

**Every Fall**

**JOU 8 Copy Editing and Layout**

This course introduces the techniques of editing copy for online and print. Topics include standards of good writing, Associated Press style, headline and caption writing, and use of appropriate software for layout and page design.

**Prerequisite of JOU 3 is required.**

**Credits: 3**

**On Occasion**

**JOU 12 Investigative Journalism**

This course introduces students to the special techniques of journalism that seek information beyond immediately available news sources. Topics include: reporting ethics, developing tips, special interviewing problems, the nature of public information and the use of Freedom of Information and open meetings laws.

**Prerequisites of JOU 3 & 4 are required.**

**Credits: 3**

**On Occasion**

**JOU 20 Visual Journalism**

In this course, students learn how to communicate using visual tools such as photography, video and design. Visual journalism is about crafting compelling visual narratives. This class will analyze professional work to discover what has held public attention in the past as well as successful contemporary images presented in the media.

**Credits: 3**

**Every Spring**

**JOU 40 Topics in Journalism**

Advanced special topics in journalism, chosen on occasion, focusing on contemporary developments in the field. Subjects vary by semester.

**Prerequisite of JOU 3 is required.**

**Credits: 3**

**On Occasion**

**JOU 41 Newspaper Laboratory**

Students earn 3 credits for making a significant weekly contribution to the LIU Post student newspaper. Students are required to attend weekly staff meetings, and meet regularly with the editors and faculty adviser. Course stresses gathering, writing and rewriting. Work is reviewed by multiple editors. Students submit a portfolio of published work to successfully complete the course. Course is open to students of all majors who would like to work on the newspaper staff as reporters, sportswriters, critics, photographers, editors, layout staff, or in other capacities. Course may be taken multiple times for credit.

**Credits: 3**

**Every Semester**

**JOU 54 Sports Reporting**

This course covers the special skills of reporting and writing about athletic events, athletes and the sports business. Topics include: special problems and strategies of the sports reporter, the use of opinion and fact in sports writing, techniques of sports writing, and basics of sports photography. Print journalism, magazines, television, radio, sports blogs and other online sports reporting are considered.

**Prerequisites of JOU 3 & 4 are required.**

**Credits: 3**

**On Occasion**

**JOU 55 Business Reporting**

This course acquaints students with the techniques of reporting and writing about business, finance and consumer behavior. Topics include personal finances, consumer activities, investment activities and related political, technical and social developments.

**Prerequisites of JOU 3 & 4 are required.**

**Credits: 3**

**On Occasion**

**JOU 56 Producing The TV Newscast**

This is a hands-on television news production course where advanced students in journalism and broadcasting collaborate to create news programs for television. The class is taught in conjunction with BDST 54. Both classes must be taken together.

Students work in teams, rotating roles, as they learn to plan, report, write, shoot and edit news packages and produce a newscast in the television studio setting.

**Corequisite of BDST 54 is required.**

**Credits: 3**

**Every Spring**

**JOU 87 Internship**

This course is an opportunity to carry classroom experience into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. Open to sophomores, juniors and seniors. Students must have a B average in order to be eligible for an internship.

**Prerequisite of Junior or Senior in good standing, program director's approval are required.**

**Credits: 3**

**Every Semester**

**JOU 88 Journalism Internship**

This course is an opportunity to carry classroom experience into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. Open to sophomores, juniors and seniors. Students must have a B average in order to be eligible for an internship.

**Prerequisite of Junior or Senior in good standing, program director's approval are required.**

**Credits: 3**

**Every Semester**

**JOU 89 Advanced Independent Study**

This course is a faculty-guided, independent research and/or writing project arranged with the instructor. Student must meet regularly with the instructor. Independent study may be chosen only when the student has a strong interest in a subject area that is not covered in another course.

**Prerequisites of Junior or Senior status and permission of the Program Director is required.**

**Credits: 1 to 3**

**Every Semester**

**JOU 91 Senior Research**

In this course, seniors carry out research in preparation for a major investigative journalistic piece, research paper, essay in media analysis and criticism or a journalistic media project. Independent work is guided in regular meetings with a faculty mentor. An annotated bibliography and an outline must be produced by the end of the semester. This course is followed by JOU 92 in the following semester.

**Senior status required.**

**Credits: 3**

**Every Semester**

**JOU 92 Senior Thesis & Portfolio**

After successful completion of JOU 91, the student writes a substantial investigative journalistic piece or research paper, or creates a media-based journalistic project, that is based on the research conducted in JOU 91 and serves to advance the student's interest and skills. Independent work is guided through
regular conferences with a faculty mentor. JOU 91 and 92 should be taken in the senior year and may not be taken in the same semester. At the end of JOU 92, the student submits the completed project as well as a portfolio that features a current resume and samples of professional work and relevant course materials. 
Senior status required. 
Credits: 3 
Every Semester

PR 2 Writing and Editing for Public Relations
This course offers an introduction to the field of public relations writing and techniques. Students develop the analytical and writing skills required in this field. This writing course covers the styles and approaches required for writing press releases, photo captions, backgronders, pubic service announcements, and media alerts. It covers what makes news, types of stories that interest media, and media information in general. Media and message targeting to appropriate audiences are examined and evaluated through the preparation of press kit materials. 
Prerequisite of PR 1 is required. 
Credits: 3 
Every Semester

PR 7 Media Relations
This course is designed to provide individualized training for the improvement of public relations. This course does not provide therapy for students with severe speech disorders, but it may be taken by students with need for ESL instruction. 
No longer offered. 
Credits: 3 
On Occasion

PR 11 Corporate Social Responsibility (CSR) & Community Relations
This course provides an understanding of integrating the strategies and tools used by professionals in marketing a product or idea, increasing sales, changing an organization’s reputation or positioning an organization. Students are part of a public relations team and learn how to prepare a marketing-oriented communications plan. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 20 Case Studies in Public Relations
This course explores the research, planning, and preparation of communications efforts on behalf of political candidates and elected officials. Analysis and creation of speeches, special events, advertising, social media, data mining, and publicity are covered in the context of various media as well as in face-to-face situations. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 13 Marketing Promotion
This course provides an introduction to the field of marketing and promotion in marketing, along with the assessment, formulation and allocation of priorities in the promotional campaign. (Same as MKT 35) 
Prerequisite of PR 2 and MKT 11 are required. 
Credits: 3 
On Occasion

PR 14 Creating Special Events
This course focuses on events, fashion shows, entertainment premieres, anniversary celebrations and fundraisers as they are used in communications programs for product or service launches and awareness campaigns. It also covers important internal programs like awards, employee recognitions, health fairs, and company tours. The history of stunt publicity and its relevance in today’s campaigns will be integrated. Some community ties will be explored as well. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 15 Political Public Relations
This course explores the research, planning, and preparation of communications efforts on behalf of political candidates and elected officials. Analysis and creation of speeches, special events, advertising, social media, data mining, and publicity are covered in the context of various media as well as in face-to-face situations. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 19 Public Relations in the Marketing Mix
This course provides an understanding of integrating the strategies and tools used by professionals in marketing a product or idea, increasing sales, changing an organization’s reputation or positioning an organization. Students are part of a public relations team and learn how to prepare a marketing-oriented communications plan. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 21 Case Studies in Public Relations
This course uses cases as examples of the problems and opportunities that are presented to professionals. By analyzing them, students learn how best practices create effective communication programs from initial research, development of objectives, creation of targeted programs and evaluation initiatives. Students work on teams on culminating projects which require research, situational analysis, appropriate audience(s) identification, and appropriate tactics/program recommendations with their rationales as solutions. Throughout the course, students reinforce their business writing, analysis, and creative problem-solving skills. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion
Every Semester

PR 22 Digital Public Relations
This course acquaints the student with new tools and techniques of this rapidly evolving field from a production and technology point of view. It integrates writing with digital images, electronic media production and presentation, and graphic arts technologies. It focuses on public relations, social media, infographics and advertising production technologies. Prerequisite of PR 2 is required.
Credits: 3
On Occasion

PR 23 Sports Public Relations
Sports is a major business today. This course looks at the role of publicity and public relations as it is practiced by professional teams, leagues, and venues for games, audience development, community relations, and media visibility. Class work is supplemented by on-site visits and visitors. Prerequisite of PR 2 is required.
Credits: 3
On Occasion

PR 25 The Business of Public Relations
Introducing the business side of public relations, this course covers the agency (consultant), in-house department (corporate, nonprofit or association) and entrepreneurial perspectives. In addition to business basics, practical knowledge of budgeting, billing, timesheets, research techniques, client/new business presentations, tracking methods and client relations are explored. Students also will develop writing and thinking skills essential to securing new business through a proposal preparation. Prerequisite of PR 2 or permission of the program director is required.
Credits: 3
Every Semester

PR 29 Propaganda and Persuasion
An overview of the theories and history of propaganda and persuasion are explored in this course to prepare the student to recognize public relations uses of rhetoric and propaganda in today's messages and communication. Negative and positive aspects are analyzed. Prerequisite of PR 2 or permission of the program director is required.
Credits: 3
Annually

PR 30 Using Business Software in Public Relations/Advertising
In addition to a hands-on introduction to the various software programs used by communications professionals, this course introduces practical computer skills and applies word processing, database and spreadsheet operations to a communications program developed by the student. The focus is on advertising buys, editorial pitches, media research and list development that takes advantage of word processing formats, merge mailing capability, master calendar reports, and budget response tracking that culminates in a computer-based media detailed plan and program summary. Co-Requisite of PR 1 and 2 are required.
Credits: 3
Every Semester

PR 35 Communication Design for Public Relations
Students are introduced to a typography and graphics program to produce and publish a newsletter. Practical knowledge is combined with an exploration of design, typographical principles and message effectiveness. The evaluation and assessment of the visual impact of the output is stressed as part of the creative learning experience. Students research articles, conduct interviews, collect photographs, write and design a multi-page newsletter. Prerequisite of PR 2 is required.
Credits: 3
On Occasion

PR 36 Digital Marketing Tools
Through the study and practice of real online scenarios, students learn how online businesses apply strategic online tactics to increase revenue, drive traffic and provide prospective consumers with a service or information. This course provides an understanding of the internet and online business, as well as a wide variety of internet operations, such as search engine optimization, search engine marketing, email marketing, customer relationship management, promotions, viral marketing, networking and other innovative strategies.
For PR majors, a co-requisite of PR 2 or for FM majors, FM30 is a prerequisite.
Credits: 3
Every Semester

PR 38 Social Media Tools
Social networks like Twitter, Facebook and Instagram have become platforms for brands and organizations to connect and communicate directly with their audiences and are now integral parts of well-rounded public relations campaigns. Students will learn about the various networks and apps available, how to leverage them effectively using best practices, and strategically integrate these platforms into an overall communications plan with appropriate listening and measurement metrics.
For PR majors, PR 2 is a prerequisite or permission of the Program Director. For FM majors, FM30 is a prerequisite, Open to declared Music Entrepreneurship & Jazz Studies Minors, with prerequisites of PR1 and CMA5.
Credits: 3
Every Semester

PR 42 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more.
Co-requisite: PR2 AND permission of the program director are required.
Credits: 3
Every Semester

PR 43 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more.
Prerequisites: PR42 and permission of program director is required.
Credits: 3
Every Semester

PR 44 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more.
Prerequisites: PR43 and permission of program director is required.
Credits: 3
Every Semester

PR 45 Writing for Corporate Communications
The student is introduced to the full spectrum of writing tasks as a business professional in corporate communications. The writing of important communications, such as memos, letters, speeches, bios, position papers, newsletters, and email blasts are the focus of assignments. Annual reports, direct mail, product descriptions, brochures and proposals are explored.
Prerequisite of PR 2 is required.
Credits: 3
On Occasion

PR 53 Introduction to Advertising
This introductory course surveys the field of advertising from its historical development and importance. Multiple media platforms from billboards to digital strategies are explored for understanding the needs of institutional, product, political, public service and corporate advertising implementation. The role of the agency or in-house department and decision alternatives for cost-effective, yet results-oriented advertising also are
covered. Research techniques, artistic considerations, as well as ethical and legal implications are explored. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 54 Advertising Copywriting
This course introduces the writing and creative perspectives required for advertising programs across various media including online and legacy. Components of audience and messages appropriate for the medium are explored for cost-effective yet results-oriented implementation of institutional, product, political, public service and corporate advertising. Headline, text copy, dynamic visual concepts for various media platforms as well as effective storyboarding and spot production are covered. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 55 Advertising Campaigns
An overview of advertising, this course then examines advertising strategies in the formulation of campaigns from how markets are segmented and types of media available with a focus on campaign themes and divergent material. This class will develop sensitivity to visual and written materials through an analysis and attention to the formulation of ideas, putting ideas to paper and completing campaign analysis. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 56 Branding: Integrating Communication
Students explore how brands create a name for themselves in a marketplace that is national or global to stand out from the competition. At the same time, students look at how little brands became big ones and how they stay big, whether they are Disney, Starbucks, Coke, Oprah, Martha, J-LO, or even The Donald. This course looks at what defines a brand, implementation strategies, differentiation between brands, media adopted and measurements of effectiveness. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 62 Arts & Entertainment Promotion
Students will learn the methods and tools of publicists, press agents and public relations practitioners for the arts, cultural and entertainment organizations, as well as theories of promotion using social media, traditional publicity, special events and programming development to increase audience awareness, participation, and funding. 
Open to PR and ARM students, with a co-requisite of PR 2 required for PR majors. Open to declared Music Entrepreneurship & Jazz Studies Minors with prerequisites of PR 1 and CMA 5. 
Credits: 3 
On Occasion

PR 65 Introduction to Crisis Communication
This course is an introductory study of responses to crisis situations through best practices and examples. What is a crisis and the role of communication is examined. How to prepare a plan, assemble a team, designate an information spokesperson, and address the publics affected by the crisis also are covered, while role playing and simulated crisis exercises expand the experience for students. Also included is how to unify messages, evaluate public perceptions and assess results. 
Prerequisite of PR 2 is required. 
Credits: 3 
On Occasion

PR 67 Applied Public Relations Department Media
This course is a practicum for students who wish to gain experience in using their writing and publicity skills for promotion of WCWP-Web radio, WCWF-FM, PTV, the Pioneer, and the PRSSA's Open Lunches, and Public Relations Explorations Forum. 
Prerequisite of PR 2 or permission of the program director is required. 
Credits: 3 
On Demand

PR 70 Research and Evaluation in Public Relations
Research and evaluation are critical to the public relations process. Using quantitative and qualitative methodologies, students evaluate the courses of action available, develop surveys for opinion research and analyze performance to determine how a program of action should be developed, what audiences should be targeted, appropriate message development, and ultimately if a program has met desired goals. The integration of research throughout the public relations planning process is stressed. 
Prerequisite of PR 2 is required. 
Credits: 3 
Every Semester

PR 87 Internship I
This internship opportunity permits the advanced student to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student's interests and abilities. The student works at least 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, reports, and a final paper are required. 
Prerequisites of Junior or Senior status, with a 3.0 GPA, and permission of the Program Director. 
Credits: 3 
Every Semester

PR 88 Internship II
This is a second internship, which shares the same information, preparation and procedures as Internship I. It allows students to explore different experiential opportunities. 
Prerequisites of Junior or Senior status, with a 3.0 GPA, and permission of the Program Director. 
Credits: 3 
Every Semester

PR 89 Advanced Independent Study in PR
This independent course is an individual, faculty-guided study of a topic chosen by the student in consultation with the faculty mentor, only when the student cannot fulfill credit requirements through scheduled classes. The student meets regularly with the faculty mentor to discuss progress. 
Pre requisites of Junior or Senior status and permission of the Program Director is required. 
Credits: 1 to 3 
On Demand

PR 91 Capstone I
The first of two capstones in the major, this course reflects on the student's breadth of knowledge in the development, concepts, principles and practices of public relations. Students are challenged throughout the semester to demonstrate their thought leadership and how communication relates and contributes to organizational achievements. This knowledge will be quizzed periodically during the course in preparation for a comprehensive culminating examination given in two parts. Additionally, during the semester, students will compile content for a digital portfolio of their course and experiential work. 
Prerequisites: Senior status in Public Relations, PR 20, PR 25, PR 70 and director permission. 3 credits. 
*PR 91 and PR 92 may not be taken in the same semester NO LONGER a WAC course. 
Credits: 3 
Every Semester

PR 92 Capstone II Project, Portfolio & Seminar
For this capstone course, students will develop a communications plan and rationale based on target audiences identified for the case provided. This plan solves a public relations problem or need, such as to increase awareness, support internal audiences or clients to develop new audiences, restore or extend brand credibility, or convert audiences to their brands. Students also finalize their e-portfolios, prepare work guided by their mentor, and attend periodic seminars. After submission of their culminating plan, students present their work, rationales and ideas in an oral presentation to a panel of faculty and professionals. 
Prerequisites: Senior status in Public Relations, PR 91, and permission of the Program Director. 4 credits *PR 91 and PR 92 may not be taken in the same semester. 
Credits: 4 
Every Semester
The School of Performing Arts enjoys a long and rich tradition of innovative professional training for dancers, choreographers, instrumentalists, vocalists, composers, actors, directors, theater designers, play writers, script writers, teachers, arts managers and other performing artists. We believe in giving all students the opportunity to perform in major productions throughout their academic career. Our dynamic, award-winning faculty of practicing professionals are dedicated to serving our students as mentors inside and outside the classroom and to providing links for students to career opportunities in their fields.

DEPARTMENT OF MUSIC

Phone: 516-299-2474
Fax: 516-299-2884
Website: www.liu.edu/post/music
Chair: Jennifer Scott Miceli, Director of Music
Education and Vocal Jazz
Professors: Chinn, McRoy, Miceli, Watt
Associate Professor: Shapiro
Adjunct Faculty: 44

The Department of Music provides a dynamic, intensive and supportive environment that nurtures students’ talents as performers, music educators or scholars. Our conservatory-style program, within a liberal arts university, brings a diverse array of performance and academic opportunities. We offer a full curriculum of bachelor’s and master’s degree programs taught by more than 40 nationally and internationally recognized performers, conductors, composers, researchers and music educators. The Department of Music offers a variety of public performance opportunities to showcase students’ skills and talents, including solo student recitals, workshops, master classes and concerts both on campus and at major concert halls in New York City and abroad. Performance majors enjoy vibrant careers as composers, performers in campus and at major concert halls in New York City and abroad. Performance majors enjoy performances at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is also contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

AUDITIONS FOR ADMISSIONS

As a prospective undergraduate music major, you may compete through audition for performance awards.

Schedule

Audition Days will be posted on the university’s website and routinely updated print media. Alternate dates by appointment.

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form on the website at www.liu.edu/post/music.
register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

**Requirements**

- Professional attire is expected.

**For Instrumentalists (Classical):**

- Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
- Major scales.
- Sight-reading.
- **Percussionists:** audition repertoire should include: (1) advanced snare drum solo; (2) two-mallet keyboard piece (marimba, xylophone, or vibraphone); (3) two-drum timpani piece.

**For Instrumentalists (Jazz):**

- Demonstrate knowledge of scales and arpeggios.
- Sight-read an excerpt from a big band or combo arrangement.
- Perform (3) jazz compositions or standards of your choosing. Your 3 selections must include one up-tempo selection, one medium tempo and one ballad. We recommend that one of your selections be a different feel other than swing; i.e. samba, straight eighth, cha-cha, etc. One of your selections must be a blues. Please be prepared to play the melody and improvise on each tune (only a half-chorus is necessary on the ballad).
- **Bassist:** demonstrate your ability to play a “two-feel” and “walk” a bass line on each selection. Ability to demonstrate different Latin styles is encouraged. Doubling on electric bass is highly recommended. If you only play electric bass, we will encourage you to also study upright bass upon entering the program.
- **Drummers:** demonstrate the ability to use brushes on your ballad selection. You will be also asked to trade “4’s” or “8’s” on your medium or up-tempo selection. Ability to demonstrate different Latin styles is encouraged.
- **Guitarists/Pianists:** demonstrate your ability to “comp” on each selection.
- Presenting original compositions at your audition is highly recommended but not required.

**For Vocalists (Classical):**

- Two pieces of contrasting styles. One selection must be in a language other than English. The other Classical selection may be in English if desired, or another foreign language.
- Exploration of vocal range and aural abilities.

**For Vocalists (Jazz):**

- Two choruses of a medium swing jazz standard. Sing the melody and lyrics as notated on the first chorus and then embellish or improvise (scat) on some portion of the second chorus.
- A ballad from the Great American Songbook.

**Accompanist:** An accompanist will be provided if you require one, or you may bring your own accompanist if you wish.

**Placement Exams:**

- The audition day includes evaluations in music aptitude, sight-singing, and music theory in addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

**B.S. in Music**

*Program Code: 07019*

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Music must satisfy all core curriculum requirements as follows:

- **Post Foundations** 1 credit
- **First-Year Composition** 6 credits
- **Mathematics** 3 credits
- **Social Sciences** 12 credits
- **Sciences** 8 credits
- **Fine Arts** 3 credits (excluding all MUS courses)
- **Language/Literature** 6 credits
- **Philosophy** 3 credits
- **History** 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

**Major Requirements**

* Student must receive a grade of C or better in all MUS courses

**Required Musicianship Core Courses:** (18 credits)

- **MUS 106A** Basic Keyboard I 1.00
- **MUS 106B** Basic Keyboard II 1.00
- **MUS 107A** Music Theory/Keyboard Harmony I 2.00
- **MUS 107B** Music Theory/Keyboard Harmony II 2.00
- **MUS 107C** Music Theory/Keyboard Harmony III 2.00
- **MUS 107D** Music Theory/Keyboard Harmony IV 2.00
- **MUS 108A** Aural Skills I 2.00
- **MUS 108B** Aural Skills II 2.00
- **MUS 108C** Aural Skills III 2.00
- **MUS 108D** Aural Skills IV 2.00

**Required Music History/Literature Courses:** (12 credits)

- **MUS 21** Music in Western Civilization I 3.00
- **MUS 22** Music in Western Civilization II 3.00
- **MUS 23** Music in Western Civilization III 3.00
- **MUS 46** Introduction to World Music 3.00

**Required Applied Music Courses:** (4 credits)

- **MUS 20** Conducting I 2.00
- **MUS 40** Instrumental Conducting (Or) Choral Conducting 2.00

**Required Music Lessons**

Eight (8) credits of MUS Studio Lessons must be completed on primary applied instrument from the following list:

- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B), Jazz Bass (53C/D)
- Guitar (54A/B), Jazz Guitar (54C/D)
- Flute (60A/B), Jazz Flute (60C/D), Oboe (61A/B), Clarinet (62A/B), Jazz Clarinet (62C/D), Bassoon (63A/B), Saxophone (64A/B), Jazz Saxophone (64C/D)
- Trumpet (70A/B), Jazz Trumpet (70C/D), Horn (71A/B), Trombone (72A/B), Jazz Trombone (72C/D), Euphonium (73A/B), Tuba (74A/B)
- Percussion (80A/B), Jazz Percussion (80C/D)
- Piano (83A/B), Jazz Piano (83C/D)
- Voice (88A/B), Jazz Voice (88C/D)

Lessons are offered every semester for 1 or 2 credits.

**Required Performance & Ensemble Course**

One of the following is required every semester:

- **MUS 5** Chorus 1.00
- **MUS 6** Wind Symphony 1.00
- **MUS 7** Orchestra 1.00

**Taken every semester:**

- **MUS 4** Music Convocation 0.00

**Successful completion of the Music Theory Comprehensive Exam and the Music History Comprehensive Exam is required of all undergraduate music majors.**

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Required Music Major Credits: 50
- Required Music Elective Credits: 5
- Minimal Major GPA: 2.00
- Minimum Major GPA: 2.00

**B.M. in Instrumental Performance**

The Bachelor of Music degree in Instrumental Performance offers students a full range of resources to develop their talent and prepare for a career in music. Each student showcases his or her talents at a half recital in the junior year and full recital in the senior year.

As a student in this program, you will work with faculty members who are active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and master classes conducted by high-profile musical
artists from New York City and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in one or more of LIU Post’s many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

Within the Instrumental Performance concentration, there are seven areas of specialization:
- Brass Studies
- Guitar Studies
- Jazz Studies
- Percussion Studies
- Piano Studies
- String Studies
- Woodwind Studies

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

For admission to the Bachelor of Music program, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the program is also contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

**AUDITIONS FOR ADMISSIONS**

As a prospective undergraduate music major, you may compete through audition for music performance awards.

**Schedule**

Audition Days will be posted on the university’s website and routinely updated in the online Audition Registration Form on the website at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

**Requirements**

Professional attire is expected.

**For Instrumentalists (Classical):**

- Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
- Major scales.
- Sight-reading.
- **Percussionists:** audition repertoire should include: (1) advanced snare drum solo; (2) two-mallet keyboard piece (marimba, xylophone, or vibraphone); (3) two-drum timpani piece.

**For Instrumentalists (Jazz):**

- Demonstrate knowledge of scales and arpeggios.
- Sight-read an excerpt from a big band or combo arrangement.
- Perform (3) jazz compositions or standards of your choosing. Your 3 selections must include one up-tempo selection, one medium tempo and one ballad. We recommend that one of your selections be a different feel other than swing; i.e. samba, straight eighth, cha-cha, etc. One of your selections must be a blues. Please be prepared to play the melody and improvise on each tune (only a half-chorus is necessary on the ballad). A two-feel” and “walk” a bass line on each selection. Ability to demonstrate different Latin styles is encouraged. Doubling on electric bass is highly recommended. If you only play electric bass, we will encourage you to also study upright bass upon entering the program.
- **Bassist:** demonstrate your ability to play a “two-feel” and “walk” a bass line on each selection. Ability to demonstrate different Latin styles is encouraged.
- **Guitarists/Pianists:** demonstrate your ability to “comp” on each selection.
- Presenting original compositions at your audition is highly recommended but not required.

**Accompanist:** an accompanist will be provided if you require one, or you may bring your own accompanist if you wish.

**Placement Exams:**

The audition day includes evaluations in music aptitude, sight-singing, and music theory in addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

**B.M. in Instrumental Performance**

[Program Code: 27701]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.M. in Instrumental Performance must satisfy all core curriculum requirements as follows:

- **Post Foundations** 1 credit
- **First-Year Composition** 6 credits
- **Mathematics** 3 credits
- **Social Sciences** 12 credits
- **Music Convocation** 0.00

**Required Music History/Literature Courses:** (12 credits)

- MUS 14A Introduction to Music Technology 3.00
- MUS 106A Basic Keyboard I 1.00
- MUS 106B Basic Keyboard II 1.00
- MUS 107A Music Theory/Keyboard Harmony I 2.00
- MUS 107B Music Theory/Keyboard Harmony II 2.00
- MUS 107C Music Theory/Keyboard Harmony III 2.00
- MUS 107D Music Theory/Keyboard Harmony IV 2.00
- MUS 108A Aural Skills I 2.00
- MUS 108B Aural Skills II 2.00
- MUS 108C Aural Skills III 2.00
- MUS 108D Aural Skills IV 2.00
- MUS 109 Arranging, Orchestration and Analysis 2.00

**Required Applied Music Courses:** (4 credits)

- MUS 20 Conducting I 2.00
- MUS 40 Instrumental Conducting 2.00

**Taken Every Semester**

- MUS 4 Music Convocation 0.00

**Required Recital Courses**

- MUS 150 Junior Recital 0.00
- MUS 151 Senior Recital 0.00

**Instrumental Performance majors are required to take the following for at least two semesters:**

- MUS 5 Chorus 0.00
Lessons are offered every semester for 1 or 2 credits.

Two credits of the following:

- MUS 98D Fingerboard Harmony 1.00

Required every semester:

- MUS 6D Guitar Ensemble 1.00

One of the following is required every semester:

- MUS 5 Chorus 1.00
- MUS 6 Wind Symphony 1.00
- MUS 7 Orchestra 1.00

Two credits of the following:

- MUS 101 Chamber Music Ensembles 1.00

**Jazz Specialization**

**Required Music Theory Course**

- MUS 92J Jazz Harmony 3.00

**Required Music History/Literature Course**

- MUS 28 History of Jazz 3.00

**Required Music Lessons**

Eight credits of Studio Lessons must be completed on primary applied instrument from the following:

- Bass (53A/B)
- Guitar (54A/B)
- Flute (60A/B), Clarinet (62A/B), Saxophone (64A/B)
- Trumpet (70A/B), Trombone (72A/B)
- Percussion (80A/B)
- Piano (83A/B)

Four credits of MUS Jazz Studio Lessons must be completed on primary applied instrument from the following:

- Jazz Bass (53C/D)
- Jazz Guitar (54C/D)
- Jazz Flute (60C/D), Jazz Clarinet (62C/D), Jazz Saxophone (64C/D)
- Jazz Trumpet (70C/D), Jazz Trombone (72C/D)
- Jazz Percussion (80C/D)
- Jazz Piano (83C/D)

Lessons are offered every semester for 1 or 2 credits.

**Four credits of the following:**

- MUS 49K Studio Lessons: Jazz Coaching 1.00
- MUS 49L Studio Lessons: Jazz Coaching 2.00

One of the following is required every semester:

- MUS 5 Chorus 0.50
- MUS 6 Wind Symphony 0.50
- MUS 7 Orchestra 0.50

**Percussion Specialization**

**Elective Music History/Literature Course**

- MUS 28 History of Jazz 3.00
- MUS 43 Opera History 3.00
- MUS 26 The Symphony 3.00

**Required Music Lessons**

Twenty credits of Studio Lessons must be completed on primary applied instrument:

- Percussion (80A/B), Jazz Percussion (80C/D)

Lessons are offered every semester for 1 or 2 credits.

**Four credits of the following:**

- MUS 83A Studio Lessons: Piano 1.00
- MUS 83B Studio Lessons: Piano 2.00

**Required every semester:**

- MUS 6 Wind Symphony 1.00

**Five credits of the following:**

- MUS 101 Chamber Music Ensembles 1.00

**Piano Specialization**

**Additional Applied Music Courses**

- MUS 12 Accompanying 3.00
- MUS 118 Piano Performance 3.00
  
  **Techniques and Literature**

**Required Music Lessons**

Twenty credits of Studio Lessons must be completed on primary applied instrument:

- Piano 83A/B

Lessons in Jazz Piano (83C/D) may be taken to satisfy some primary applied Studio Lessons requirements with permission of the Director of Piano Studies.

*Lessons are offered every semester for 1 or 2 credits.*

**One of the following is required every semester:**

- MUS 5 Chorus 1.00
- MUS 6 Wind Symphony 1.00
- MUS 7 Orchestra 1.00

**Four credits of the following:**

- MUS 101 Chamber Music Ensembles 1.00

**String Specialization**

**Elective Music History/Literature Course**

- MUS 28 History of Jazz 3.00
- MUS 26 The Symphony 3.00
- MUS 43 Opera History 3.00

**Required Music Lessons**

Sixteen credits of Studio Lessons must be completed on primary applied instrument from the following:

- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B)

Lessons in Jazz Bass (53C/D) may be taken to satisfy some primary applied instrument Studio Lessons requirements with permission of the Director of String Studies.
Lessons are offered every semester for 1 or 2 credits.

Four credits from the following:
- MUS 49C Studio Lessons: Instrumental Coaching 1.00
- MUS 49D Studio Lessons: Instrumental Coaching 2.00

Required every semester:
- MUS 7 Orchestra 1.00

Seven credits of the following:
- MUS 101 Chamber Music Ensembles 1.00

Woodwind Specialization

Elective Music History/Literature Course
One of the following:
- MUS 26 The Symphony 3.00
- MUS 28 History of Jazz 3.00
- MUS 43 Opera History 3.00

Required Music Lessons
Sixteen credits of Studio Lessons must be completed on primary applied instrument from the following:
- Flute (60A/B), Oboe (61A/B), Clarinet (62A/B), Bassoon (63A/B), Saxophone (64A/B)

Lessons in Jazz Flute (60C/D), Jazz Clarinet (62C/D) or Jazz Saxophone (64C/D) may be taken to satisfy some primary applied instrument Studio Lessons requirements with permission of the Director of Woodwind Studies.

Lessons are offered every semester for 1 or 2 credits.

Four credits from the following:
- MUS 49C Studio Lessons: Instrumental Coaching 1.00
- MUS 49D Studio Lessons: Instrumental Coaching 2.00

Required every semester:
- MUS 6 Wind Symphony 1.00

Seven credits of the following:
- MUS 101 Chamber Music Ensembles 1.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Required Music Major Credits: 81
Elective Credits: 1
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

B.M. in Vocal Performance

As a student in this program, you will work with faculty members who are active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and master classes conducted by high-profile musical artists from New York City and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in one or more of LIU Post’s many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

Within the Vocal Performance concentration, there are two areas of specialization:
- Classical Studies
- Jazz Studies

ADMISSION REQUIREMENTS
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

For admission to the Bachelor of Music in Vocal Performance program, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

AUDITIONS FOR ADMISSIONS
As a prospective undergraduate music major, you may compete through audition for performance awards.

Schedule
Audition Days will be posted on the university’s website and routinely updated print media. Alternate dates by appointment.

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

Requirements
- Professional attire is expected.

For Vocalists (Classical):
- Two pieces of contrasting styles. One selection must be in a language other than English. The other Classical selection may be in English if desired, or another foreign language.
- Exploration of vocal range and aural abilities.

For Vocalists (Jazz):
- Two choruses of a medium swing jazz standard. Sing the melody and lyrics as noted on the first chorus and then embellish or improvise (scat) on some portion of the second chorus.
- A ballad from the Great American Songbook.

Accompanist: an accompanist will be provided if you require one, or you may bring your own accompanist if you wish.

Placement Exams:
The audition day includes evaluations in music aptitude, sight-singing, and music theory in addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

B.M. in Vocal Performance
(Program Code: 27702)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.M. in Vocal Performance must satisfy all core curriculum requirements as follows:
- Post Foundations 1 credit
- First-Year Composition 6 credits
- Mathematics 3 credits
- Social Sciences 12 credits
- Sciences 4 credits
- Language/Literature 6 credits
- Philosophy 3 credits
- History 3 credits
- Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements
* Student must receive a grade of C or better in all MUS courses

Required Musicianship Core Courses: (23 credits)
- MUS 14A Introduction to Music Technology 3.00
- MUS 106A Basic Keyboard I 1.00
- MUS 106B Basic Keyboard II 1.00
- MUS 107A Music Theory/Keyboard Harmony I 2.00
- MUS 107B Music Theory/Keyboard Harmony II 2.00
- MUS 107C Music Theory/Keyboard Harmony III 2.00
- MUS 107D Music Theory/Keyboard Harmony IV 2.00
Completed on primary applied instrument:

Classical Specialization

undergraduate music majors.

Comprehensive Exam is required of all students.

Successful completion of the Music Theory and the Music History Comprehensive Exam is required of all students.

One course from the following: (3 credits)

Required Music History/Literature Courses:

(12 credits)

Required Applied Music Courses: (4 credits)

Taken every semester

Required Recital Courses

Additional Music Course

One course from the following: (3 credits)

ARM 62 Principles and Practices of the Music Industry 3.00

PR 62 Arts and Entertainment Promotion 3.00

CGPH 26 Web Design for Non-Art Majors 3.00

MKT 11 Marketing Principles and Practices 3.00

Successful completion of the Music Theory Comprehensive Exam and the Music History Comprehensive Exam is required of all undergraduate music majors.

Classical Specialization

Elective Music History/Literature Course

One of the following:

MUS 26 The Symphony 3.00

MUS 28 History of Jazz 3.00

MUS 43 Opera History 3.00

Required Music Lessons

Sixteen credits of Studio Lessons must be completed on primary applied instrument:

- Voice (88A/B)
  Lessons in Jazz Voice (88C/D) may be taken to satisfy some primary applied instrument Studio Requirements with permission of the Director of Voice Studies. Lessons are offered every semester for 1 or 2 credits.

Four credits of the following:

MUS 49A Studio Lessons: Vocal Coaching 1.00

MUS 49B Studio Lessons: Vocal Coaching 2.00

Required every semester:

MUS 5 Chorus 1.00

Three credits of the following:

MUS 33 Opera Scenes 1.00

Jazz Specialization

Required Music Theory Course

Required Music History/Literature Course

Required Music Lessons

Eight credits of Studio Lessons must be completed on primary applied instrument:

- Voice (88A/B)

Four credits of Studio Lessons must be completed on primary applied instrument:

- Voice (88C/D)

Lessons are offered every semester for 1 or 2 credits.

Four credits of the following:

MUS 49I Studio Lessons: Vocal Jazz Coaching 1.00

MUS 49J Studio Lessons: Vocal Jazz Coaching 2.00

Required every semester:

MUS 5 Chorus 0.50

Required every semester:

MUS 5C Vocal Jazz Ensemble 1.00

Four credits of the following:

MUS 105 Jazz Combo 1.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

Required Music Major Credits: 81

Elective Credits: 1

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.M. in Music Education (Birth - Grade 12)

Joint Program with the College of Education, Information and Technology

Music teachers combine a love of music with a love of teaching. By highlighting performance, the Bachelor of Music in Music Education (Birth - Grade 12) recognizes that teachers teach by example as well as classroom instruction.

As a student in this program, you will work with faculty members who are highly experienced music education scholars and active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and master classes conducted by high-profile musical artists from New York City and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

The B.M. in Music Education program provides a strong foundation in musicianship, excellence in performance, and research-based pedagogical practice. Field-based experiences promote music teaching and learning in real life situations and prepare students for New York State Initial Teaching Certification. The award-winning LIU Post collegiate chapter of the National Association for Music Education (NAfME) provides diverse teaching and learning opportunities for pre-service teachers including those that teach persons with special needs as well as Pre-K and Aging populations.

Along with a well-rounded liberal arts curriculum and a core of courses in music history and theory and general classroom teaching, the program includes 12 credits of applied music: one-to-one lessons in your instrument or voice. All students give a recital in the first semester of their senior year, followed by a semester of supervised student-teaching.

As a music teacher you will make an important difference in the lives of your students. While introducing young people to the joys of singing, playing and listening to music, you will be contributing to their cognitive development, fine-motor competence, cultural awareness and literacy skills.

ADMISSION REQUIREMENTS

For admission to the Bachelor of Science or Bachelor of Music programs, evidence of prior music training experience and suitable music aptitude is expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is also contingent upon acceptance to the LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT...
Composite of 20 or above.

- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**AUDITIONS FOR ADMISSION**

As a prospective undergraduate music major, you may compete through audition for performance awards.

**Schedule**

Audition Days will be posted on the university’s website and in routinely updated print media.

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

**Requirements**

- Professional attire is expected.

**For Instrumentalists:**
- Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
- Major scales.
- Sight-reading.

**Percussionists:**
Audition repertoire should include:
- (1) advanced snare drum solo; (2) two-mallet keyboard piece (marimba, xylophone, or vibraphone); (3) two-drum timpani piece.

**For Vocalists:**
- Two pieces of contrasting styles. One selection must be in a language other than English. The other classical selection may be in English if desired, or another foreign language.
- Exploration of vocal range and aural abilities.

**Accompanist:**
An accompanist will be provided if you require one, or you may bring your own accompanist if you wish.

**Placement Exams:**
The audition day includes evaluations in music aptitude, sight-singing, and music theory in addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

**B.M. in Music Education (Birth to Grade 12)**

[Program Code: 24068]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.M. in Music Education (Birth to Grade 12) must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Post Foundations</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

| Social Sciences | 12 credits |
| Sciences | 4 credits |
| Language/Literature | 6 credits |
| Philosophy | 3 credits |
| History | 3 credits |
| Fine Arts | 3 credits |

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

**Major Requirements**

All music education majors will complete the music education sequence, which includes MUS 15, 17A, 17F, 18A, 19A, 19B, 19C, and 19D.

Music education majors with an instrumental concentration are required to take MUS 17D Instrumental Methods. Music education majors with a choral concentration are required to take MUS 17C Secondary Choral Methods. Music education students are encouraged to take both MUS 17C and MUS 17D to ensure a broader understanding of music teaching and the learning process. Great care is taken in preparing candidates for the student teaching experience and for the workplace upon graduation. Departmental competency requirements in music education, which all music education majors must complete, are designed to ensure best practices in student teaching and to graduate caring, competent, and qualified music educators.

Entering freshman will receive information pertaining to current and updated departmental competency requirements in music education, as well as all mid-degree and exit requirements.

Music education students are required to:
- a) participate in at least two Collegiate National Association for Music Education (NAfME) sponsored on-campus music education workshops; b) successfully complete the Sophomore Review; c) participate in the Rompertunes early childhood music education program, d) successfully complete 100 hours of pre-student teaching field observation; e) meet the requirements of the pre-student teaching eligibility portfolio and Interview; f) complete NY State teaching certification examinations prior to graduation; and g) meet the requirements of the exit portfolio. Details concerning the above requirements are available from the director of music education.

* Student must receive a grade of C or better in all EDI, EDS and MUS courses.

**Required Education Courses:** (2 credits)

| EDI 14 | Historical, Philosophical and Sociological Foundations of Education | 3.00 |
| EDI 15A | Psychological Perspectives: Teaching and Learning | 3.00 |
| EDI 16A | Curriculum and Assessment for Pre-service Teachers | 3.00 |

**Required Education Seminars:**

| CATX 100 | Child Abuse Identification & Reporting | 0.00 |
| DASK 100 | Dignity in Schools Act | 0.00 |
| EDUX 100 | Project S.A.V.E. – Safe Schools Against Violence in Education Act | 0.00 |
| EDUX 200 | Preventing Child Abduction; Safety Education; Fire & Arson | 0.00 |
| EDUX 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |

Students are required to do one of the following: a foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

**Required Music Education Courses:** (8 credits)

| MUS 15 | Introduction to Music Education | 1.00 |
| MUS 17A | Elementary General Music Methods | 3.00 |
| MUS 17F | Technology and Music Education | 2.00 |
| MUS 19A | Brass Methods | 0.50 |
| MUS 19B | String Methods | 0.50 |
| MUS 19C | Woodwind Methods | 0.50 |
| MUS 19D | Percussion Methods | 0.50 |

**One specialization course from the following:**

| MUS 17C | Secondary Choral Music Methods | 3.00 |
| MUS 17D | Instrumental Music Methods | 3.00 |

**Music Education Elective**

**One course from the following:**

| MUS 16P | Vocal Pedagogy | 2.00 |
| MUS 16T | Marching Band Techniques | 2.00 |
| MUS 35 | Band Literature, Techniques and Practices | 2.00 |
| MUS 36 | String Literature, Techniques and Practices | 2.00 |
| MUS 37 | Choral Literature, Techniques and Practices | 2.00 |
MUS 111 Guitar Pedagogy 2.00

Required Music Courses

Required Musicianship Core Courses:
- MUS 106A Basic Keyboard I 1.00
- MUS 106B Basic Keyboard II 1.00
- MUS 107A Music Theory/Keyboard Harmony I 2.00
- MUS 107B Music Theory/Keyboard Harmony II 2.00
- MUS 107C Music Theory/Keyboard Harmony III 2.00
- MUS 107D Music Theory/Keyboard Harmony IV 2.00
- MUS 108A Aural Skills I 2.00
- MUS 108B Aural Skills II 2.00
- MUS 108C Aural Skills III 2.00
- MUS 108D Aural Skills IV 2.00
- MUS 109 Arranging, Orchestration and Analysis 2.00

Required Music History/Literature Courses
- MUS 21 Music in Western Civilization I 3.00
- MUS 22 Music in Western Civilization II 3.00
- MUS 23 Music in Western Civilization III 3.00
- MUS 46 Introduction to World Music 3.00

Required Applied Music Courses
- MUS 20 Conducting I 2.00
- MUS 40 Instrumental Conducting (Or) Choral Conducting 2.00

Required Music Lessons:
Eight credits of Studio Lessons must be completed on primary applied instrument from the following:
- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B)
- Guitar (54A/B)
- Flute (60A/B), Oboe (61A/B), Clarinet (62A/B), Bassoon (63A/B), Saxophone (64A/B)
- Trumpet (70A/B), Horn (71A/B), Trombone (72A/B), Euphonium (73A/B), Tuba (74A/B)
- Percussion (80A/B)
- Piano (82A/B)
- Voice (88A/B)

Music education students are strongly encouraged to take sixteen credits of Studio Lessons. Some of these additional lessons may be taken on the following instruments:
- Jazz Bass (53C/D)
- Jazz Guitar (54C/D)
- Jazz Flute (60C/D), Jazz Clarinet (62C/D), Jazz Saxophone (64C/D)
- Jazz Trumpet (70C/D), Jazz Trombone (72C/D)
- Jazz Percussion (80C/D)
- Jazz Piano (83C/D)
- Jazz Voice (88C/D)

Lessons are offered each semester for 1 or 2 credits.

One of the following is required every semester:
- MUS 5 Chorus 0.50
- MUS 6 Wind Symphony 0.50
- MUS 7 Orchestra 0.50

Taken every semester except during Student Teaching
- MUS 4 Music Convocation 0.00

Required Recital Course
- MUS 151 Senior Recital 0.00

Successful completion of the Music Theory Comprehensive Exam and the Music History Comprehensive Exam is required of all undergraduate music majors.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Education Major Credits: 34
Minimum Music Major Credits: 48
Minimum Overall GPA: 2.50
Minimum Major GPA: 2.75

MINORS

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (16 - 21 credits) toward a minor in music. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

The Department of Music offers minors in Music, Music Entrepreneurship, and Jazz Studies - Vocal and Instrumental.

The minors in Music Entrepreneurship and Jazz Studies are open to Music majors.

Minor in Music

A minor in music requires six credits from the Musicianship Core, six credits from Music History, and six credits of Studio Lessons. Contact your academic and career counselor about further requirements and additional information.

Minor in Music Required Musicianship Core Courses
- MUS 106A Basic Keyboard I 1.00
- MUS 106B Basic Keyboard II 1.00
- MUS 107A Music Theory/Keyboard Harmony I 2.00
- MUS 107B Music Theory/Keyboard Harmony II 2.00

Minor in Music Required History Courses

Two of the following:
- MUS 21 Music in Western Civilization I 3.00
- MUS 22 Music in Western Civilization II 3.00
- MUS 23 Music in Western Civilization III 3.00
- MUS 46 Introduction to World Music 3.00

Required Music Lessons

Six credits from the following Studio Lessons:
- Vocal Coaching (49A/B), Instrumental Coaching (49C/D), Vocal Jazz Coaching (49F), Instrumental Jazz Coaching (49K/L)
- Advanced Conducting (49E/F)
- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B), Jazz Bass (53C/D)
- Guitar (54A/B), Jazz Guitar (54C/D)
- Flute (60A/B), Jazz Flute (60C/D), Oboe (61A/B), Clarinet (62A/B), Jazz Clarinet (62C/D), Bassoon (63A/B), Saxophone (64A/B), Jazz Saxophone (64C/D), Recorder (65A/B)
- Trumpet (70A/B), Jazz Trumpet (70C/D), Horn (71A/B), Trombone (72A/B), Jazz Trombone (72C/D), Euphonium (73A/B), Tuba (74A/B)
- Percussion (80A/B), Jazz Percussion (80C/D)
- Piano (82A/B), Jazz Piano (83C/D), Organ (84A/B), Synthesizer (85A/B)
- Voice (88A/B), Jazz Voice (88C/D)

Lessons are offered each semester for 1 or 2 credits.

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor in Music Entrepreneurship

Undergraduate music students at LIU Post and students who are pursuing a major in another subject area can apply elective courses (16 credits) toward a minor in Music Entrepreneurship. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor about further requirements and additional information.

Minor in Music Entrepreneurship Required Courses
- ARM 62 Principles and Practices of the Music Industry 3.00
- MUS 130 Professional Preparation for a Music Career 1.00
- PR 62 Arts and Entertainment Promotion 3.00
- PR 38 Social Media Tools 3.00
### Minor in Jazz Studies - Vocal or Instrumental

Undergraduate music students at LIU Post and students who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in Jazz Studies. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor about further requirements and additional information.

#### Minor in Jazz Studies-Vocal

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 28</td>
<td>History of Jazz</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 92J</td>
<td>Jazz Harmony</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 95J</td>
<td>Jazz Composition &amp; Arranging I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 98A</td>
<td>Jazz Improvisation</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 151</td>
<td>Senior Recital (Must include jazz repertoire)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Required Music Lessons**

Two credits of Studio Lessons from the following:
- Voice (88C/D)

*Lessons are offered every semester for 1 or 2 credits.*

**Required Applied Music Course:**

Two credits from the following:
- Studio Lessons: Vocal Jazz Coaching
- Studio Lessons: Vocal Jazz Coaching

Two credits from the following:
- Jazz Combo

Four credits from the following:
- Vocal Jazz Ensemble

#### Minor in Jazz Studies-Instrumental

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</tr>
<tr>
<td>MUS 98A</td>
<td>Jazz Improvisation</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Required Music Lessons**

Three credits of Studio Lessons from the following:
- Jazz Bass (53C/D)
- Jazz Guitar (54C/D)
- Jazz Flute (60C/D), Jazz Clarinet (62C/D), Jazz Saxophone (64C/D)
- Jazz Trumpet (70C/D), Jazz Trombone (72C/D)
- Jazz Percussion (80C/D)
- Jazz Piano (83C/D)

*Lessons are offered every semester for 1 or 2 credits.*

Three credits of the following:
- Jazz Combo

Four credits of the following:
- Jazz Ensemble

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.25
Music Courses

**MUS 1 Introduction to Musical Concepts**
This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization.
Credits: 3
Every Fall and Spring

**MUS 2 Elementary Musicianship**
This course is a study of the elements of music notation, rhythms, study of intervals, and basic ear training and sight singing.
Credits: 3
Every Fall

**MUS 3 Concert Music in New York**
This course acquaints students with current musical events in New York City by attending a variety of performances including recitals, symphonies, opera and chamber music.
Credits: 2
On Occasion

**MUS 4 Music Convocation**
This non-credit course brings all Music Majors together to observe and participate in artist presentations and master classes. Must be taken by all Music Majors every semester except for Music Education Majors in their senior year while they are student teaching.
Co-requisite of MUS 5, 6, or 7 is required.
Credits: 0
Every Fall and Spring

**MUS 5 Chorus**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 5A Chamber Singers**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 5C Vocal Jazz Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6 Wind Symphony**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6A Jazz Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6B Merriweather Consort**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6C Percussion Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6D Guitar Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6E Brass Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6F Wind Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 6A Flute Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7A Contemporary Ensemble**
Audition required.
Credits: 0 to 1
On Occasion

**MUS 7B Wind Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7C Flute Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7D String Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7E Piano Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7 Orchestra**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7F Chamber Singers**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 7G Chamber Ensemble**
Audition required.
Credits: 0 to 1
Every Fall and Spring

**MUS 12 Accompanying**
This is a course for pianists in accompanying vocalists and instrumentalists. Class meets once a week. In addition, each student is required to work in a vocal or instrumental studio two hours per week as an accompanist under the supervision of a faculty member.
Credits: 3
On Occasion

**MUS 13 Vocal Dictation**
This course centers on the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French.
Credits: 2
Alternate Spring

**MUS 14A Introduction to Music Technology**
This course introduces students to digital music production, digital audio editing, sequencing and music notation at the computer.
Credits: 3
Every Fall

**MUS 14B Intermediate/Advanced MIDI Sequencing**
This course is a continuation of MUS 14A centering on MIDI sequencing and includes explanations and demonstrations of recording and arranging techniques for creating dynamic musical sequences in any musical style.
Prerequisite of MUS 14A or 17F or permission of instructor is required.
Credits: 3
On Demand

**MUS 14C Intermediate/Advanced Notation**
This course is a continuation of MUS 14A in which advanced features of notation software are studied including score input options, editing tools, layouts, and part extraction.
Prerequisite of MUS 14A or 17F or permission of instructor is required.
Credits: 3
On Demand

**MUS 15 Introduction to Music Education**
This course is an introduction to the philosophy and materials of music education.
Credits: 1
Every Spring

**MUS 16 Workshops in Music Education**
Workshops in Music Education.
Credits: 1 to 3
On Occasion

**MUS 16P Vocal Pedagogy**
This course is an examination of the anatomy, physiology and learning processes associated with healthy singing.
Credits: 2
Alternate Fall

**MUS 16T Marching Band Techniques**
This course covers the organization and maintenance of public school marching band programs including program administration, budgeting, scheduling, school and community relationships, show design concepts and application, and visual instructional techniques.
Credits: 2
Alternate Fall

**MUS 17A Elementary General Music Methods**
Course is an examination of the organization and operation of elementary general music programs. Students are required to participate in the Rompertunes Early Childhood Music Teaching and Learning Program. Classroom methods include: Orff, Kodály, Dalcroze, Gordon and Laban.
Prerequisite of MUS 15 is required.
Credits: 2
Every Fall

**MUS 17A Secondary Choral Music Methods**
This course covers the organization and implementation of vocal music activities, programs and performing groups in grades 7 to 12. Methods and materials for vocal ensembles such as chorus, select choir, a cappella chorus and vocal jazz
development of Western music from antiquity to the 17th century.
Credits: 3
Every Spring

MUS 22 Music in Western Civilization II
This course examines the characteristics and development of 18th and 19th century Western music.
Credits: 3
Every Fall

MUS 23 Music in Western Civilization III
This course examines the characteristics and development of contemporary art music.
Credits: 3
Every Spring

MUS 24 History of Rock Music
This course centers on the development of Rock music from the 1950s to the present.
Credits: 3
Every Fall

MUS 25 History of Jazz
This course centers on the musical and historical evolution of Jazz and its many styles, performers and composers.
Credits: 3
Rotating Basis

MUS 26 The Symphony
This course is a study of the masterpieces of the symphonic repertoire of the 18th, 19th and 20th centuries.
Credits: 3
Every Fall

MUS 27 String Literature
This course is a comprehensive study of materials, techniques of string techniques, instructional practices and administrative procedures that pertain to public school instrumental music programs. Suggested for third and fourth-year Music and Music Education majors only.
Credits: 2
On Occasion

MUS 28 History of Jazz
This course centers on the musical and historical evolution of Jazz and its many styles, performers and composers.
Credits: 3
Rotating Basis

MUS 29 Masterpieces of Choral Music
This course is a study and analysis of sacred and secular choral compositions from the 16th century to the present.
Credits: 3
On Occasion

MUS 30 Resolution: A Musician’s Take on Facing and Overcoming Challenges
This course is designed to help students recognize, verbalize and overcome difficulties which they will encounter in both immediate and long-range tasks. The problem solving skills used by professional musicians can translate into skills useful in many situations and professions. Though the initial focus is on the performing musician, the course will quickly broaden to include all performance skills such as athletics, teaching, and personal communication.
Credits: 3
On Occasion

MUS 31 Conducting I
This course covers the elements of conducting. 
Prerequisite of MUS 91 or permission of instructor is required.
Credits: 2
Every Spring

MUS 32 Music in Western Civilization I
This course examines the characteristics and
MUS 46 Introduction to World Music
This course explores the music, cultures, and customs associated with various indigenous peoples from around the globe. Course materials examine musical styles and forms through lectures, discussions, and attendance at live performances.
Credits: 3
Every Fall

MUS 49A Studio Lessons: Vocal Coaching
This course supplements the technical work of voice lessons allowing the student to go in-depth into repertoire, language, issues of interpretations of poetic texts and refinement of performance skills. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 49B Studio Lessons: Vocal Coaching
This course supplements the technical work of voice lessons allowing the student to go in-depth into repertoire, language, issues of interpretations of poetic texts and refinement of performance skills. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 49C Studio Lessons: Instrumental Coaching
This course supplements the technical work of instrumental lessons allowing the student to prepare in-depth standard repertoire for performance with accompaniment. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 49D Studio Lessons: Instrumental Coaching
This course supplements the technical work of instrumental lessons allowing the student to prepare in-depth standard repertoire for performance with accompaniment. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 49E Studio Lessons先进的指挥
An in-depth study in conducting for the advanced student, taught on an individualized basis. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Prerequisite of MUS 40 is required.
Credits: 1
Every Fall, Spring and Summer

MUS 49F Studio Lessons: Advanced Conducting
An in-depth study in conducting for the advanced student, taught on an individualized basis. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Prerequisite of MUS 40 is required.
Credits: 2
Every Fall, Spring and Summer

MUS 49G Studio Lessons: Opera Coaching
To supplement the work in Opera Performance Ensemble, private coaching allows the student to prepare solo repertoire in-depth for performance in the Opera Ensemble. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
On Occasion

MUS 49H Studio Lessons: Opera Coaching
To supplement the work in Opera Performance Ensemble, private coaching allows the student to prepare solo repertoire in-depth for performance in the Opera Ensemble. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 49I Studio Lessons: Vocal Jazz Coaching
Vocal jazz coaching lessons supplement jazz voice lessons. Students expand literature and performance skills, write lead sheets, and develop song patter that reflects text interpretation and historic context.
Credits: 1 to 2
Every Fall and Spring

MUS 49J Studio Lessons: Vocal Jazz Coaching
Vocal jazz coaching lessons supplement jazz voice lessons. Students expand literature and performance skills, write lead sheets, and develop song patter that reflects text interpretation and historic context.
Credits: 1 to 2
Every Fall and Spring

MUS 49K Studio Lessons: Instrumental Jazz Coaching
Private instrumental jazz coaching lessons supplement jazz instrumental lessons, giving students the opportunity to expand literature and performance skills and to prepare repertoire for performance with accompaniment.
Credits: 2
Every Fall, Spring and Summer

MUS 49L Studio Lessons: Instrumental Jazz Coaching
Private instrumental jazz coaching lessons supplement jazz instrumental lessons, giving students the opportunity to expand literature and performance skills and to prepare repertoire for performance with accompaniment.
Credits: 2
Every Fall, Spring and Summer

MUS 50A Studio Lessons: Violin
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 50B Studio Lessons: Violin
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer
MUS 51A Studio Lessons: Viola
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 51B Studio Lessons: Viola
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 52A Studio Lessons: Cello
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 52B Studio Lessons: Cello
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 53A Studio Lessons: Bass
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 53B Studio Lessons: Bass
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 53C Studio Lessons: Jazz Bass
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 53D Studio Lessons: Jazz Bass
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 53E Studio Lessons: Jazz Bass
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 54A Studio Lessons: Guitar
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 54B Studio Lessons: Guitar
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 54C Studio Lessons: Jazz Guitar
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 54D Studio Lessons: Jazz Guitar
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 55A Studio Lessons: Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 55B Studio Lessons: Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 55C Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 55D Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 55E Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 56A Studio Lessons: Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 56B Studio Lessons: Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 56C Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer

MUS 56D Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
Credits: 2
Every Fall, Spring and Summer

MUS 56E Studio Lessons: Jazz Flute
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
Credits: 1
Every Fall, Spring and Summer
12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 61A Studio Lessons: Oboe
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 61B Studio Lessons: Oboe
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 62A Studio Lessons: Clarinet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 62B Studio Lessons: Clarinet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 62C Studio Lessons: Jazz Clarinet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 62D Studio Lessons: Jazz Clarinet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 63A Studio Lessons: Bassoon
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 63B Studio Lessons: Bassoon
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 64A Studio Lessons: Saxophone
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 64B Studio Lessons: Saxophone
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 64C Studio Lessons: Jazz Saxophone
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 64D Studio Lessons: Jazz Saxophone
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 65A Studio Lessons: Recorder
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 65B Studio Lessons: Recorder
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 70A Studio Lessons: Trumpet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 70B Studio Lessons: Trumpet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer
Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 50 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 70C Studio Lessons: Jazz Trumpet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 70D Studio Lessons: Jazz Trumpet
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 71A Studio Lessons: Horn
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Every Fall, Spring and Summer

MUS 71B Studio Lessons: Horn
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

Credits: 2
Every Fall, Spring and Summer

MUS 72A Studio Lessons: Trombone
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

Credits: 1
Lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 83A Studio Lessons: Piano**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 83B Studio Lessons: Piano**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 83C Studio Lessons: Jazz Piano**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 83D Studio Lessons: Jazz Piano**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 83E Studio Lessons: Organ**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 84A Studio Lessons: Organ**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 84B Studio Lessons: Organ**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 88A Studio Lessons: Voice**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 88B Studio Lessons: Voice**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 85A Studio Lessons: Synthesizer**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 85B Studio Lessons: Synthesizer**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 85A Studio Lessons: Composition**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.

**Credits: 1**

**Every Fall, Spring and Summer**

**MUS 89A Studio Lessons: Composition**

Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

**Credits: 2**

**Every Fall, Spring and Summer**

**MUS 90A Sight Singing I**

Open only to Music Majors. Co-requisite of MUS 90 is required.

**Credits: 1**

**Every Fall**

**MUS 90B Keyboard Harmony I**

Practical study at the piano keyboard of harmonic procedures studied in Music 90. Open only to Music Majors.

Co-requisite of MUS 90 is required.

**Credits: 1**

**Every Spring**

**MUS 91A Sight Singing II**

A continuation of MUS 90A.

Prerequisite of MUS 90A and Co-requisite of MUS 91 is required.

**Credits: 1**

**Every Spring**

**MUS 91B Keyboard Harmony II**

A continuation of MUS 90B.

Prerequisite of MUS 90B and Co-requisite of MUS 91 is required.

**Credits: 1**

**Every Spring**

**MUS 92A Composition I**

A continuation of MUS 91.

Prerequisite of MUS 91 is required.

**Credits: 3**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 92A</td>
<td>Sight Singing III</td>
<td>A continuation of MUS 91A.</td>
<td>1</td>
<td>Every Fall</td>
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<tr>
<td>MUS 92B</td>
<td>Keyboard Harmony III</td>
<td>A continuation of MUS 91B. Pre-requisite of MUS 91B and co-requisite of MUS 92 is required.</td>
<td>1</td>
<td>Every Fall</td>
</tr>
<tr>
<td>MUS 92J</td>
<td>Jazz Harmony</td>
<td>This course is a study of harmonic practice as related to the jazz idiom. Course reviews fundamental material (intervals, scales, triads, etc.) and progresses into more advanced material such as modes, seventh and thirteenth chords, function and substitution. Prerequisites MUS 90, 90A, 90B, 91, 91A, 91B, 92, 92A, 92B Credits: 3 On Occasion</td>
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<tr>
<td>MUS 93A</td>
<td>Sight Singing IV</td>
<td>A continuation of MUS 92A. Pre-requisite of MUS 92A is required.</td>
<td>1</td>
<td>Every Spring</td>
</tr>
<tr>
<td>MUS 93K</td>
<td>Jazz Composition &amp; Arranging I</td>
<td>Concepts and techniques used in arranging and jazz composing are studied through examples taken from the works of Duke Ellington, Thad Jones, Gil Evans and others. Students compose jazz tunes, write arrangements for small groups and big bands, and have them performed. Credits: 3 Every Spring</td>
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<tr>
<td>MUS 93J</td>
<td>Harmonic and Counterpoint IV</td>
<td>A continuation of MUS 92, this course continues further study in form and analysis emphasizing late 19th century and 20th century music. Prerequisite of MUS 92 is required. Credits: 3 Every Spring</td>
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<tr>
<td>MUS 98D</td>
<td>Fingerboard Harmony</td>
<td>This material contributes to a more comprehensive understanding of the fingerboard and is essential for memorization of repertoire.</td>
<td>1</td>
<td>Every Fall</td>
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<tr>
<td>MUS 98B</td>
<td>Basic Keyboard</td>
<td>Course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition.</td>
<td>2</td>
<td>Every Fall</td>
</tr>
<tr>
<td>MUS 98C</td>
<td>Theory/Keyboard Harmony I</td>
<td>This course is a continuation of Music Theory/Keyboard Harmony I. Requirements include identifying at sight and by ear all non-chord tones in standard melodies from the classical repertory including standard folk tunes such as London Bridge, Silent Night, and Happy Birthday. Students note diatonic circle of fifths, root position seventh chords in four voices in six (6) major keys and demonstrate a vocal improvisation to London Bridge while playing a standard chordal accompaniment at the piano. Students compose and harmonize a simple melody that includes non-harmonic tones. Prerequisite(s): MUS 106A, MUS 106B Credits: 2 Every Fall</td>
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<tr>
<td>MUS 98E</td>
<td>Theory/Keyboard Harmony II</td>
<td>This course is a continuation of Music Theory/Keyboard Harmony II. Requirements include identifying at sight and by ear all non-chord tones in standard melodies from the classical repertory including standard folk tunes such as London Bridge, Silent Night, and Happy Birthday. Students note diatonic circle of fifths, root position seventh chords in four voices in six (6) major keys and demonstrate a vocal improvisation to London Bridge while playing a standard chordal accompaniment at the piano. Students compose and harmonize a simple melody that includes non-harmonic tones. Prerequisite(s): MUS 106A, MUS 106B and MUS 107A Credits: 2 Every Spring</td>
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<tr>
<td>MUS 99A</td>
<td>Seminar in Music Theory</td>
<td>A seminar devoted to working on advanced individual projects in the area of Music Theory to be decided by the student and teacher. The nature of the project involved varies and depends upon the interest and area of concentration of the student. Credits: 1 to 3 Every Fall and Spring</td>
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<tr>
<td>MUS 99B</td>
<td>Chamber Music Festival</td>
<td>An intensive three-week seminar that focuses on the study and performance of the standard chamber music repertoire. Coached by the faculty ensemble-in-residence, The Pierrot Consort, the program includes: Chamber Ensembles, Chamber Orchestras, Faculty and Student Concerts, Master Classes and a Conducting Program and Concerto Competition. Credits: 1 to 3 Every Summer</td>
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</tr>
<tr>
<td>MUS 99C</td>
<td>Chamber Music Ensembles</td>
<td>Instrumentalists and select vocalists are assigned to chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque Period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one hour coaching session with a music faculty member. Credits: 0 to 1 Every Fall and Spring</td>
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</tr>
<tr>
<td>MUS 105</td>
<td>Jazz Combo</td>
<td>Course provides the experience of singing and playing a wide range of jazz styles in a small group setting. The primary goals are the development of improvisational skills and learning of repertoire. Instrumentation is variable, typically includes bass, drums, piano and/or guitar, horns, and vocals. Audition may be required. Credits: 0 to 1 Every Fall and Spring</td>
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</tr>
<tr>
<td>MUS 106A</td>
<td>Basic Keyboard I</td>
<td>This course centers on the development of basic piano skills including fingering, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections, and technical exercises. Credits: 1 Every Fall</td>
<td></td>
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</tr>
<tr>
<td>MUS 107A</td>
<td>Theory/Keyboard Harmony I</td>
<td>This course is a continuation of Music Theory/Keyboard Harmony I. Requires include performing My Country ’tis of Thee in six (6) different keys, singing My Country ’tis of Thee while playing a basic standard chord, accompanying, and writing and performing an original piano composition that includes mixed meters. Prerequisite(s): MUS 106A Credits: 1 Every Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 107B</td>
<td>Theory/Keyboard Harmony II</td>
<td>This course is a continuation of Music Theory/Keyboard Harmony II. Requirements include identifying at sight and by ear all non-chord tones in standard melodies from the classical repertory including standard folk tunes such as London Bridge, Silent Night, and Happy Birthday. Students note diatonic circle of fifths, root position seventh chords in four voices in six (6) major keys and demonstrate a vocal improvisation to London Bridge while playing a standard chordal accompaniment at the piano. Students compose and harmonize a simple melody that includes non-harmonic tones. Prerequisite(s): MUS 106A, MUS 106B and MUS 107A Credits: 2 Every Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| MUS 107C          | Theory/Keyboard Harmony III                      | This course is a continuation of Music Theory/Keyboard Harmony III. Topics include four-part writing, harmonization, secondary dominants, secondary leading tones, simple figured bass realization and simple score reading at the piano, and composition. Requirements include 1) notating and playing a progression involving a sequence of secondary dominants in six (6) keys; and 2) writing and identifying secondary dominant and leading tone chords. Students compose and harmonize simple melodies that include secondary dominant and
leading tone chords.
Prerequisite(s): MUS 106A, MUS 106B, MUS 107A and MUS 107B
Credits: 2
Every Fall

MUS 107D Theory/Keyboard Harmony IV
This course is a continuation of Music Theory/Keyboard Harmony III. Topics include four-part writing, harmonization, binary and ternary forms, augmented sixth chords, Neapolitan chords, transposition, intermediate figured bass realization and score reading at the piano, and composition. Requirements include 1) transposing a selected standard work from the classical repertory; 2) composing an original piece using binary and ternary forms; 3) composing an original piece that includes augmented sixth chords, and 4) performing at the keyboard intermediate pieces from the standard classical repertory.
Prerequisite(s): MUS 106A, MUS 106B, MUS 107A, MUS 107B and MUS 107C
Credits: 2
Every Spring

MUS 108A Aural Skills I
This course focuses on diatonic singing using the Moveable DO, LA-based minor solfege system. Students learn intervals, triads, rhythmically clapping, conducting while intoning rhythms, and singing while playing the piano. Compound and simple meters are stressed. Regularly assigned ear training examples will be completed using a digital ear training program.
Credits: 2
Every Fall

MUS 108B Aural Skills II
This course is a continuation of Aural Skills I.
Prerequisite(s): MUS 108A - Aural Skills I
Credits: 2
Every Spring

MUS 108C Aural Skills III
This course focuses on sight singing complex diatonic melodies with accidentals, skips, leaps, and more complex rhythms. The melodies introduce modulations, secondary dominants, and diatonic arpeggios. Students clap and count more complex rhythms that include syncopation, asymmetrical rhythms, compound, simple, and cut-time meters. Students sing improvisations that include chromaticism using the syllable TA. Regularly assigned ear training examples will be completed using a digital ear training program.
Prerequisite(s): MUS 108A & MUS 108B
Credits: 2
Every Fall

MUS 108D Aural Skills IV
This course is a continuation of Aural Skills III.
Prerequisite(s): MUS 108A, MUS 108B and MUS 108C
Credits: 2
Every Spring

MUS 109 Arranging, Orchestration and Analysis
This course focuses on instrumentation as well as arranging and orchestrating existing compositions for varying groups of voices and instruments, including strings, brass, woodwinds and percussion.
Credits: 2
Every Fall

MUS 110 Guitar Literature
This course is an overview of guitar repertoire from the Renaissance to the present. The course includes harmonic and structural analysis, performance practices, technique and transcription.
Credits: 2
On Occasion

MUS 111 Guitar Pedagogy
This course is for Music Education majors. Guitar Pedagogy explores the materials relevant for the teaching of guitar in the classroom, individual instruction and guitar ensemble.
Credits: 2
On Occasion

MUS 118 Piano Performance Techniques and Literature
This course is a performance workshop in which pianists perform and analyze standard and lesser-known works of the piano literature from the Baroque era to the 21st century.
Prerequisite(s): Open to Piano Major or by permission of the instructor.
Co prerequisite(s): Applied Piano Lessons
Credits: 3
Every Spring

MUS 130 Professional Preparation for a Music Career
This course is an overview of skills needed to make the transition from college study to professional life. Sessions cover identifying and researching publications and competitions; preparing resumes, cover letters, publicity photos and demo recordings; and planning a debut concert; and establishing a Web presence.
Credits: 1
Alternate Spring

MUS 150 Junior Recital
This course serves as the means of assessment for the junior recital requirement as part of the B.M. in Instrumental or Vocal Performance degree. Requires permission of studio instructor.
Credits: 0
Every Fall, Spring and Summer

MUS 151 Senior Recital
This course serves as the means of assessment for the senior recital requirement as part of the B.M. in Instrumental or Vocal Performance and B.M. in Music Education degrees. Requires permission of studio instructor.
Credits: 0
Every Fall, Spring and Summer

MUS 303 The Power of Music: A Journey from Ancient Greece to 18th Century Europe
Take a journey from music’s early beginnings in Ancient Greece to concert music of the 18th century. Europe is a rich tour-de-force, encompassing colorful personalities, developing radical new styles, eliciting a full range of human emotions, and providing context to historical events. Music is in every aspect of life. Come discover the power of the Greek chorus; the intimate sounds of the cloister (with a field trip to New York to see the Cloisters Museum, an actual structure brought over from Europe); the rise of the ruling force of the Church, to the rumblings of revolution in Europe and the 13 colonies. Experience the Power of Music to shape events, elicit emotions and shape memories.
Must be in Honors College
Credits: 3
On Occasion

MUS 304 The Power of Music: A Journey from 18th Century Europe to Modern Times
A chronological continuation of MUS 303.
Must be in Honors College
Credits: 3
On Occasion

MUS 359 Honors Advanced Elective
Fall - Honors Advanced Elective: Please consult the Honors website for complete description.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
Every Fall

MUS 360 Honors College Advanced Elective
Spring Advanced Elective to be offered on an occasional basis.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
Every Spring

MUS 385 Honors Tutorial
The first semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Fall

MUS 386 Honors Tutorial
The first semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Spring

MUS 389 Honors Thesis
The second semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Fall
MUS 390 Honors Thesis
The second semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Spring
### DEPARTMENT OF THEATRE, DANCE AND ARTS MANAGEMENT

**Phone:** 516-299-2353  
**Fax:** 516-299-3824  
**Website:** www.liu.edu/post/theatre  
**Chair:** Cara Gargano, Ph.D.  
**Professors:** Fraser, Gargano, Hugo, Porter  
**Associate Professors:** Pye, Wildman  
**Adjunct Faculty:** 20

The Department of Theatre, Dance and Arts Management provides intense, demanding and rigorous training for actors, directors, playwrights, designers and technicians; dancers, choreographers, teachers and musical theatre performers; company managers, stage managers, producers and agents. A broad-based liberal arts education gives students a deep understanding of the human experience with skills to write and speak about the arts. The academic programs and professional faculty lay the artistic and intellectual groundwork for students’ professional success.

LIU Post’s proximity to New York City provides frequent opportunities to work with professional artists and to hone skills at renowned theatres, concert halls and film studios.

Undergraduate programs include the B.A. in Theatre Arts and the B.F.A. in Theatre Arts, with concentrations in Acting, Design and Production, Directing and Playwriting, and Musical Theatre, the B.F.A. in Arts Management, and the B.F.A. in Dance Studies. Minors are offered in Theatre Arts and Arts Management.

### B.A. in Theatre Arts

The Bachelor of Arts in Theatre Arts is an academic degree designed to help you place theatre within the wider context of humanistic studies. The 120-credit curriculum covers the broad-based study of theatre history and literature, acting, dance, design, directing, playwriting, dramaturgy, management and technical production. Classes are small and faculty members provide a supportive environment for you to develop as an individual artist.

LIU Post theatre arts majors are active participants in the Post Theatre Company, which produces plays and musicals for the public and campus community. Students have access to a number of performance spaces to showcase their talents. Our beautiful suburban campus is only 50 minutes away from the theatre capital of the world – New York City. There are many opportunities to collaborate with professional playwrights, designers, directors and producers.

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85)
- and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.5 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Additional Admission Requirements**

Students must have an interview or audition for admission to the B.A. in Theatre Arts program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.A. candidates must maintain a 3.0 grade point average in the major.

**Auditions**

TO AUDITION FOR THE THEATRE ARTS PROGRAM:

- Apply to LIU Post at www.liu.edu/apply/postonlineapp.
- Call 516-299-2353 to schedule an audition slot.
- Prepare two short contrasting monologues from a play.
- Submit a headshot and résumé at the time of audition.

**POST THEATRE COMPANY AUDITIONS**

Auditions for the season productions are open to all theatre majors and are held in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre and Dance building for audition requirements and sign-up sheets.

**Submitting an Application for Admission**

All applicants can apply for admission to LIU Post at My LIU or by using the Apply Now button in the upper right-hand corner of this page. For more information on the application process, visit the Admissions Office home page.

### B.A. in Theatre Arts [Program Code: 07021]

#### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. in Theatre Arts must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits (ENG 1 and THE 141)</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits (DNC 1)</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits (THE 142 and THE 143)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
</tr>
</tbody>
</table>

**Social Sciences**

6 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

### Major Requirements

**Required Introductory Theatre Arts Courses (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 104</td>
<td>Technical Theater Practices I</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 105</td>
<td>Technical Theater Practices II</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 121</td>
<td>Basic Acting I</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 122</td>
<td>Basic Acting II</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 151</td>
<td>Beginning Suzuki Technique</td>
<td>3.00</td>
</tr>
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</table>

**Required Theatrical History & Literature Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 141, 142, &amp; 143</td>
<td>Liberal Arts Courses</td>
<td>12 credits</td>
</tr>
<tr>
<td>THE 141</td>
<td>Shakespeare in Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 142</td>
<td>Classical Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 143</td>
<td>Modern Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 144</td>
<td>Beginning Movement</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Theatre Production Laboratory Courses (2 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 201</td>
<td>Department Contract 1</td>
<td>0.00</td>
</tr>
<tr>
<td>THE 202</td>
<td>Department Contract 2</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Required Dance Course (3 credits)**

DNC 1 satisfies Core Fine Arts (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 1</td>
<td>Beginning Dance</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Theatre Contract Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 204</td>
<td>Department Contract 1</td>
<td>0.00</td>
</tr>
<tr>
<td>THE 205</td>
<td>Department Contract 2</td>
<td>0.00</td>
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</tbody>
</table>

**Six courses from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 201</td>
<td>Department Contract 1</td>
<td>0.00</td>
</tr>
<tr>
<td>THE 202</td>
<td>Department Contract 2</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Theatre and Dance Electives (10 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 201</td>
<td>Department Contract 1</td>
<td>0.00</td>
</tr>
<tr>
<td>THE 202</td>
<td>Department Contract 2</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits</td>
<td>90</td>
</tr>
<tr>
<td>Minimum Major Credits</td>
<td>42</td>
</tr>
<tr>
<td>Minimum Overall GPA</td>
<td>2.00</td>
</tr>
<tr>
<td>Minimum Major GPA</td>
<td>2.00</td>
</tr>
</tbody>
</table>
B.F.A. in Theatre Arts

CONCENTRATION IN ACTING

The Bachelor of Fine Arts in Theater Arts with a concentration in Acting provides personalized and intensive classroom instruction and stage experience to prepare students for acting careers. Students receive a rigorous grounding in history, literature, theories and methodologies of classical and contemporary theatre arts, and work with professional actors and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, admitting 20 to 30 students each year.

The acting concentration draws from the Suzuki, Stanislavsky, Chekhov and Linklater techniques. The core program, taught by professional theatre artists, emphasizes development of a riveting stage presence based on dynamic physicality, emotional authenticity and a commanding voice. Students receive individual and ensemble training in television and film acting, singing and dancing from artists of national and international renown. The program culminates at the end of the senior year, when students showcase their talent before agents, managers and directors in New York City.

This exciting program is coordinated with the Post Theatre Company, where students gain hands-on participation in all aspects of a working theatre company. Students gain a wider perspective through internships on and off campus, and travel to festivals in the United States and abroad.

Students have access to excellent facilities to gain practical experience and showcase their talents.

Admission Requirements

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Acting program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.

Auditions

To audition for the Theatre Arts - Acting Program:
• Apply to LIU Post at www.liu.edu/cwpost/onlineapp
• Call 516-299-2353 to schedule an audition slot. Total audition time is 3 minutes.
• Prepare two short contrasting monologues from a play.
• If you are pursuing a music concentration, prepare one short monologue and 16 bars of a song.
• Submit a headshot and résumé at the time of audition.

Auditions for Post Theatre Company Productions

Auditions for the season productions are open to all theatre majors in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre, Film & Dance building for audition requirements and sign-up sheets.

CONCENTRATION IN DIRECTING OR PLAYWRITING (UPPER LEVEL OPTION)

After successful completion of their sophomore year, students in the 120-credit B.F.A. in Theatre Arts: Acting program or the B.A. in Theatre Arts program, with the appropriate prerequisites, may elect to apply for a concentration in either directing or playwriting. Transfer students who wish to apply for this option may be required to take additional preparatory coursework.

Each program requires students to complete a senior thesis project. For directing majors, the thesis will involve directing a play; for playwriting majors, a full-length play will be written and receive either a staged reading or production. Directing and playwriting students may collaborate on their thesis project.

Courses in Directing explore stage management, theatrical direction, casting, rehearsals, choreography, scenes, lighting and costume design.

Courses in Playwriting focus on the theory and practice of writing for the stage, including the development of one-act plays and screenwriting for the cinema.

Admission Requirements

• Freshmen are admitted under the admission requirements for the B.F.A. in Theatre Arts: Acting. An interview and audition are required. Students apply through the Department of Theatre, Dance & Arts Management for the Directing or Playwriting program at the end of their sophomore year at LIU Post.
• Transfer students who wish to apply for the concentration in Directing or Playwriting may be required to take additional preparatory coursework. An interview will be required for admission to either option.

For more information contact the Department of Theatre, Dance & Arts Management at 516-299-2353 or the Academic & Career Counseling Office at 516-299-2746.

CONCENTRATION IN MUSICAL THEATRE

The Bachelor of Fine Arts in Theater Arts with a concentration in Musical Theatre provides personalized and intensive classroom instruction and stage experience to prepare students for performance careers in Musical Theatre. Students receive a rigorous grounding in history, literature, theories and methodologies of classical and contemporary theatre arts, and work with professional musicians, actors and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, admitting 20 to 30 students each year.

The musical theatre concentration draws from the Suzuki, Stanislavsky, Chekhov and Linklater techniques with concentrated study in techniques and approaches to musical theatre. The core program, taught by professional theatre artists, emphasizes development of a riveting stage presence based on dynamic physicality, emotional authenticity and a commanding voice. Students receive individual and ensemble training in television and film acting, singing and dancing from artists of national and international renown.

This exciting program is coordinated with the Post Theatre Company, where students gain hands-on participation in all aspects of a working theatre company. Students gain a wider perspective through internships on and off campus, and have the opportunity to travel to festivals in the United States and abroad. Students have access to excellent facilities to gain practical experience and showcase their talents.

Admission Requirements

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.5 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Musical Theatre program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.

Auditions

To audition for the Theatre Arts - Musical Theatre Program:
• Apply to LIU Post at www.liu.edu/cwpost/onlineapp
• Call 516-299-2353 to schedule an audition slot. Total audition time is 3 minutes.
• Prepare one short monologue and 16 bars of a song.
• Submit a headshot and résumé at the audition. 
Auditions for admission into the B.F.A. Theatre Arts Musical Theatre Program are held in the Theatre, Dance & Arts Management Department and at multiple locations in the United States.

Auditions for Post Theatre Company Productions
Auditions for the season productions are open to all theatre majors and are held in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre and Dance Building for audition requirements and sign-up sheets.

CONCENTRATION IN DESIGN AND PRODUCTION
The Bachelor of Fine Arts in Theatre Arts with a concentration in Design and Production is a pre-professional degree that combines a comprehensive introduction to all aspects of theatre with concentrations in costume, scenic, lighting or sound design; technical production; and stage management.

The B.F.A. gives you the artistic, intellectual and technical groundwork necessary for a professional life in the theatre and for further specialization through graduate studies. The 120-credit curriculum includes pre-professional training, study of theatre history and literature, and a wide range of liberal arts courses. This is a process-based, hands-on degree. With strong personal mentoring in your area of specialization, you will make practical application of your training through substantial participation in productions of the Post Theatre Company.

Students gain hands-on experience at professional facilities on campus, including the Little Theatre and the Costume and Scene Shops.

Graduates of the program are working at NBC, on Broadway, in regional theatre, and on national tours.

Admission Requirements
• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements
Students must interview for admission to the B.F.A. in Theatre Arts with a concentration in Design and Production. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.

To interview for the Theatre Arts Program with a concentration in Design and Production:
• Apply to LIU Post at www.liu.edu/cwpost/onlineapp.

• Call 516-299-2353 to schedule an interview.
• Portfolio is encouraged, but not required. Individual interviews are scheduled throughout the year.

Design and Production Opportunities for Majors
Design and production opportunities are available for majors each semester. Speak with the Post Theatre Company Manager regarding available positions, as design needs differ according to the season’s productions.

B.F.A. in Theatre Arts
(Program Code: 14401)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.F.A. in Theatre Arts must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

Required Introductory Theatre Arts Courses (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 104</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 105</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Theatrical History and Literature Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 141, THE 142</td>
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<tr>
<td>Composition (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Core Language/Literature (3 credits)</td>
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<tr>
<td>THE 101</td>
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<tr>
<td>THE 141</td>
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<tr>
<td>THE 142</td>
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Required Theatre Production Laboratory Courses (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>THE 239</td>
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<tr>
<td>THE 240</td>
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<td>THE 534</td>
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Required Theatre Contract Courses

<table>
<thead>
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<tbody>
<tr>
<td>THE 204</td>
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<tr>
<td>THE 205</td>
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<tr>
<td>THE 201</td>
<td></td>
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<tr>
<td>THE 202</td>
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</tr>
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Acting Concentration Requirements

Required Acting Courses (24 credits)

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<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>THE 152</td>
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</tr>
<tr>
<td>THE 192</td>
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</table>

Required Additional Theatre History and Literature Courses (3 credits)

<table>
<thead>
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<tbody>
<tr>
<td>THE 143</td>
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</table>

Required Additional Theatre Arts and Techniques Courses (21 credits)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>THE 131</td>
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<tr>
<td>THE 145</td>
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<tr>
<td>THE 151</td>
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</tr>
<tr>
<td>THE 168</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 542</td>
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</tr>
</tbody>
</table>

Elective Theatre Courses

Any THE course(s) (4 credits)

Required Voice Music Lessons

Two credits taken from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 88A</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Elective Theatre and Dance Courses

Any THE or DNC courses (15 credits) 3.00 Major GPA is required

Directing Concentration Requirements

Required Acting Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 121</td>
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</tr>
<tr>
<td>THE 122</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 123</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 124</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Theatrical Arts & Writing Courses
(37 credits)

THE 2  Current Theatre in New York  3.00
THE 103  Design Concepts for Visual Artists  3.00
THE 110  Stage Management  3.00
THE 130  Makeup & Mask  3.00
THE 131  Directing I  3.00
THE 132  Directing II  3.00
THE 145  Playwriting I  3.00
THE 149  History of Style  3.00
THE 151  Beginning Suzuki Technique  3.00
THE 166  Beginning Speech  3.00
THE 167  Beginning Voice  3.00
THE 188  Thesis  3.00
THE 189  Advanced Individual Study in Theatre  1.00

Two of the following (6 credits):

ENG 15  Modern Drama  3.00
ENG 21  Shakespeare: Comedies and Histories, Non-Dramatic Poetry  3.00
ENG 22  Shakespeare: Tragedies and Romances  3.00
ENG 49  English Drama  3.00
ENG 50  Great Plays  3.00
ENG 155  O'Neill, Miller, Williams: Forces in Modern American Drama  3.00
ENG 164  American Drama  3.00
THE 132  Directing II  3.00
THE 148  The History of American Musical Comedy  3.00

Elective Theatre courses:
Any THE course(s): 6 credits

Required Voice Music Lessons
Two credits taken from any of the following:
MUS 88A  Studio Lessons: Voice  1.00

Theatre Electives (6 electives)
3.00 Major GPA is required

**Playwriting Concentration Requirements**

**Required Acting Courses (12 credits)**

THE 121  Basic Acting I  3.00
THE 122  Basic Acting II  3.00
THE 123  Intermediate Acting I  3.00
THE 124  Intermediate Acting II  3.00

**Required Theatrical History & Writing Courses (40 credits)**

CIN 9  Screenwriting I  3.00
CIN 10  Screenwriting II  3.00
THE 2  Current Theatre in New York  3.00
THE 103  Design Concepts for Visual Artists  3.00
THE 130  Makeup & Mask  3.00
THE 131  Directing I  3.00
THE 145  Playwriting I  3.00
THE 146  Playwriting II  3.00
THE 149  History of Style  3.00
THE 151  Beginning Suzuki Technique  3.00
THE 166  Beginning Speech  3.00
THE 167  Beginning Voice  3.00
THE 189  Advanced Individual Study in Theatre  1.00

**Musical Theatre Concentration Requirements**

**Required Acting Courses (21 credits)**

THE 121  Basic Acting I  3.00
THE 122  Basic Acting II  3.00
THE 123  Intermediate Acting I  3.00
THE 124  Intermediate Acting II  3.00
THE 125  Advanced Acting I  3.00
THE 126  Advanced Acting II  3.00
THE 192  Senior Acting Seminar  3.00
THE 148  The History of American Musical

**Required Additional Theatre History and Literature Courses (3 credits)**

THE 148  The History of American Musical

**Required Additional Theatre Arts and Techniques Courses (21 credits)**

THE 131  Directing I  3.00

**Production & Design Concentration Requirements**

**Requirements**
(Costumes, Sound, Sets, Lights, and Stage Management)

**Required Introductory Acting Courses (6 credits):**

THE 121  Basic Acting I  3.00
THE 122  Basic Acting II  3.00

**Required Theatre History & Literature Courses**

THE 143  is considered a Liberal Arts Course, and satisfies Core Language / Literature (3 credits)

THE 149  History of Style  3.00

**Required Theatre Arts, Production & Design Courses (24 credits)**

THE 103  Design Concepts for Visual Artists  3.00
THE 129  Sound Design  3.00
THE 110  Stage Management  3.00
THE 113  Scene Design I  3.00
THE 115  Lighting Design  3.00
THE 131  Directing  3.00
THE 115  Lighting Design  3.00
THE 171  Costume Design  3.00

**Required Co-Related & Art History Courses (6 credits)**

**Production & Design: Costume Sub-Plan**
Required Costumes Courses (15 credits):
- ART 5 Introduction to Basic Drawing 3.00
- ART 11 Life Drawing I 3.00
- THE 130 Makeup & Mask 3.00
- THE 172 Intermediate Costume Construction 3.00
- THE 173 Patternmaking for Costume Designers and Technicians 3.00

One of the following (3 credits):
- THE 161 Intermediate Design Seminar 3.00
- THE 162 Intermediate Design Seminar 3.00

One of the following (3 credits):
- THE 163 Advanced Design Seminar 3.00
- THE 164 Advanced Design Seminar 3.00

The Electives 6 credits

The minimum Major GPA is 3.00

Production & Design: Sound Sub-Plan

One of the following (3 credits):
- THE 108 Drafting for Designers and Technicians 3.00

Required Sound Design Courses (6 credits):
- THE 116 Lighting Technology 3.00
- THE 128 Sound Technology 3.00

One of the following (3 credits):
- THE 119 Stagecraft 3.00

One of the following (3 credits):
- THE 161 Intermediate Design Seminar 3.00
- THE 162 Intermediate Design Seminar 3.00

Elective Theatre Arts Course
- Any THE (Theatre) course (6 credits)
- The minimum Major GPA is 3.00

Production & Design: Lighting Sub-Plan

Choose one of the following (3 credits):
- THE 108 Drafting for Designers and Technicians 3.00

Required Light Design Courses (9 credits):
- ART 5 Introduction to Basic Drawing 3.00
- THE 116 Lighting Technology 3.00
- THE 128 Sound Technology 3.00

Choose one of the Following (3 credits):
- THE 119 Stagecraft 3.00

Choose one of the Following (3 credits):
- THE 161 Intermediate Design Seminar 3.00
- THE 162 Intermediate Design Seminar 3.00

Elective Theatre Arts Course
- Any THE (Theatre) course (6 credits)
- The minimum Major GPA is 3.00

Production & Design: Stage Management Sub-Plan

One of the following (3 credits):
- THE 108 Drafting for Designers and Technicians 3.00

Required Stage Management Courses (15 credits):
- ARM 64 Theatre and Dance Management 3.00

The minimum Major GPA is 3.00

B.F.A. in Arts Management

A blockbuster exhibit opens in a museum. A world famous singer packs a concert hall for a magical night of music. A local arts council offers instruction in the arts to children. Arts managers make all these things happen. In government agencies and service organizations, in galleries, museums, theatre and dance companies, in orchestras, performing arts centers, and many other organizations, arts managers connect artists with audiences – enriching society by enabling creativity and making it possible for artists and performers to realize their dreams.

The Bachelor of Fine Arts in Arts Management provides competency in the fine arts with a solid foundation in business. The 120-credit program develops skills in critical thinking, leadership, management, planning and finance. Specialized courses apply these aptitudes to arts institutions. A concentration is established in one area of the arts (visual arts, music, theatre or dance). Each area of arts concentration includes history and theory classes as well as applied work. The additional arts management coursework includes classes in accounting, economics, management, marketing, law, and public relations, communications, public speaking and computer graphics.

The program of study culminates with an internship in a professional arts organization. Internships are available both on and off campus. Students have been placed at DreamWorks Theatrical Productions, Stomp, SONY Music, Alvin Ailey American Dance Theatre, Parsons Dance, Nassau Coliseum, Island Def Jam Recordings, Hecksher Museum, and other venues in the New York City metropolitan area. Independent study options and work at Tilles Center for the Performing Arts and Hillwood Art Museum also are available in selected aspects of a student's concentration. Please see below for information on our 5-year BFA/MBA and BFA/MPA options.

ADMISSION REQUIREMENTS
- Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical
Major Required Courses (34 credits)

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ARM 1</td>
<td>Arts Management Practicum</td>
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<tr>
<td>ARM 54</td>
<td>Introduction to Arts Management</td>
<td>3.00</td>
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<tr>
<td>ARM 55</td>
<td>Arts Management Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 57</td>
<td>Development, Fundraising and Grant Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 58</td>
<td>Accounting In the Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 59</td>
<td>Marketing The Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 99</td>
<td>Internship in Arts Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 12</td>
<td>Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 62</td>
<td>Arts &amp; Entertainment Promotion</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 68</td>
<td>Legal Aspects of the Arts &amp; Entertainment Industry</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Computer Graphics Required Courses**

Choose 1 course (3 credits) from the list below:
- ART 4  Introduction to Computer Graphics
- CGPH 16 Digital Imaging 3.00

**Communication Required Courses**

Choose 1 course (3 credits) from the list below:
- CMA 5  Writing in the Digital Age 3.00
- MAN 16 Business Communication 3.00
- PR 2  Writing and Editing for Public Relations 3.00

**Computer Required Courses**

Choose 1 course (3 credits) of the following:
- CGPH 5  Computer Layout 1 3.00
- PR 30  Using Business Software in Public Relations/Advertising 3.00

**Music Concentration**

**Music Required Courses (21 credits)**

- ARM 62  Principles and Practices of the Music Industry 3.00
- MUS 11  Introduction to Music Literature 3.00
- MUS 14A Introduction to Music Technology 3.00
- MUS 21  Music in Western Civilization I 3.00
- MUS 22  Music in Western Civilization II 3.00
- MUS 23  Music in Western Civilization III 3.00
- MUS 24  History of Rock Music 3.00

**Music Elective Courses**

9 credits of any Music courses:

**History Elective Courses**

Choose 2 courses (6 credits) from the list below:
- ART 59  Survey of World Art I 3.00
- ART 60  Survey of World Art II 3.00
- ART 61  Ancient Art: The Western Tradition 3.00
- ART 64  Medieval Art 3.00
- ART 65  Italian Renaissance Art 3.00
- ART 66  Northern Art of the 15th and 16th Centuries 3.00
- ART 67  The Art of the Baroque 3.00
- ART 68  The Art of the 18th and 19th Centuries 3.00

**Theater Concentration**

**Required Theatre Management Courses:**

Must complete one course (3 credits) from the following:
- ARM 64  Theatre and Dance Management 3.00
- THE 111  Theatre and Dance Management 3.00

**Required Technical Theatre Practices:**

<table>
<thead>
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<th>Course</th>
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<tbody>
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<td>THE 104</td>
<td>Technical Theater Practices 1</td>
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<td>THE 105</td>
<td>Technical Theater Practices 2</td>
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<tr>
<td>THE 204</td>
<td>Department Contract 1</td>
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<tr>
<td>THE 205</td>
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**Required Department Contracts**

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<tr>
<td>THE 201</td>
<td>Department Contract</td>
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</tr>
</tbody>
</table>

**Theatre Elective Courses**

(24 credits) of any Theatre courses:

**Theatre History Courses**

Must complete the following 9 credits:
- THE 141 and THE 142 are considered Liberal Arts courses; THE 141 satisfies Core ENG 2
Composition (3 credits), THE 142 satisfies Core Language / Literature (6 credits)

| THE 101 | Introduction to Drama | 3.00 |
| THE 141 | Classical Theatre History | 3.00 |
| THE 142 | Modern Theatre History | 3.00 |

### Dance Concentration

#### Dance Required Courses (26 credits)

| ARM 2  | Arts Management Contract | 0.00 |
| ARM 64 | Theatre and Dance Management | 3.00 |
| DNC 101 | Critical Thinking in Dance | 2.00 |
| DNC 105 | Modern Dance | 3.00 |
| DNC 108 | History of Dance | 3.00 |
| DNC 109 | Current Dance in New York City | 3.00 |
| DNC 111 | Composition and Choreography I | 3.00 |
| DNC 115 | African Dance | 3.00 |
| THE 104 | Technical Theater Practices I | 3.00 |
| THE 105 | Technical Theater Practices 2 | 3.00 |
| THE 204 | Department Contract 1 | 0.00 |
| THE 205 | Department Contract 2 | 0.00 |

#### Ballet Requirement (6 credits)

| DNC 123 | Intermediate & Advanced Ballet I | 3.00 |
| DNC 124 | Intermediate & Advanced Ballet II | 3.00 |

### History Electives

Choose one course (3 credits) from the list below:

| ART 59 | Survey of World Art I | 3.00 |
| ART 60 | Survey of World Art 2 | 3.00 |
| ART 61 | Ancient Art: The Western Tradition | 3.00 |
| ART 64 | Medieval Art | 3.00 |
| ART 65 | Italian Renaissance Art | 3.00 |
| ART 66 | Northern Art of the 15th and 16th Centuries | 3.00 |
| ART 67 | The Art of the Baroque | 3.00 |
| ART 68 | The Art of the 18th and 19th Centuries | 3.00 |
| ART 70 | Modern Art | 3.00 |
| ART 72 | Contemporary Art | 3.00 |
| ART 75 | American Art | 3.00 |
| ART 77 | Pre-Colonial Arts | 3.00 |
| ART 78 | Asian Art | 3.00 |
| ART 79 | History of Photography | 3.00 |

#### Dance Elective 1 credit

**General Arts Concentration**

#### General Arts Group (6 credits)

Choose two courses (6 credits) from the list below:

| ART 61 | Anatomy of a Museum | 3.00 |
| ART 62 | Principles and Practices of the Music Industry | 3.00 |
| ART 64 | Theatre and Dance Management | 3.00 |
| ART 65 | Italian Renaissance Art | 3.00 |
| ART 66 | Northern Art of the 15th and 16th Centuries | 3.00 |
| ART 67 | The Art of the Baroque | 3.00 |
| ART 68 | The Art of the 18th and 19th Centuries | 3.00 |
| ART 70 | Modern Art | 3.00 |
| ART 72 | Contemporary Art | 3.00 |
| ART 75 | American Art | 3.00 |
| ART 77 | Pre-Colonial Arts | 3.00 |
| ART 78 | Asian Art | 3.00 |
| ART 79 | History of Photography | 3.00 |

#### 24 credits from any of the following areas are required:

- Music
- Theatre
- Art
- Computer Graphics
- Photography
- Communications and Media Arts
- Public Relations
- Oral Communications
- Arts Management
- Dance
- Cinema
- Art Education

**General Arts Concentration Elective Courses Required**

Choose two courses (6 credits) from the list below:

| ART 59 | Survey of World Art I | 3.00 |
| ART 60 | Survey of World Art 2 | 3.00 |
| ART 61 | Ancient Art: The Western Tradition | 3.00 |
| ART 64 | Medieval Art | 3.00 |
| ART 65 | Italian Renaissance Art | 3.00 |
| MUS 21 | Music in Western Civilization I | 3.00 |
| MUS 22 | Music in Western Civilization II | 3.00 |
| MUS 23 | Music in Western Civilization III | 3.00 |
| MUS 24 | History of Rock Music | 3.00 |
| THE 101 | Introduction to Drama | 3.00 |
| THE 141 | Classical Theatre History | 3.00 |
| THE 142 | Modern Theatre History | 3.00 |
Choose two courses (6 credits) from the list below:

**Visual Arts Elective Courses List 1**
Choose any 1 ART courses (3 credits):

<table>
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<th>ART</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>01</td>
<td>Civilization I</td>
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<tr>
<td>02</td>
<td>Music in Western Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>03</td>
<td>Music in Western Civilization III</td>
<td>3.00</td>
</tr>
<tr>
<td>04</td>
<td>History of Rock Music</td>
<td>3.00</td>
</tr>
<tr>
<td>05</td>
<td>Introduction to Drama</td>
<td>3.00</td>
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<tr>
<td>06</td>
<td>Classical Theatre History</td>
<td>3.00</td>
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<tr>
<td>07</td>
<td>Modern Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>08</td>
<td>Shakespeare in Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>09</td>
<td>The History of American Musical Comedy</td>
<td>3.00</td>
</tr>
<tr>
<td>10</td>
<td>History of Style</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: **120**
Minimum Liberal Arts Credits: **30**
Minimum Major Credits: **79**
Minimum Overall GPA: **2.00**
Minimum Major GPA: **2.00**

**B.F.A. in Dance Studies**

Few art forms are as expressive and personal as dance – and few have the same power to inspire, and communicate across cultures. The Bachelor of Fine Arts in Dance Studies at LIU Post is an excellent foundation for a career in dance performance, dance education or dance criticism. A pre-professional, process-based and performance-oriented program, this 120-credit degree explores the wide variety of roles for dance professionals and surveys the world’s great dance traditions, from African and Asian dance to modern, jazz, ballet and tap. Combining advanced education in dance and theatrical production with opportunities to develop specific skills through training and sustained practice, all in the context of a strong liberal arts program, the B.F.A. in Dance Studies teaches the art form and not just technique.

Students are encouraged to choreograph after the third semester. Coordinated with the Post Theatre Company and the Post Concert Dance Company, the degree offers extensive performance and choreography opportunities and requires substantial participation in the work of both companies.

Audition and interview required.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Additional Admission Requirements**

Applicants must arrange for an audition and interview with the program director by calling 516-299-2353 or e-mailing cgargano@liu.edu.

**Auditions**

**To Audition for the Dance Studies Program:**

Apply to LIU Post at www.liu.edu/cwpost/onlineapp.
- Call 516-299-2353 to schedule an audition.
- Submit a headshot and résumé at the time of audition.
- Successful auditioners are invited to interview. Individual interviews are scheduled throughout the year.

**B.F.A. in Dance Studies**

[Program Code: 20465]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.F.A. in Dance Studies must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- History/Philosophy 6 credits
- Laboratory Science 4 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits
- Fine Arts 3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

**Major Requirements**

**Required Dance Courses (39 credits):**

<table>
<thead>
<tr>
<th>DNC</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>101</td>
<td>Critical Thinking in Dance</td>
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<tr>
<td>103</td>
<td>Laban Movement</td>
<td>1.00</td>
</tr>
<tr>
<td>105</td>
<td>Modern Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>108</td>
<td>History of Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>109</td>
<td>Current Dance in New York City</td>
<td>3.00</td>
</tr>
<tr>
<td>111</td>
<td>Composition and Choreography</td>
<td>3.00</td>
</tr>
<tr>
<td>115</td>
<td>African Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>116</td>
<td>African Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>125</td>
<td>Pointe &amp; Partnering</td>
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<tr>
<td>126</td>
<td>Floor Barre</td>
<td>2.00</td>
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<tr>
<td>144</td>
<td>Jazz</td>
<td>3.00</td>
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<tr>
<td>147</td>
<td>Tap</td>
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</tr>
<tr>
<td>150</td>
<td>Kinesiology for Dancers</td>
<td>4.00</td>
</tr>
</tbody>
</table>
The B.F.A. in Arts Management/M.B.A. combines exceptional undergraduate arts education with an elite graduate degree in business in a five-year format that saves significant time and cost.

Students in this program will possess an extraordinary combination of training in the arts and management knowledge that will be highly valued in the arts and entertainment industry. Earning both the B.F.A. and the M.B.A. in just five years, instead of the traditional six years, will save money and enable graduates to begin their careers that much sooner.

The LIU Post B.F.A. in Arts Management provides competency in the fine arts with a solid foundation in business. It includes concentrations in visual arts, music, theater, and dance that feature history and theory classes as well as internships on and off campus. Students have been placed at DreamWorks Theatrical Productions, Stomp, SONY Music, Alvin Ailey American Dance Theatre, Parsons Dance, Nassau Coliseum, Island Def Jam Recordings, Heckscher Museum, and other venues in the New York metropolitan area.

The LIU Post M.B.A. is accredited by AACSB International, the Association to Advance Collegiate Schools of Business, a distinction shared by fewer than 5 percent of business schools worldwide. The College of Management has been ranked among the nation’s best 294 business schools for 10 consecutive years by The Princeton Review.

The combined bachelor’s and M.B.A. degree program requires the completion of 150 credits, 120 undergraduate credits, and 30 graduate credits for the M.B.A.

**B.F.A. in Arts Management / MBA**

**Program Code: 36156**

### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. in Arts Management / MBA must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits (ECO 10 and ECO 11)
- **Fine Arts** 3 credits (excluded courses based on chosen sub-plan)
- **History/Philosophy** 6 credits
- **Laboratory Science** 4 credits
- **Language/Literature** 6 credits
- **Mathematics** 3 - 4 credits
- **Social Sciences** 6 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

### Major Requirements

**Required Arts Management Courses**

**Required Arts Management Courses (34 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM 1</td>
<td>Arts Management Practicum</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Computer Graphics - One course (3 credits) from the following:**

- ARM 4 Introduction to Computer Graphics 3.00
- CPH 16 Digital Imaging 3.00
- PHOT 23 Digital Imaging 3.00

**Required Concentration**

Choose from one of five concentrations (27 credits): Music, Theatre, Dance, General Arts or Visual Arts.

**Required MBA Admissions Required Courses (12 credits)**

- ECO 10 and ECO 11 are considered Liberal Arts courses. ECO 10 and ECO 11 satisfy Core Economics / Political Science requirement (6 credits)
- ECO 10 Introduction to Microeconomics 3.00
- ECO 11 Introduction to Macroeconomics 3.00
- ECO 72 Statistics 3.00
- FIN 11 Corporation Finance 3.00

**Required Senior Year Graduate Courses (6 credits)**

- Communications and Computer courses for dual degree 3.00

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**ACCELERATED PROGRAMS**

**B.F.A. in Arts Management / M.B.A.**

The B.F.A. in Arts Management/M.B.A. combines exceptional undergraduate arts education with an elite graduate degree in business in a five-year format that saves significant time and cost.

- **Required Ballet Courses**
  - Choose 4 courses from the following (12 credits):
    - DNC 123 Ballet 3.00
    - DNC 124 Ballet 3.00

- **Required Repertory Courses**
  - Eight courses from the following (8 credits):
    - DNC 139 Repertory 1.00
    - DNC 140 Repertory 1.00

- **Elective Dance Courses**
  - Any five credits from undergraduate Dance (DNC) courses

- **Required Departmental Contract Courses (must be taken in conjunction with THE 104 and THE 105)**
  - THE 204 Department Contract 1 0.00
  - THE 205 Department Contract 2 0.00

- **Six courses of the following:**
  - DNC 201 Department Contract 0.00
  - DNC 202 Department Contract 0.00

- **Required Related Courses (15 credits):**
  - DNC 106 Modern Dance II 3.00
  - THE 104 Technical Theater Practices I 3.00
  - THE 105 Technical Theater Practices II 3.00
  - THE 121 Basic Acting I 3.00
  - THE 122 Basic Acting II 3.00

### Credit and GPA Requirements

- **Minimum Total Credits:** 120
- **Minimum Liberal Arts Credits:** 30
- **Minimum Major Credits:** 74
- **Minimum Overall GPA:** 2.00
- **Minimum Major GPA:** 2.00
MBA 620 Managing Information Technology and e-Commerce 3.00
MBA 622 Competitive Marketing Strategy 3.00

Required Graduate Courses (12 credits)
MBA 621 Financial Markets and Institutions 3.00
MBA 623 Organizational Behavior 3.00
MBA 624 Operations Management 3.00
MBA 625 Global Business: Environment and Operations 3.00

Students must complete 5 elective courses taken from BLW 701, TAX 726, or any 700 level FIN, IBI, MAN, MIS, MKT courses. (15 credits)

Required Graduate Capstone Course (3 credits)
MBA 820 Business Policy 3.00

Music Concentration
Music Required Courses: Choose 7 (21 credits)
ARM 62 Principles and Practices of the Music Industry 3.00
MUS 11 Introduction to Music Literature 3.00
MUS 14A Introduction to Music Technology 3.00
MUS 21 Music in Western Civilization I 3.00
MUS 22 Music in Western Civilization II 3.00
MUS 23 Music in Western Civilization III 3.00
MUS 24 History of Rock Music 3.00

History Elective Courses
Choose 2 courses (6 credits) from the list below:
Note: THE 141 and THE 142 are considered Liberal Arts courses. THE 141 satisfies Core ENG 2 Composition (3 credits); THE 142 satisfies Core Language / Literature (3 credits).
ART 59 Survey of World Art I 3.00
ART 60 Survey of World Art II 3.00
ART 61 Ancient Art: The Western Tradition 3.00
ART 64 Medieval Art 3.00
ART 65 Italian Renaissance Art 3.00
ART 66 Northern Art of the 15th and 16th Centuries 3.00
ART 67 The Art of the Baroque 3.00
ART 68 The Art of the 18th and 19th Centuries 3.00
ART 70 Modern Art 3.00
ART 72 Contemporary Art 3.00
ART 75 American Art 3.00
ART 77 Pre-Colonial Arts 3.00
ART 78 Asian Art 3.00
ART 79 History of Photography 3.00
ART 80 Concepts & Issues in Contemporary Photography 3.00
ART 85 History of Visual Communications 3.00
ART 91 Independent Study in Art History 3.00
ART 92 Independent Study in Art History 3.00
ATE 3 The Art Museum as Educator: Interpreting Art for Education 3.00
DNC 108 History of Dance 3.00
DNC 109 Current Dance in New York City 3.00
THE 101 Introduction to Drama 3.00
THE 141 Classical Theatre History 3.00
THE 142 Modern Theatre History 3.00

Theater Concentration
Required Theatre Management Courses:
Must complete one course (3 credits) from the following:
ARM 64 Theatre and Dance Management 3.00
THE 111 Theatre and Dance Management 3.00

Required Technical Theatre Practices: (6 credits)
THE 104 Technical Theater Practices 1 3.00
THE 105 Technical Theater Practices 2 3.00

Required Department Contracts
THE 204 Department Contract 1 0.00
THE 205 Department Contract 2 0.00

Required Department Contract
Must be taken 6 times
THE 201 Department Contract 0.00
THE 201 Department Contract 0.00

Theatre Elective Courses
(9 credits) of any Theatre courses:

Theatre History Courses
Must complete the following 9 credits:
The 141 and THE 142 are considered Liberal Arts courses; THE 141 satisfies Core ENG 2 Composition (3 credits), THE 142 satisfies Core Language / Literature (3 credits)
Theatre History
THE 101 Introduction to Drama 3.00
THE 141 Classical Theatre History 3.00
THE 142 Modern Theatre History 3.00

Dance Concentration
Dance Required Courses (20 credits)
ARM 2 Arts Management Contract 0.00
ARM 64 Theatre and Dance Management 3.00
DNC 101 Critical Thinking in Dance 2.00
THE 110 Stage Management 3.00
DNC 108 History of Dance 3.00
DNC 109 Current Dance in New York City 3.00
THE 104 Technical Theater Practices 1 3.00
THE 105 Technical Theater Practices 2 3.00
THE 204 Department Contract 1 0.00
THE 205 Department Contract 2 0.00

1 Credit any dance elective
Choose 6 credits of the following:
DNC 105 Modern Dance 3.00
DNC 115 African Dance I 3.00
DNC 111 Composition and Choreography I 3.00
DNC 123 Intermediate & Advanced Ballet I 3.00
DNC 124 Intermediate & Advanced Ballet II 3.00

General Arts Concentration
General Arts Group (6 credits)
Choose two courses (6 credits) from the list below:
ARM 61 Anatomy of a Museum 3.00
ARM 62 Principles and Practices of the Music Industry 3.00
ARM 64 Theatre and Dance Management 3.00
BDST 58 Television Station Management 3.00
THE 111 Theatre and Dance Management 3.00

15 credits from any of the following areas are required:
• Music
• Theatre
• Art
• Computer Graphics
Literature (6 credits).

Choose two courses (6 credits) from the list below:

**General Arts Concentration Elective Courses Required**

Choose one course (3 credits) from the list below:

**Visual Arts Concentration**

**Visual Arts Required Courses (18 credits)**

**Visual Arts Elective Courses List 1**

Choose 2 courses (6 credits) from the list below:

**Credit and GPA Requirements**

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 30
Minimum Undergraduate Major Credits: 79
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

**MINORS**

**Minor in Theatre Arts**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in Theatre Arts. This minor is designed for students...
who have an interest in the world of theatre, the art
of acting, and the joy of entertainment. The minor
in Theatre Arts adds value to your degree and a
competitive edge in the job market by providing
you with additional skills and enhanced knowledge
in another field of study. Contact your academic
and career counselor for additional information.

**Minor in Theatre Arts**

**Required Theatre Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 1</td>
<td>The Art of Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 6</td>
<td>Acting for Non-majors</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 104</td>
<td>Technical Theater Practices 1</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 105</td>
<td>Technical Theater Practices 2</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 204</td>
<td>Department Contract 1</td>
<td>0.00</td>
</tr>
<tr>
<td>THE 205</td>
<td>Department Contract 2</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.75

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**Minor in Arts Management**

The arts management minor is designed to
complement a variety of undergraduate majors by
offering students additional training that they can
put to use in their careers. This could
include management students that want to put their
talents to work in a creative field, students
majoring in artistic disciplines (theatre, music,
dance, visual arts, etc.) that might want to produce
their own work or run their own company
someday and many others! An Arts Management
minor works in tandem with various undergraduate
majors to prepare students for employment in the
fields of arts, entertainment and culture.

**Minor in Arts Management Requirements**

The following two courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM 54</td>
<td>Introduction to Arts Management</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 55</td>
<td>Arts Management Practices</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM 57</td>
<td>Development and Fundraising</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 58</td>
<td>Accounting In the Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 59</td>
<td>Marketing The Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 68</td>
<td>Legal Aspects of the Arts &amp; Entertainment Industries</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 61</td>
<td>Introduction to Museum Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 62</td>
<td>Principles and Practices of the Music Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 64</td>
<td>Theatre and Dance Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum Minor GPA: 2.75
### Arts Management Courses

**ARM 1 Arts Management Practicum**
An intensive experience in an arts management position related to the student’s area of concentration. May be taken in the first or second year.
Prerequisite of ARM 54 is required.
Credits: 3
Every Semester

**ARM 2 Arts Management Contract**
Crew, management, and production work on theatre and dance productions. Required of ARM/Dance and ARM/Theatre students only.
Credits: 0
Every Semester

**ARM 54 Introduction to Arts Management**
An introduction to the field of arts management, its history, current business practices, and career opportunities. The focus will be on the management skills and techniques needed to be an arts administrator, concentrating on management issues and business operations. Various aspects of the arts such as staffing, financing, economic impact and application, marketing, fundraising and governance are covered. Students will learn about the relationship of art to government, business and education as well as the relationship of the individual artist to the arts organization.
Credits: 3
Every Fall

**ARM 55 Arts Management Practices**
An overview of current arts management practice in the United States. Through a case study approach, the course evaluates challenges relating to theatre, music, dance and visual arts institutions. Managing organizations in transition (artistic, administrative and/or facility), and balancing the needs of artists, staff, boards, and funders will be central considerations.
Prerequisite of ARM 54 is required.
Credits: 3
Every Spring

**ARM 57 Development and Fundraising**
How to generate contributed income for not-for-profit organizations by working with corporations, foundations, government agencies and private individuals, and by building volunteer leadership. Trends in arts philanthropy and fundraising will be discussed, as well as methods of research into developing donor prospects and finding support, including grant proposals, direct mail appeals, social media, personal solicitation, special events, capital campaigns and corporate sponsorships.
Prerequisites of ARM 54 and 55 are required.
Credits: 3
Alternate Spring

**ARM 58 Accounting In the Arts**
An introduction to the theory and practice of accounting in arts organizations.
Prerequisites of ARM 54 and 55 are required.
Credits: 3
Alternate Fall

**ARM 59 Marketing The Arts**
This course will explore factors involved in developing, nurturing and sustaining audiences, including public relations, marketing and advertising, social media and creative problem solving for the special circumstances found in arts organizations.
Prerequisites of ARM 54 and 55 are required.
Credits: 3
Alternate Spring

**ARM 61 Introduction to Museum Studies**
This course examines museums from a behind-the-scenes perspective. Students will learn about the responsibility of the 21st century museum and consider it through several lenses; history and philosophy, ethics and best practices, management of collections and exhibitions, the roles of staff and volunteers, among other topics.
Credits: 3
Alternate Spring

**ARM 62 Principles and Practices of the Music Industry**
This course will provide a general orientation to the music entertainment profession and assist in the development of critical thinking in the analysis of the music industry. Focus will be on the following topics: scope and overview of the recording industry, artist management, unions and guilds, publishing, retail and distribution, marketing, and concert management.
Credits: 3
Alternate Spring

**ARM 64 Theatre and Dance Management**
This course examines the challenges of managing theatrical and dance organizations. In addition to reading a number of case studies, students will study basic union agreements, create performance and production schedules and production budgets, and conceive and negotiate collaborative ventures. Cross listed as THE 112.
Prerequisite of THE 104 or permission of instructor is required.
Credits: 3
Alternate Fall

**ARM 68 Legal Aspects of the Arts & Entertainment Industries**
This course is an introduction to entertainment law, specifically to the role of contracts, copyright, and the Constitution in the arts and entertainment. Emphasis will be placed on practical aspects of arts and entertainment law so that students studying arts management will learn the vocabulary utilized by entertainment lawyers and the principles of the major working areas of entertainment law.
Credits: 3
Alternate Fall

**ARM 70 Current Arts Management Practices and Productions**
In this experiential course, students and faculty members will attend one production (theater, dance, music), with the expectation that they will engage in a discussion session with a working arts manager. Topics covered will include: artistic-managerial decision-making, fundraising, creative development and production, economic challenges of the arts in New York, audience development, financial management, and the production process.
Credits: 3
On Occasion

**ARM 89 Advanced Independent Study - Arts Management**
Individual faculty guided research projects in Arts Management. Plan of study must be approved by the faculty supervisor and program director. May be repeated for credit.
Credits: 1 to 3
Every Semester

**ARM 91 Arts Management Thesis**
The Arts Management thesis is generally completed during the senior year and is the compilation of intensive research in the student's arts focus area.
Credits: 3
Every Semester

**ARM 99 Internship in Arts Management**
A resident internship, in the student’s concentration, with an arts management organization. Internships require 125 to 150 hours of residency work and must be arranged the semester prior to the residency with the program director. May be repeated for a total of six credits.
Credits: 3
Every Semester

### Dance Courses

**DNC 1 Beginning Movement 1**
This course is an introduction to basic technique within one of the following dance forms: African, Ballet, Modern, Jazz, Hip Hop, or floor barre. Emphasis is on body alignment and body awareness, which is explored through both exercise and improvisation. Fulfills Fine Arts Core requirement for non-majors. A performance may be required. May be repeated 4 times for credit.
Credits: 3
Every Semester

**DNC 2 Beginning Movement 2**
This course is a continuation of DNC 1 emphasizing personal discipline and technique. Prerequisite of DNC 1 is required.
Credits: 3
On Occasion
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 44A</td>
<td>Beginning Jazz</td>
<td>This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major and Dance Audition for two semesters for credit.</td>
</tr>
<tr>
<td>DNC 47</td>
<td>Beginning Tap</td>
<td>This is an elementary level course in tap dance; the focus is on technique and on the history of the form. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major and Dance Audition for two semesters for credit.</td>
</tr>
<tr>
<td>DNC 101</td>
<td>Critical Thinking in Dance</td>
<td>This course is an introduction to movement analysis and critical thinking about technique, performance and history for the incoming dance studies major. Emphasis is placed on the many approaches to dance and the many career options available in the world of dance.</td>
<td>3</td>
<td>Every Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 103</td>
<td>Laban Movement Analysis</td>
<td>Students learn to analyze the body in motion, become a more dynamic mover, understand individual movement preferences and habits, and investigate the diverse ways the body shapes itself in space.</td>
<td>2</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 105</td>
<td>Modern Dance</td>
<td>Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space using the Cunningham modern dance technique. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 106</td>
<td>Modern Dance</td>
<td>Advanced training that stresses the discipline and vitality of longer phrases of movement using the Taylor modern dance technique. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 108</td>
<td>History of Dance</td>
<td>This course is a history of Western dance from the Greeks to the present, exploring the artistic, social, and political functions of dance and its position in various cultures. This is a Writing Across the Curriculum offering.</td>
<td>3</td>
<td></td>
<td>Prerequisite of Dance major, ARM major, or Theater major, or DNC 115 is required.</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
<td>This course provides meetings once a week in New York City to attend dance concerts, performances and meet with dancers and choreographers. Students apply critical thinking to dance analysis. This is a Writing Across the Curriculum offering. Special ticket charge.</td>
<td>3</td>
<td>Alternate Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 110</td>
<td>Composition and Choreography I</td>
<td>This course studies new and individual modes of expression and the process of giving them order and form. Improvisation is explored, both for its value as an experience to individual participants and its potential as a group performance event.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 111</td>
<td>Composition and Choreography II</td>
<td>This course encourages students to discover their own voice as choreographers. Improvisation is explored, both for its value as an experience to individual participants and its potential as a group performance event. Attention is paid to integrating production elements into concept.</td>
<td>3</td>
<td>On Occasion</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 112</td>
<td>Composition and Choreography II</td>
<td>This course is an introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and the pioneering spirits who introduced the genre to this country.</td>
<td>3</td>
<td>Every Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 115</td>
<td>African Dance I</td>
<td>This course is the development of an original composition with the instructor/choreographer and culminates in public performance. Dance majors only.</td>
<td>3</td>
<td>On Occasion</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 120</td>
<td>Pointe &amp; Partnering</td>
<td>Applying the elements of classical ballet technique and repertory while working on pointe. Issues of balance, gravity, and alignment are explored. For Dance majors only. Prerequisite of DNC 123 or 124 is required.</td>
<td>2</td>
<td>Every Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 121</td>
<td>Floor Barre</td>
<td>This course promotes healthful alignment and core strength for the dance major through implementation of the Zena Rommett Floor Barre Technique®.</td>
<td>3</td>
<td>Every Fall</td>
<td></td>
</tr>
<tr>
<td>DNC 122</td>
<td>Intermediate &amp; Advanced Ballet I</td>
<td>Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 123</td>
<td>Intermediate &amp; Advanced Ballet II</td>
<td>Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 124</td>
<td>Composition and Choreography II</td>
<td>This course is the development of an original composition with the instructor/choreographer and culminates in public performance. Dance majors only.</td>
<td>3</td>
<td>Every Spring</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 131</td>
<td>Applied Technique</td>
<td>This course is the development of an original composition with the instructor/choreographer and culminates in public performance. Dance majors only.</td>
<td>3</td>
<td>On Occasion</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
<tr>
<td>DNC 132</td>
<td>Applied Technique II</td>
<td>This course is the development of an original composition with the instructor/choreographer and culminates in public performance. Dance majors only.</td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of Dance major, ARM major, or Theater major is required.</td>
</tr>
</tbody>
</table>
DNC 139 Repertory
This course is intensive experience in dance production including synthesis of performance, design, technical, management, musical elements and production concept, planning, rehearsal, performance, evaluation with the Post Concert Dance Company. Dance majors only. Credits: 1 Every Fall

DNC 140 Repertory
This course is intensive experience in dance production including synthesis of performance, design, technical, management, musical elements and production concept, planning, rehearsal, performance, evaluation with the Post Concert Dance Company. Dance majors only. Credits: 1 Every Spring

DNC 143 Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit. Credits: 3 On Occasion

DNC 144 Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit. Credits: 3 Every Fall

DNC 147 Tap
This is an advanced level course in tap dance; the focus is on technique and on the history of the form. May be repeated for two semesters for credit. Credits: 3 Every Spring

DNC 150 Kinesiology for Dancers
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques will be examined. Credits: 4 Every Fall

DNC 151 Professional Skills Showcase
This course is a practicum with guest choreographers leading to a New York City showcase performance. Required for participation in the Showcase. For upper division dance majors. May be repeated for two semesters for credit. Dance majors only. Credits: 1 Every Spring

DNC 189 Advanced Independent Study in Dance
Individual faculty-guided projects in dance are appropriate when existing course in student's area of interest have all been taken. Dance majors may repeat for a maximum of four semesters for 1, 2, 3 or 4 credits. Credits: 1 to 4 Every Semester

DNC 199 Internship
This is an opportunity for the student to work in a professional venue and to be directly and meaningfully involved in day-to-day operations with an emphasis in an area of special interest. Dance majors only. Credits: 3 On Demand

DNC 201 Department Contract
This is a dance major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company. Required for all upperclass majors. Credits: 0 Every Fall

DNC 202 Department Contract
This is a dance major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company. Required for all upperclass majors. Credits: 0 Every Spring

DNC 211 Choreography Practicum
This course offers the dance major the opportunity to choreograph in a mentored situation for the Post Concert Dance Company. Students meet regularly with faculty in a rehearsal and production environment. DNC 211 is required for all student choreographers. May be taken up to 6 times for credit. Prerequisite of DNC 111 is required. Dance or Arts Management majors only. Credits: 1 Every Semester

DNC 301 Dance & Society
Dance and Society explores and evaluates the many roles that dance plays in a socio-cultural context. Moving between dance and world history the course discusses cultural legacies related to dance. This is a Writing Across the Curriculum offering. Credits: 4 Every Fall

DNC 303 Dance & Society
Dance and Society explores and evaluates the many roles that dance plays in a socio-cultural context. Moving between dance and world history the course discusses cultural legacies related to dance. This is a Writing Across the Curriculum offering. Credits: 4 Every Fall

THE 1 The Art of Theatre
This course is a practical introduction to theater and performance through exercises and scene study. Creation and performance of theater pieces in a workshop format. Relation of practical work to theories of acting, directing, theatrical performances, and structure. Fulfills fine arts core requirement for non-majors. Prerequisite of THE 1 is required. Credits: 3 Every Semester

THE 2 Current Theatre
Visits to theatrical productions include: Broadway, off-Broadway, off-off-Broadway and repertory; discussion and analysis of the theatrical experience; social and economic problems of the New York theater; understanding the separate contributions of the author, actor, director, and designer to the production. Special ticket charge. Credits: 3 Every Semester

THE 6 Acting for Non-majors
A comprehensive second-level course that combines exercises, improvisations, and rehearsal and performance of scenes especially designed for the student who is not a Theatre major. May be taken twice for credit. Credits: 3 On Occasion

THE 101 Introduction to Drama
This course is an introduction to textual and performance analysis in theater through critical, historical and dramatic readings. For Theater Majors only. Credits: 3 Every Semester

THE 103 Design Concepts for Visual Artists
This course is a conceptual approach to lighting, scenic, and costume design for the actor/director/designer in theatre, dance, media, and motion pictures. It includes an analysis of designers, drawings, and the necessary communication skills in expressing concepts to the author, actor, director, and designer to the production. Credits: 3 Alternate Fall

THE 104 Technical Theater Practices
This course is a comprehensive survey of the theoretical and practical aspects of technical theater production including organization, equipment, materials, methods and vocabulary. The course is

THEatre Courses
intended to provide the student with a working vocabulary and the basic knowledge necessary to function effectively in the theater. 

**Prerequisite of a Theater major, Dance major, Arts Management major, or Theater Minor and a Co-requisite of THE 204 are required.**

**Credits:** 3

**Every Fall**

**THE 105 Technical Theater Practices 2**

The course is a continuation of THE 104.

**Prerequisite of a Theater major, Dance major, Arts Management major, or Theater Minor and a Co-requisite of THE 205 are required.**

**Credits:** 3

**Every Spring**

**THE 108 Drafting for Designers and Technicians**

This course introduces all phases of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings.

**Prerequisites of THE 104 & 105 or permission of the instructor are required.**

**Credits:** 3

**Alternate Fall**

**THE 109 Advanced Drafting**

This course introduces all phases of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings.

**Prerequisite of THE 108 is required.**

**Credits:** 3

**On Occasion**

**THE 110 Stage Management**

The basic principles and skills of stage management, including: analysis of script, preparation of prompt book, rehearsal organization, production coordination and running of productions. May be repeated a maximum of two semesters.

**Prerequisites of THE 104 & 105 or permission of the instructor are required.**

**Credits:** 3

**Alternate Spring**

**THE 111 Theatre and Dance Management**

This course examines the challenges of managing theatrical and dance organizations. In addition to reading a number of case studies, students will study basic union agreements, create performance and production schedules and production budgets, and conceive and negotiate collaborative ventures.

**Prerequisites of THE 104 & 105 or permission of the instructor are required.**

**Credits:** 3

**Alternate Fall**

**THE 113 Scene Design I**

This course includes the art and craft of scenic design, including design sketches, model preparation, designer’s elevations and painter’s elevations. It also includes the principles and processes of analyzing a play in visual terms to create the scenic environment of productions.

**Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.**

**Credits:** 3

**Alternate Fall**

**THE 114 Scene Design II**

This course is a continuation of THE 113.

**Credits:** 3

**On Occasion**

**THE 115 Lighting Design**

This course is an introduction to lighting design, theory and practice. The light plot, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. Also included is the application of theatrical lighting techniques in related fields, such as television and film.

**Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.**

**Credits:** 3

**Alternate Fall**

**THE 116 Lighting Technology**

This course is an introduction to lighting design, theory and practice. The light plot, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. Also included is the application of theatrical lighting techniques in related fields, such as television and film.

**Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.**

**Credits:** 3

**Alternate Spring**

**THE 117 Scene Painting**

This course covers extensive practical experience in scene painting techniques from the simplest to "trompe l’oeil."

**Prerequisites of THE 104 & 105 or permission of the instructor are required.**

**Credits:** 3

**On Occasion**

**THE 119 Stagecraft**

This course is a detailed and intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings.

**Prerequisites of THE 104 & 105 or permission of the instructor are required.**

**Credits:** 3

**Alternate Spring**

**THE 120 Advanced Stagecraft**

This course is an advanced intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings.

**Credits:** 3

**On Occasion**

**THE 121 Basic Acting I**

Exercises and improvisations are intended to develop the student’s ability to identify readily with various imagined situations and to act truthfully and spontaneously with each situation.

**Prerequisite of Theatre major & Theatre audition OR a Dance/Arts Management major are required.**

**Credits:** 3

**Every Fall**

**THE 122 Basic Acting II**

Exercises and improvisations are intended to develop the student’s ability to identify readily with various imagined situations and to act truthfully and spontaneously with each situation.

**Prerequisite of THE 121 is required.**

**Credits:** 3

**Every Fall**

**THE 123 Intermediate Acting I**

The course continues scene work and improvisation with an emphasis on building technique. The student is exposed to elements of movement, voice and speech training.

**Prerequisite of THE 122 or permission of the instructor is required.**

**Credits:** 3

**Every Spring**

**THE 124 Intermediate Acting II**

The course continues scene work and improvisation with an emphasis on building technique. The student is exposed to elements of movement, voice and speech training.

**Prerequisite of THE 123 is required.**

**Credits:** 3

**Every Spring**

**THE 125 Advanced Acting I**

This class focuses on scene and monologue study with texts from Greek classical drama and Shakespeare. Alternative performance techniques drawn from theater practitioners such as Tadashi Suzuki, Kristen Linklater, Anne Bogart and Eugenio Barba will provide the means through which students will develop personal process that deviates from the traditional Stanislavsky system.

**Co-requisite of THE 542 is required.**

**Credits:** 3

**Every Fall**

**THE 126 Advanced Acting II**

A continuation of Theater 125, with texts taken from Modern and Post-Modern playwrights. Through script analysis and practical experience in physical performance techniques, students will continue to develop a personal process that incorporates a broad range of performance theory.

**Prerequisite of THE 125 is required.**

**Credits:** 3

**Every Spring**

**THE 128 Sound Technology**

Through lecture and demonstration the student will become familiar with the standard equipment
that is used in theatrical sound production. The student will learn equipment function and proper operation. Basic sound recording, editing, communications systems, enhancement and repair will be included.
Credits: 3
Alternate Spring

THE 129 Sound Design
This course is an introduction to sound design, theory and practice. Design projects are related to historical reference with an emphasis on the source needed for such a design.
Credits: 3
Alternate Spring

THE 130 Makeup & Mask
This course covers practical instruction in makeup techniques taking into account factors of age, temperament, production style. May be repeated for a maximum of two semesters.
Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3
Alternate Fall

THE 131 Directing I
This is a studio course in all basic elements of theatrical direction: play selection and analysis, pre-production planning, casting, rehearsals, integration of production elements. Students direct short plays for public performance. Substantial rehearsal time required. May be repeated for a maximum of four semesters.
Prerequisites of THE 121 and 122 are required or permission of the instructor.
Credits: 3
Every Spring

THE 132 Directing II
An advanced studio course that explores the challenges involved with directing various forms of theater, including classical, avant-garde, and post-modern plays. Students direct short plays for public performance. Substantial rehearsal time required. Prerequisite of THE 131 is required.
Credits: 3
On Occasion

THE 141 Classical Theatre History
This course investigates historical periods, dramatic genres, and theater literature of Western theatrical culture from the Greeks through Romanticism.
Credits: 3
Every Fall

THE 142 Modern Theatre History
This second semester of theater history investigates historical periods, dramatic genres and theatre literature from Realism to the present. Fulfills Fine Arts core requirement for non-majors
Credits: 3
Every Spring

THE 143 Shakespeare in Performance
This course surveys developments in theory and practice of Shakespearean dramatic works. The stylistic analysis of selected plays, performance techniques and theatrical conventions, including contemporary and non-traditional approaches, is examined.
Prerequisite of THE 141 is required or permission of instructor.
Credits: 3
Alternate Fall

THE 144 Acting for Film & Television
This is an advanced level course to prepare the actor for the many demands placed on the performer by the camera.
Prerequisite of THE 126 is required.
Credits: 3
Every Spring

THE 145 Playwriting I
This course covers the theory and practice of writing for the stage. Intensive writing and rewriting leads to the creation of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters. May be taken for English credits.
Prerequisites of ENG 1 and 2 and Sophomore status is required.
Credits: 3
Every Fall

THE 146 Playwriting II
This course covers the theory and practice of writing for the stage. Intensive writing and rewriting leads to the creation of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters. May be taken for English credits.
Prerequisite of THE 145 is required.
Credits: 3
On Occasion

THE 147 The History of American Musical
This course is a study of musical comedy from its origins in the 18th century through its development in the 19th to its fruition in the 20th. Emphasis is on the various guises musical comedy has taken and on experiments in the form. Same as Music 48.
Credits: 3
Alternate Spring

THE 148 History of Style
This course is a survey of costume, architecture and decor of the major periods of Western civilization from pre-history to the present time with an emphasis on the sources of research needed for design. Visits to galleries, museums, libraries and historical sites.
Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3

THE 150 Stage Combat
An introductory practicum dealing with the fundamental techniques and skills of theatrical combat. Emphasis on safety, as well as integrating staged fighting and movement into the actor's process.
Prerequisite of Theatre major or permission of instructor.
Credits: 3
Alternate Spring

THE 151 Beginning Suzuki Technique
This course is an introduction to the Suzuki movement, stillness, creating an inner world and the ability to create an intense physical life on stage, with emphasis on how to use the training to prepare for rehearsal and performance.
Prerequisite of THE 121 is required.
Credits: 3
Every Spring

THE 152 Professional Skills: The Business of Acting
This is an encyclopedia course in preparation for the actor's entry into the profession. It is required for any actor participating in the Senior Showcase. Includes audition techniques, choice of appropriate material, resumes, and introductions to members of the industry.
Prerequisite of THE 126 is required.
Credits: 3
Every Spring

THE 161 Intermediate Design Seminar I
This course is an intermediate seminar in design for theatre, dance, or film. Included are projects in various styles and types of productions. Crew requirement.
Prerequisites of THE 113 & 114 or THE 115 & 116 or THE 117 & 118 and permission of the instructor are required.
Credits: 3
Alternate Spring

THE 162 Intermediate Design Seminar II
This course is an intermediate seminar in design for theatre, dance, or film. Included are projects in various styles and types of productions. Crew requirement.
Prerequisites of THE 113 & 114 or THE 115 & 116 or THE 117 & 118 and permission of the instructor are required.
Credits: 3
On Occasion

THE 163 Advanced Design Seminar I
This course is an advanced seminar in design. Included is experience designing projects for musicals, operas and ballets. Crew requirement.
Prerequisites of THE 161 and 162 and permission of the instructor are required.
Credits: 3
Alternate Spring
THE 166 Beginning Speech
This course teaches the fundamentals of Stage Standard speech and provides a working knowledge of the phonetic alphabet.
Prerequisites of THE 121 and 122 or permission of the instructor are required.
Credits: 3
Every Spring

THE 167 Beginning Voice
This course focuses on the use of the vocal instrument. Through exercises based primarily on Linklater Technique, the student explores the relationship of breath to the text and acquires the knowledge to care for and maintain vocal health and production.
Prerequisite of THE 122 or permission of the instructor is required.
Credits: 3
Every Fall

THE 168 Advanced Voice and Speech I
Continuing work on voice and speech with increasing emphasis on meaningful and effective expression in the theater is the focus. Students perform selections from poetry and prose, plays in verse and dialect plays.
Prerequisites of THE 166 and 167 are required.
Credits: 3
Alternate Spring

THE 169 Advanced Voice and Speech II
Continuing work on voice and speech with increasing emphasis on meaningful and effective expression in the theater is the focus. Students perform selections from poetry and prose, plays in verse and dialect plays.
Prerequisites of THE 166, 167 and 169 are required.
Credits: 3
On Occasion

THE 171 Costume Design
This course is an introduction to the principles and procedures of costume design for the theatre; design projects are related to a study of costume history from the ancient Egyptians to the 20th century as are basic costume construction methods, including pattern-making, cutting, fitting, altering and maintenance.
Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3
Alternate Spring

THE 172 Intermediate Costume Construction
This course builds upon basic costuming skills by providing practical experience in construction, fitting, and alteration techniques of garments cut from commercial patterns and covers creating, as well as researching and analyzing, garments and their construction.
Prerequisites of THE 104, 105, and 171 or instructors permission are required.

THE 173 Patterning for Costume Designers and Technicians
This course covers extensive practical experience in flat-patterned techniques, including how to develop basic patterns to achieve complex designs. Costumes construction skill are strengthened through cutting, stitching, fitting, and alteration of drafted patterns.
Prerequisites of THE 172 & 173 or permission of instructor are required.
Credits: 3
On Occasion

THE 176 Art Of Draping
This course is an introduction to the basic principles and methods of draping patterns for garment construction. Costume construction skills are strengthened through cutting, stitching, fitting and alteration of draped patterns.
Prerequisites of THE 172 & 173 or permission of instructor are required.
Credits: 3
On Occasion

THE 180 Contemporary Musical Theatre Seminar
This course is a practicum in musical theatre solo and scene work performance techniques with emphasis on performance techniques. May be taken for credit up to three times.
Credits: 3
Every Fall

THE 188 Thesis
This course is an advanced performance or production project, including research and paper (on an individual basis).
Credits: 3
On Demand

THE 189 Advanced Individual Study in Theatre
This course presents an opportunity for individual faculty-guided projects in production, acting, design, management, playwriting, history and criticism. May be repeated for a total of four semesters for 1, 2, 3, or 4 credits.
Credits: 1 to 4
Every Semester

THE 192 Senior Acting Seminar
A capstone class in which fourth year acting students work to synthesize the studio experiences of the previous three years through scene study and devised performance, with emphasis on writing about process, practice, and the foundational structures of various performance practices. Students will work with texts from all genre of theatre literature, as well as original, ensemble-based performance.
Prerequisite of THE 126 or permission of instructor is required.
Credits: 3

THE 193 Seminar in Theater Research
A special project course in which students investigate a single research topic in the course of the semester. Students report regularly to the weekly seminar and share in the evaluation of one another's work.
Prerequisites of THE 141 and 142 are required.
Credits: 3
On Occasion

THE 195 Musical Theatre Seminar II
This is an upper level course, examining musical theatre performance with an emphasis on preparation for the profession.
Credits: 3
Every Spring

THE 199 Internship in Professional Theatre
This is a full-time, in-residence internship with a professional theater institution. The student is directly and meaningfully involved in day-to-day operations in a variety of departments, but with an emphasis in an area of special interest. Direct and sustained contact with working theater artists and administrators.
Credits: 3
On Demand
acting, design, technical and managerial elements in total production. Production concept, planning, rehearsal, performance, evaluation. Must be repeated when a student is cast in a PTC production.

Prerequisites of THE 104, 105, 121 or permission of chair are required.

Credits: 1

Every Fall

THE 240 Production Laboratory

This course is an intensive experience in theatrical production for public performance. Synthesis of acting, design, technical and managerial elements in total production. Production concept, planning, rehearsal, performance, evaluation. Must be repeated when a student is cast in a PTC production.

Prerequisite or Co-requisite of THE 122 & 105, in addition to prerequisites of THE 104 & 121 are required.

Credits: 1

Every Spring

THE 304 Theatre And Society

Theatre is a sensitive barometer of its time, revealing and reflecting whatever is urgent, relevant, or merely fashionable at a particular moment. This course will investigate a multitude of performances ranging from Greek Religious Drama, Shakespeare, and Japanese Kabuki to Environmental Theatre and Performance Art. The class will explore issues of performance and power, politics, religion, race, ethnicity, patriotism, authorship, and censorship from cultural and historical perspectives.

Must be in Honors College

Credits: 3

On Occasion
COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY

The College of Education, Information and Technology offers undergraduate and graduate degrees, including doctoral programs, in teacher education, educational administration and leadership, counseling, communication sciences and disorders, and library and information science. In addition, the College offers graduate-level advanced certificates in such specialties as archives and records management, public library administration and school district leadership. Programs in the College are nationally accredited by ALA, ASHA, CACREP and CAEP, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching and internship opportunities, and a distinguished faculty of experienced professionals combine for an education of unparalleled quality. Longstanding affiliations with dozens of school districts, public libraries and other organizations give our students opportunities for real-world experience and a forum for networking. The College of Education, Information and Technology is dedicated to preparing students for leading roles in some of the world’s fastest growing and most rewarding fields.

Albert Inserra, Ed.D.
Dean
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Associate Dean
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Thomas Walker, Ph.D.
Associate Dean
Director, Palmer School of Library and Information Science
Thomas.Walker@liu.edu
B.S. in Speech-Language Pathology & Audiology -
(Program Code: 07001)
Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Speech-Language & Audiology must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>POST 101</td>
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<tr>
<td>First-Year Composition</td>
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<tr>
<td>Economics/Political Science</td>
<td>6</td>
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<tr>
<td>Fine Arts</td>
<td>3</td>
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<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (MTH 19)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
Required Courses
All courses listed must be completed

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPE 5</td>
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<tr>
<td>SPE 51</td>
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<tr>
<td>SPE 63</td>
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<tr>
<td>SPE 64</td>
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<td>SPE 85</td>
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Electives
Choose one of the following:

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<tbody>
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<td>SPE 86</td>
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<td>SPE 385</td>
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<tr>
<td>SPE 386</td>
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Required Co-Related Education Courses

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<tr>
<td>EDI 14</td>
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<td>EDI 41</td>
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<td>SPE 35</td>
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<td>SPE 35J</td>
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Required Co-Related Courses List 1:

<table>
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<th>Course</th>
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<tr>
<td>BIO 7</td>
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<tr>
<td>BIO 8</td>
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<tr>
<td>PHY 11</td>
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<tr>
<td>MTH 19</td>
<td>3.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Millions of Americans suffer from some form of speech, language, or hearing disorder and require specialized therapy or rehabilitation services. This creates a high demand for trained professionals to assist adults and children in overcoming their communication difficulties. The Department of Communication Sciences and Disorders is dedicated to the advancement of the profession in helping people of all ages overcome communication disorders—from young children who stutter to stroke victims struggling to speak again.

Along with a comprehensive liberal arts education, the curriculum offers coursework in normal and disordered communication. Students observe adults and children with speech and/or language disorders in community-based settings. A limited field-based experience is also available to qualified students. Graduates of this program are qualified students. Graduates of this program are prepared for a career helping people of all ages overcome communication disorders—from young children who stutter to stroke victims struggling to speak again.

As a candidate for the B.S. in Speech-Language Pathology and Audiology, you will fulfill credits in the Liberal Arts core, 45 credits in Speech and Hearing courses, 14 credits in Education courses, 6 credits in English Composition and 19 credits in electives in the Department of Communication Sciences and Disorders.

B.S. Speech-Language Pathology & Audiology
The 120-credit Bachelor of Science in Speech-Language Pathology and Audiology will prepare you for a career helping people of all ages overcome communication disorders—from young children who stutter to stroke victims struggling to speak again.

Along with a comprehensive liberal arts education, the curriculum offers coursework in normal and disordered communication. Students observe adults and children with speech and/or language disorders in community-based settings. A limited field-based experience is also available to qualified students. Graduates of this program are ready to advance to master’s-level study and work toward a Certificate of Clinical Competence from the American Speech-Language-Hearing Association, as well as New York State licensure and certification as a Teacher of Students with Speech and Language Disabilities (TSSLD).

As a candidate for the B.S. in Speech-Language Pathology and Audiology, you will fulfill 45 credits in the Liberal Arts core, 45 credits in Speech and Hearing courses, 14 credits in Education courses, 6 credits in English Composition and 19 credits in electives in the Department of Communication Sciences and Disorders.
EDUX 300  Preventing Alcohol, Tobacco, and Other Substance Abuse

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 63 credits
Minimum Major GPA: 3.0
Minimum Overall GPA: 2.50

MINORS

Minor in Speech Pathology and Audiology

Students who major in education, special education, psychology, counseling, nursing or nutrition may consider taking coursework from within the discipline of Communication Sciences and Disorders, leading to an undergraduate minor in this department.

These courses are designed to provide the undergraduate student with essential information regarding the communicative process and the importance of effective communicative skills across a wide array of settings throughout the lifespan. In taking these courses, students will learn how to define speech and language. They will acquire insights into the receptive and expressive processes that underlie communication; be introduced to the cognitive, neurological, developmental and behavioral underpinnings involved in human communication; and observe how speech-language problems may be addressed in pediatric and adult populations. Such students will become well-rounded in their education and more successful in the pursuit of their major degrees.

Required Speech Courses

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<th>Title</th>
<th>Credits</th>
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<td>Phonetics of English</td>
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<tr>
<td>SPE 63</td>
<td>Introduction to Linguistics and Language Acquisition</td>
<td>3.00</td>
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<tr>
<td>SPE 84</td>
<td>Anatomy and Physiology for the Speech and Hearing Mechanism</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 90</td>
<td>Introduction to Audiology</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 93</td>
<td>Speech Pathology I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 94</td>
<td>Speech Pathology II: Introduction to Adult Speech and Language Disorders</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Speech Courses

Three credits from one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 88</td>
<td>Introduction to Neuroanatomy for the Speech-Language Pathologist</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 82</td>
<td>Introduction to Speech Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements
Minimum Total Credits: 21
Minimum Minor GPA: 3.0
Communication Sciences and Disorders Courses

SPE 5 Voice and Diction
Communication is part of every aspect of our lives. In this course, students will explore the nature of a wide variety of communication forms and will acquire the skills to 1) formulate more effective verbal and non-verbal messages, 2) communicate more effectively in interpersonal relationships, 3) listen actively, and 4) manage interpersonal conflict. Students will also, learn to communicate more effectively during interviews and to construct and deliver effective public speeches.
Credits: 3
Every Fall and Spring

SPE 35 Methods and Materials Applications for Speech-Language Therapy
This course introduces the student to basic methods and materials of intervention for individuals with communication disorders. Materials used in speech-language therapy are presented using a hands-on approach. The decision making process involved in the development of appropriate long term goals and objectives will be explored as will the steps involved in lesson planning.
With the approval of the department chair and the dean, Seniors may also elect certain graduate courses for undergraduate credit.
Prerequisite of SPE 35J is required.
Credits: 2
Every Fall

SPE 35J Methods and Materials for Speech-Language Therapy
This writing intensive course focuses on the basic considerations for speech-language therapy including the therapeutic process, basic principles of learning, the development of treatment plans and administration of treatment sessions. Students will learn to observe behavior, to target behaviors being learned or modified, to perform task analysis and to assess the effectiveness of procedures one implemented. Students will become conversant in the application of a model associated with evidence based practice.
Prerequisites of EDI 14, 15A, 16A, SPE 67, SPE 85 and 93 OR (completion of the SPE 93/85/65 milestone (transfer plan) & co-requisite of SPE 67) is required.
Credits: 3
Every Fall

SPE 67 Introduction to Language Disorders in Children
This course assists the student in identifying disorders or delays in language development. Semantic, syntactic, pragmatic and phonological aspects of language are discussed. Assessment procedures and therapeutic methods are included in the discussions.
Prerequisites of SPE 51, 63, 84 and 93 are required.
Credits: 3
Every Spring

SPE 70 Professional and Scientific Writing in Speech-Language Pathology and Audiology
This course offers an introduction to syntactic analysis and professional and scientific writing. It is specifically tailored to undergraduate students majoring in speech-language pathology and audiology. This course is designed to provide students with the foundations of grammatical analysis necessary to assess language disorders and the tools to become proficient at writing professional goals and objectives, clinical and scientific reports. The class will familiarize students with the analytical processes involved in syntax analysis and in proofreading clinical and scientific reports.
A pre requisite of SPE 63 is required.
Credits: 3
Every Spring

SPE 82 Introduction to Speech Science
This course is a study of acoustic events and processes involved in speech and language. Information on speech transmission and perception is provided.
Prerequisites: SPE 51, SPE 84 and PHY 11
Credits: 3
Every Spring

SPE 84 Anatomy and Physiology of the Speech and Hearing Mechanism
This course is an comprehensive review of the anatomical and physiological aspects of speech, language, hearing and swallowing. These include the respiratory, laryngeal, articulatory and auditory systems.
Prerequisites: BIO 7 and BIO 8.
Credits: 3
Every Fall

SPE 85 Introduction to Articulation and Phonological Disorders
This course focuses on the nature and treatment of articulation and phonological disorders in children. Course content includes a review of articulatory phonetics and the rule-governed system(s) underlying phonological development. Typical articulatory and phonological development is contrasted with disordered development. Evaluative and treatment procedures are presented.
Prerequisites of SPE 51, 63, 84 and 93 are required.
Credits: 3
Every Fall

SPE 86 Clinical Practicum in Speech Language Pathology
A limited introductory clinical practicum in a private or a public school setting is provided. There is experience in clinical assessment and intervention with preschoolers or school-aged children manifesting communication disorders. Students must have a GPA of 3.0 to enroll. Requires major GPA 3.4 and department approval.
Prerequisites of SPE 35J and SPE 35 are required.
Credits: 2
Every Fall and Spring

SPE 88 Introduction to Neuroanatomy for the Speech-Language Pathologist
This required course provides working knowledge of anatomical landmarks of the central nervous system and its physiology. Focus is particularly on the neurological underpinnings of speech and language.
Prerequisite of SPE 84 is required.
Credits: 3
Every Spring

SPE 90 Introduction to Audiology
This course presents the anatomy and physiology of the hearing mechanism. It includes an introduction to the presentation of audiometric tests, discussion and interpretation of test results and a study of elementary hearing problems.
Pre requisites: SPE 84, SPE 93.
Credits: 3
Every Fall
**SPE 91 Introduction to Aural Rehabilitation**
This course is an introduction of hearing aid technology, auditory training and visual speech-reading training in the communicative rehabilitation of the hearing impaired. Hearing conservation and patient counseling procedures are discussed.
Pre requisites: SPE 90, SPE 93
Credits: 3
Every Spring

**SPE 93 Speech Pathology I: Introduction to Pediatric Communication Disorders**
The student will be provided with information basic to the understanding of childhood speech and language disorders. Both differences and delays, as compared to normal language development will be discussed. Assessment and intervention will be covered as they relate to each disorder.
Pre requisites of SPE 51 & 84 are required.
Credits: 3
Every Fall

**SPE 94 Speech Pathology II: Introduction to Adult Speech and Language Disorders**
This course will provide each student with basic knowledge of the mechanisms responsible for speech and language in the adult. It will also address the underlying causes of disease processes that compromise the "normal" production of speech and language. The disorders of aphasia, right hemisphere brain damage, traumatic brain injury, senile dementia, dysarthria, apraxia, dysphagia and alyrangeal speech will be discussed, as well as principles of assessment and intervention.
Pre requisites of SPE 51, 84, and 88 are required.
Credits: 3
Every Spring

**SPE 95 Introduction to Clinical Research in Communication Disorders**
The fundamental goal of this course is to provide students with the ability to evaluate the research literature in speech-language pathology, audiology, and speech science. Students will be introduced to the aims and methods of descriptive and experimental research, including inductive/scientific procedure, types and techniques of measurement, data analysis and presentation, verification of validity and reliability and the form of research reports. This course will provide the basic information necessary to develop research skills and perform critical analysis of professional literature in communication disorders.
Pre requisites: SPE 67, SPE 85 and SPE 93
Credits: 3
Every Fall

**SPE 98 American Sign Language I**
This course equips students to communicate with deaf, hard of hearing and seriously language-impaired (non-oral) individuals through basic-level fingerspelling, facial expressions and American Sign Language system.
Credits: 3
Every Fall and Spring

**SPE 99 Independent Study**
Permission to take this course is based on particular criteria: 1) merit of proposed study; 2) cumulative or major average; 3) maturity of student; i.e., ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chair. The faculty member directing the project must be qualified in the area designated by the student. The choice of faculty member (with the previous stipulation) is made by the student.
Credits: 1 to 3
On Occasion

**SPE 385 Honors Tutorial**
This course is offered when students in the honors program seek to pursue an honor's thesis in the field of speech, language or hearing disorders. The student must identify a specific area of study and secure a mentor within the Department of Communication Sciences and Disorders with expertise in the area specified. A formal request must be presented and signed by the faculty mentor and the chairperson as specified by the Honor's Program.
Must be in Honors College
Credits: 3
On Occasion

**SPE 386 Honors Tutorial**
This course is a continuation of SPE 385, offered when students in the Honors Program seek to pursue an honor's thesis in the field of speech, language or hearing disorders. The student pursues a preapproved topic with a mentor within the Department of Communication Sciences and Disorders with expertise in the area specified.
Must be in Honors College
Credits: 3
On Occasion

**SPE 389 Honors Thesis**
This course is offered to students who have successfully completed an honor's tutorial with a faculty mentor in the area of communication sciences or disorders. The student must identify a thesis advisor and a reader. A formal written description of the thesis must be submitted and signed by the advisor, reader and department chairperson in accordance with Honor's Program policies.
Must be in Honors College
Credits: 3
On Occasion
DEPARTMENT OF CURRICULUM & INSTRUCTION

Phone: 516-299-2374
Fax: 516-299-3312
Chair: Piro
Professor: Dornisch, Piro, Rasheed, Rhee
Associate Professors: Ahmad, Byrne, Choi, Dunne, Goubeaud, Levine, Ogulnick, Schneiderman, Tolentino, Woo
Adjunct Faculty: 46

The Department of Curriculum and Instruction offers one of the most comprehensive teacher preparation programs in New York State. Nationally accredited by the Council for the Accreditation of Education Preparation (CAEP), the Department’s bachelor’s degree programs focus on the different stages of child development: infancy, pre-school, early childhood, middle and high school. Students are mentored throughout their entire program by expert faculty who oversee their student-teaching assignments, portfolio development, peer- and self-evaluations, and leadership experiences. All teacher education programs lead to New York State teacher certification. The College offers bachelor’s programs in early childhood education (birth to grade 2), childhood education (grades 1 to 6), adolescence education (grades 7 to 12) and art and music education (birth to grade 12).

B.S. Early Childhood Education (Birth - Gr 2)

This four-year initial teaching certification program prepares candidates to nurture and teach infants, toddlers and preschoolers and children in primary grade settings (kindergarten through second grade). The 120-credit Early Childhood Program offers candidates the opportunity to contribute to a strong foundation during a child’s formative years. Grounded in the social constructivist approach to early care and education, candidates in the Early Childhood Program develop a view of young children as meaning-makers, creative innovators, problem solvers and theory builders who are proactive in constructing their schema of the world. With the goal of creating critical, multicultural and democratic contexts, teacher candidates strengthen their awareness of children’s literacies, languages, layers of identity and universal modes of learning so that they can fully support them as learners.

Through civic engagement and field practica at child care centers, camps, pre-schools and public and private schools, teacher candidates are challenged to pursue an in-depth inquiry of questions such as “How do children learn?”; “How do early childhood learning environments support children’s investigations?” and “In what ways do teachers generate and shape curriculum to reflect the questions and interests of young children?” As part of the transformative experience of becoming teachers, Early Childhood teacher candidates conceptualize ways to create contexts that foster learners’ curiosity, honor diversity, and support multimodal learning.

Undergraduates seeking teacher certification in Early Childhood Education (Birth to Grade 2) must select a Liberal Arts and Sciences concentration. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teacher certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth-Grade 2).

The Early Childhood Education degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Early Childhood Education (Birth – Grade 2):

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Early Childhood Education [Program Code 23212]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits (POL 2 required and one of the following: ECO 10, ECO 11 or POL 3)</td>
</tr>
</tbody>
</table>

Fine Arts | 3 credits (one of the following: ART 1, ART 101, CIN 11, MUS 1, THE 1, ART 17, ART 18 or THE 1 required) |

History/Philosophy | 6 credits |

Laboratory Science | 8 credits |

Language/Literature | 6 credits |

Mathematics | 3 credits (MTH 15 and 16) |

Social Sciences | 6 credits (either GGR 1 or GGR 2 required and one of the following: ANT 1, GGR 1, GGR 2 or SOC 1) |

Some core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education 3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning 3.00</td>
</tr>
<tr>
<td>EDI 40</td>
<td>Introduction to Early Childhood Education 3.00</td>
</tr>
<tr>
<td>EDI 41</td>
<td>Child Development: Birth-Grade 2 3.00</td>
</tr>
<tr>
<td>EDI 64B</td>
<td>Play in the Early Childhood Curriculum 3.00</td>
</tr>
<tr>
<td>EDI 66</td>
<td>Supervised Student Teaching and Seminar in Early Childhood Education 6.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child 3.00</td>
</tr>
<tr>
<td>EDS 50</td>
<td>Creating Responsible Inclusive Classrooms 3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth Grade 6 3.00</td>
</tr>
<tr>
<td>EDS 62</td>
<td>Literacy Assessment for the Classroom Teacher: Birth-Grade 6 3.00</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

**A grade of “C” or higher is required in all education courses.
In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for youngers ranging in age from birth until 8 years of age. You will master the skills needed to encourage students to learn new materials and to take responsibility for themselves and one another. As you work toward the degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child's intellectual, social, and physical development, and you will learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in classroom settings. This degree qualifies you for two NYS initial teaching certifications.

This program requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth-Grade 2) and Special Education (All Grades).

Undergraduates seeking teacher certification in Early Childhood and Special Education (Birth to Grade 2) must select a Liberal Arts and Sciences concentration. Please see your advisor for specific course choices. Please refer to the NYSED certification website (www.highered.ny.gov/ctcert/) for the most up to date changes in certification requirements.

The Early Childhood/Special Education degree is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction and Special Education and Literacy are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Early Childhood/Special Education (Birth – Grade 2):

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Early Childhood Education (B - Gr 2) and Special Education (Dual Initial Certification)

(Program Code 23212)

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits

LIU Post Undergraduate Bulletin 2017 - 2018
Minimum Overall GPA: 2.50

**B.S. Early Childhood Education (B - Gr 2) and TESOL All Grades (dual initial certification)**

The 126 credit B.S. in Early Childhood Education and TESOL prepares you to become a knowledgeable, caring, and inspiring teacher of general education and English as a second language for children who are in the birth to second grade.

In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for youngsters ranging in age from birth to 18 years of age. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward the degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child's intellectual, social, and physical development, and you will learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in classroom settings. This degree qualifies you for dual NYS initial teaching certification.

This option requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth-Grade 2) and TESOL. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Early Childhood Education degree is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Early Childhood Education (Birth – Grade 2) and TESOL (All Grades) program:

- **Credit and GPA Requirements**
  - Minimum Total: 123 credits
  - Minimum Liberal Arts: 60 credits
  - Minimum Major: 36 credits
  - Minimum Major GPA: 2.75

• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Early Childhood Education (B - Gr 2) and TESOL (All Grades) (Dual Initial Certification)**

(Program Code 23212)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

**POST 101**  
1 credit

**First-Year Composition**  
6 credits

**Economics/Political Science**  
6 credits (POL 2 required and one of the following: ECO 10, ECO 11 or POL 3)

**Fine Arts**  
3 credits (one of the following: ART 1, ART 101, CIN 11, MUS 1, THE 1, ART 5, ART 17, ART 18 or THE 1 required)

**History/Philosophy**  
6 credits

**Laboratory Science**  
8 credits

**Language/Literature**  
6 credits

**Mathematics**  
3 credits (MTH 15 and 16)

**Social Sciences**  
6 credits (either GGR 1 or GGR 2 required and one of the following: ANT 1, GGR 1, GGR 2 or SOC 1)

Some core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Education Courses**

**All of the following:**

**EDI 14**  
Historical, Philosophical and Sociological Foundations of Education  
3.00

**EDI 15A**  
Psychological Perspectives: Teaching and Learning  
3.00

**EDI 16A**  
Curriculum & Assessment for Pre-Service Teachers  
3.00
ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6):

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Childhood Education

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (POL 2 required and one of the following: ECO 10, ECO 11 or POL 3)
- Fine Arts 3 credits (one of the following: ART 1, ART 101, CIN 11, MUS 1, THE 1, ART 5, ART 17, ART 18 or THE 1 required)
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (MTH 15 and 16)
- Social Sciences 6 credits (either GGR 1 or GGR 2 required and one of the following: ANT 1, GGR 1, GGR 2 or SOC 1)

Some core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Education Courses**

All of the following: (36 credits)

- EDI 14 Historical, Philosophical and Sociological Foundations of Education 3.00
- EDI 15A Psychological Perspectives: Teaching and Learning 3.00
The 129-credit Bachelor of Science degree in Childhood Education/Early Childhood Education prepares you to become a knowledgeable, caring and inspiring teacher of childhood and early childhood education from infants and toddlers to children who are in the first through sixth grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for youngsters ranging from infants to Grade 6. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development and learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in a classroom setting. This degree qualifies you for two New York State Initial Teaching Certification.

Required Teacher Certification Workshops

**Required Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 63</td>
<td>Methods in Teaching</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 64</td>
<td>Student Teaching, Elementary Social Studies</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 68</td>
<td>Methods in the Teaching of Mathematics in the Elementary School</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 69</td>
<td>Methods in the Teaching of Science in the Elementary School</td>
<td>3.00</td>
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<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
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<td>Creating Responsible Inclusive Classrooms</td>
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<td>3.00</td>
</tr>
<tr>
<td>EDU 00</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDU 200</td>
<td>Preventing Child Abduction; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 39 credits
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

**B.S. Childhood Education and Early Childhood Education (dual initial certification)**

- **Required Education Courses**
- **Major Requirements**
- **Liberal Arts and Sciences Concentration Requirement**
- **Credit and GPA Requirements**
- **Required Teacher Certification Workshops**
- **Required Education Courses**

**B.S. Childhood Education and Early Childhood Education (Dual Initial Certification)**

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (POL 2 required and one of the following: ECO 10, ECO 11 or POL 3)
- Fine Arts 3 credits (one of the following: ART 1, ART 101, CIN 11, MUS 1, THE 1, ART 17, 18 or THE 1 required)
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (MTH 15 and 16)
- Social Sciences 6 credits (either GGR 1 or GGR 2 required and one of the following: ANT 1, GGR 1, GGR 2 or SOC 1)

Some core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Education Courses**

**All of the following:**

- EDI 14 Historical, Philosophical 3.00 and Sociological Foundations of Education
- EDI 15A Psychological Perspectives: Teaching and Learning
EDUX 300 Preventing Alcohol, Tobacco, 0.00
and Other Substance Abuse

CATX 100 Child Abuse Identification 0.00
and Reporting

DASX 100 Dignity in Schools Act 0.00

Liabilities and Sciences Concentration Requirement

Students must choose a liberal arts and sciences concentration from the following areas: earth system science, English, French, geography, history, Italian, mathematics, philosophy, political science, psychology, science, social studies, sociology or Spanish. In addition, students may choose to double major in either English or history in lieu of the concentration. Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis.

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Minimum Total: 129 credits</th>
<th>Minimum Liberal Arts: 60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Major: 39 credits</td>
<td>Minimum Education GPA: 2.75</td>
</tr>
<tr>
<td>Minimum Overall GPA: 2.50</td>
<td></td>
</tr>
</tbody>
</table>

B.S. Childhood Education and Special Education (Gr 1 - 6) (dual initial certification)

The 129-credit Bachelor of Science degree in Childhood Education and Special Education prepares you to become a knowledgeable, caring and inspiring teacher of children with and without disabilities who are in the first through sixth grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for younger ranging in age from 6 to 12 years old. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development and learn the basic principles of classroom management for a diverse student population. Additionally, teacher candidates receive a rigorous course of study in the assessment and support of students with a variety of special needs. They learn about a variety of educational approaches to special educations as well as practical applications across different educational settings. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in a classroom setting. This degree qualifies you for New York State Initial Teaching Certification and Special Education certification.

The Childhood Education and Special Education major requires a concentration in the liberal arts and sciences. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Childhood Education and Special Education. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Childhood Education degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6):

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Childhood Education and Special Education (Dual Initial Certification) [Program Code: 23211]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>POST 101</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/POL 2 Science</td>
<td>6 credits (POL 2 required and one of the following: ECO 10, ECO 11 or POL 3)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits (one of the following: ART 1, ART 101, CIN 11, MUS 1, THE 1, ART 5, ART 17, ART 19 or THE 1 required)</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
</tbody>
</table>
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 credits (MTH 15 and 16)
Social Sciences 6 credits (either GGR 1 or GGR 2 required and one of the following: ANT 1, GGR 1, GGR 2 or SOC 1)

Some Core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
Required Education Courses**
All of the following: (48 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Preservice Teachers</td>
<td>3.00</td>
</tr>
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<td>Mathematics Content Standards and Pedagogies for Elementary School Students</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 55</td>
<td>Designing and Assessing Mathematics Instruction for Elementary Students</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 56</td>
<td>Literacy Acquisition for English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 63</td>
<td>Methods in Teaching Elementary Social Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 64</td>
<td>Student Teaching Elementary Social Studies</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 69</td>
<td>Methods in the Teaching of Science in the Elementary School</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 45</td>
<td>Teaching Students with Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth-Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 62</td>
<td>Literacy Assessment for the Classroom Teacher: Birth-Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 600</td>
<td>Introduction to the Study of the Exceptional Child and Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 630</td>
<td>Curriculum and Assessment and Instruction of Students with Mild Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 632</td>
<td>Introduction and Classroom Management for Children and Adolescents with Emotional and Behavioral Problems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American sign language (SPE 98), or equivalent milestone (with permission from the department chair).

**A grade of "C-" or higher is required in all education courses.

Required Teacher Certification Workshops

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Liberal Arts and Sciences Concentration Requirement
Students must choose a liberal arts and sciences concentration from the following areas: American studies, earth system science, English, French, geography, history, Italian, mathematics, philosophy, political science, psychology, science, social studies, sociology or Spanish. In addition, students may choose to double major in either English or history in lieu of the concentration.

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis.

Credit and GPA Requirements
Minimum Total: 129 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 39 credits
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Childhood Education (Gr 1-6) and TESOL All Grades (dual initial certification)
The 132-credit Bachelor of Science degree in Childhood Education and TESOL prepares you to become a knowledgeable, caring and inspiring teacher of general education and English as a second language for children who are in the first through sixth grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for youngsters ranging in age from 6 until 12 years of age. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development, and you will learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in classroom settings. This degree qualifies you for two New York State Initial teaching certifications.

This program requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Early Childhood Education and TESOL. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Childhood Education and TESOL degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and TESOL All Grades (Dual Initial Certification)

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Childhood Education (Gr 1-6) and TESOL (all grades) (Dual Initial Certification)
**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Early Childhood Education must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

Some core requirements may be completed as part of the chosen liberal arts and sciences concentration requirements. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Education Courses**

All of the following: (51 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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<td>3.00</td>
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<tr>
<td>EDI 64</td>
<td>Student Teaching, Childhood Education: Grades 1-6</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 69</td>
<td>Methods in the Teaching of Science in the Elementary School</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 650</td>
<td>Methods and Materials of TESOL</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 787</td>
<td>Introduction to Linguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 45</td>
<td>Teaching Students with Disabilities in Inclusive Classrooms</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth-Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 62</td>
<td>Literacy Assessment for the Classroom Teacher: Birth-Grade 6</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Please note that the TESOL program requires that students take 12 credits of non-English language. **A grade of "C-" or higher is required in all education courses**

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
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<td>0.00</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Concentration Requirement**

Students must choose a liberal arts and sciences concentration from the following areas: earth system science, English, French, geography, history, Italian, mathematics, philosophy, political science, psychology, science, social studies, sociology or Spanish. In addition, students may choose to double major in either English or history in lieu of the concentration. Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass/fail basis.

**Credit and GPA Requirements**

- Minimum Total: 132 credits
- Minimum Liberal Arts: 60 credits
- Minimum Major: 39 credits
- Minimum Education GPA: 2.75

**B.S. Adolescence Education (Grades 7-12)**

The Adolescence Education undergraduate program prepares you to teach students in grades 7 to 12.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Adolescence (Grades 7-12). Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Adolescence Education major requires a concentration in the liberal arts and sciences. You can select from one of the following areas of study:

- Biology
- Chemistry
- Earth Science
- English
- French
- Italian
- Mathematics
- Social Studies
- Spanish

**B.S. Adolescence Education: Biology (Grades 7-12)**

The 120-credit Bachelor of Science program in Adolescence Education: Biology prepares a new generation of biology teachers to cultivate and enhance student success in biology comprehension and application. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, the environment, living organisms, experimentation and research. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to biology.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the
New York State Department of Education (NYSED) in the Adolescence Education: Biology program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Biology is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**BIOLOGY CONCENTRATION**

As a biology education major, you will be prepared to introduce the science of living organisms to students in grades 7 to 12. You will study the cellular and molecular mechanisms underlying processes fundamental to all life: energy utilization, growth, development and reproduction. You will explore the evolutionary and ecological principles that govern the interaction of all living things, including such topics as population growth, natural selection, animal behavior and food webs. You will learn how to read and interpret scientific papers, how knowledge is acquired and presented in the laboratory sciences, and how to communicate such knowledge to young students. In addition to a thorough grounding in the life sciences, you will strengthen your understanding of the disciplines that play a crucial role in biological investigations: math, chemistry and physics. To learn more about our programs and faculty, visit the Department of Biology website at www.liu.edu/cwpost/biology.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education: Biology**

([Program Code])

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Biology must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits
- **Fine Arts** 3 credits

**Major Requirements**

**Required Biology Courses**

All of the following:

- **BIO 103** General Biology I 4.00
- **BIO 104** General Biology II 4.00
- **BIO 105** Research Methods I 1.00
- **BIO 107** Genetics 4.00
- **BIO 108** Cell Biology 4.00
- **BIO 109** Ecology 4.00
- **BIO 110** Evolution 4.00
- **BIO 111** Capstone Seminar 1.00

AND one of the following:

- **BIO 85** Literacy in the Experimental Sciences 3.00
- **CHM 86** Literacy in the Experimental Sciences 3.00
- **ERS 85** Literacy in the Experimental Sciences 3.00

**Required Biology Research Course**

One of the following:

- **BIO 298** Undergraduate Research I 2.00
- **BIO 385** Honors Tutorial 3.00
- **BIO 386** Honors Tutorial 3.00

**Required Education Courses**

All of the following: (30 credits)

- **EDI 14** Historical, Philosophical and Sociological Foundations of Education 3.00
- **EDI 15A** Psychological Perspectives: Teaching and Learning 3.00
- **EDI 16A** Curriculum and Assessment for Pre-Service Teachers 3.00
- **EDI 17** Psychology and Developmental of the Adolescent 3.00
- **EDI 35** General Methods of Teaching Secondary Education 3.00

**Required Teacher Certification Workshops**

- **EDUX 100** PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00
- **EDUX 200** Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00
- **EDUX 300** Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00
- **CATX 100** Child Abuse Identification and Reporting 0.00
- **DASX 100** Dignity in Schools Act 0.00

**Required Co-Related Courses**

All of the following: (24 credits)

- **CHM 3** Principles of Chemistry I 4.00
- **CHM 4** Principles of Chemistry II 4.00
- **ERS 1** Earth Science I 4.00
- **MTH 7** Calculus and Analytic Geometry I 4.00
- **MTH 8** Calculus and Analytic Geometry II 4.00
- **PHY 3** University Physics I 4.00

**Credit and GPA Requirements**

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Biology: 31 credits
- Minimum Biology GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

**B.S. Adolescence Education: Chemistry (Grades 7-12)**

LIU Post is proud to be a leader in producing
quality chemistry teachers. It takes a highly skilled individual with the right combination of scientific know-how, communication, motivation and a passion for nurturing young minds to teach the diverse subject of chemistry to the teenage population.

The 120-credit Bachelor of Science program in Adolescence Education: Chemistry prepares a new generation of teachers to cultivate and enhance student success in chemistry. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of organic chemistry, biochemistry, physical chemistry and inorganic chemistry. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to chemistry. Chemistry education majors also participate in an exciting one-year research project, where they work closely with a faculty member to investigate a subject (or topic) relevant to the faculty member's research interests. This hands-on application of the scientific process provides graduates with excellent preparation to serve as a skilled advisor to national science competitions.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in the Adolescence Education: Chemistry program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Chemistry is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education:**

**Chemistry**

([Program Code: 23177])

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to all major requirements, students pursuing the B.S. in Adolescence Education:</strong> Chemistry must satisfy all Core curriculum requirements as follows:</td>
</tr>
<tr>
<td><strong>POST 101</strong></td>
</tr>
<tr>
<td><strong>First-Year Composition</strong></td>
</tr>
<tr>
<td><strong>Economics/Political Science</strong></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
</tr>
<tr>
<td><strong>History/Philosophy</strong></td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
</tr>
<tr>
<td><strong>Language/Literature</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

<table>
<thead>
<tr>
<th>Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Chemistry Courses</strong></td>
</tr>
<tr>
<td>All of the following:</td>
</tr>
<tr>
<td>CHM 3</td>
</tr>
<tr>
<td>CHM 4</td>
</tr>
<tr>
<td>CHM 5</td>
</tr>
<tr>
<td>CHM 30</td>
</tr>
<tr>
<td>CHM 37</td>
</tr>
<tr>
<td>CHM 55</td>
</tr>
<tr>
<td>CHM 71</td>
</tr>
</tbody>
</table>

**AND one of the following:**

| BIO 85 | Literacy in the Experimental Sciences | 3.00 |
| CHM 86 | Literacy in the Experimental Sciences | 3.00 |
| ERS 85 | Literacy in the Experimental Sciences | 3.00 |

**AND one of the following options:**

| CHM 25 | Basic Organic Chemistry | 4.00 |
| OR |
| CHM 21 | Organic Chemistry I | 4.00 |
| CHM 22 | Organic Chemistry II | 4.00 |

<table>
<thead>
<tr>
<th>Required Research Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One of the following:</strong></td>
</tr>
<tr>
<td>CHM 93</td>
</tr>
<tr>
<td>CHM 385</td>
</tr>
<tr>
<td>CHM 386</td>
</tr>
</tbody>
</table>

**AND one of the following:**

| CHM 94 | Chemical Research II | 2.00 |

<table>
<thead>
<tr>
<th>Required Education Courses**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All of the following:</strong></td>
</tr>
<tr>
<td>EDI 14</td>
</tr>
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</tr>
<tr>
<td>EDI 16A</td>
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</tr>
<tr>
<td>EDI 35</td>
</tr>
<tr>
<td>EDI 35A</td>
</tr>
<tr>
<td>EDS 44</td>
</tr>
<tr>
<td>EDS 75A</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a Foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair). 

**A grade of “C-“ or higher is required in all education courses**

**Required Teacher Certification Workshops**

| EDUX 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act |
| EDUX 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention |
| EDUX 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse |
| CATX 100 | Child Abuse Identification and Reporting |
| DASX 100 | Dignity in Schools Act |

**Required Co-Related Courses**

| All of the following: |
### B.S. Adolescence Education: Earth Science (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Earth Science prepares a new generation of teachers to cultivate and enhance student success in earth science comprehension and application. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, experimentation, research and the environment. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to earth science.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Earth Science program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Earth Science is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

#### Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review.

If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

#### B.S. Adolescence Education: Earth Science

**Program Code: 23171**

### Core Requirements

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Earth Science must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits
- **Fine Arts** 3 credits
- **History/Philosophy** 6 credits
- **Laboratory Science** 8 credits (AST 9, 9A, 10 and 10A)
- **Language/Literature** 6 credits
- **Mathematics** 4 credits (MTH 3)
- **Social Sciences** 6 credits (GGR 1 and 2)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

#### Major Requirements

### Required Earth Science Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 9</td>
<td>3.00</td>
</tr>
<tr>
<td>AST 9A</td>
<td>1.00</td>
</tr>
<tr>
<td>AST 10</td>
<td>3.00</td>
</tr>
<tr>
<td>AST 10A</td>
<td>1.00</td>
</tr>
<tr>
<td>ERS 1</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**AND one of the following Meteorology courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 12</td>
<td>3.00-4.00</td>
</tr>
<tr>
<td>GGR 12</td>
<td>3.00-4.00</td>
</tr>
</tbody>
</table>

**AND one of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 2</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 1</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**AND one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 85</td>
<td>3.00</td>
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<tr>
<td>CHM 86</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS 85</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Elective Earth Science Courses

At least two courses/six credits from all ERS or GLY courses numbered 10 or above excluding ERS 12, 301, 302 and GLY 301, 302

#### Required Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35A</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

**A grade of "C-" or higher is required in all education courses.

#### Required Co-Related Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>4.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 3</td>
<td>4.00</td>
</tr>
</tbody>
</table>

#### Required Teacher Certification Workshops

- **POST 101**
- **First-Year Composition**
- **Economics/Political Science**
- **Fine Arts**
- **History/Philosophy**
- **Laboratory Science**
- **Language/Literature**
- **Mathematics**
- **Social Sciences**
- **POST 101**
- **First-Year Composition**
- **Economics/Political Science**
- **Fine Arts**
- **History/Philosophy**
- **Laboratory Science**
- **Language/Literature**
- **Mathematics**
- **Social Sciences**
EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00
EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00
EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00
CATX 100 Child Abuse Identification and Reporting 0.00
DASX 100 Dignity in Schools Act 0.00

**Credit and GPA Requirements**

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Earth Science: 30 credits
Minimum Earth Science GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

**B.S. Adolescence Education:**

**English (Grades 7-12)**

Mastering English is essential to success in today’s world. The 120-credit Bachelor of Science program in Adolescence Education: English prepares a new generation of English teachers to help students read, write and appreciate the world’s most influential language. From decoding the mysteries of Shakespeare to shaping a straightforward declarative sentence, the study of English develops clear thinking and analytical skills, and deeper insights into the full range of human potential.

The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to the English language. This CAEP-accredited program will equip you to teach the great literature of the past and the works of the most acclaimed contemporary writers, and to strengthen students’ comprehension and communication skills.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: English program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: English is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**ENGLISH CONCENTRATION**

The Department of English offers courses in three broad areas: writing, linguistics and literature. Offerings in literature, taught by award-winning professors, cover English and American literature and a wide range of literature in translation. Through the education classes you will develop problem-solving and teaching strategies that can reach adolescents at any grade and ability level. Many courses are writing-intensive to help you hone your own English proficiency. Student teaching requirements provide prospective teachers with closely supervised off-campus experiences, including observing and working with adolescents in local-area public and private schools. To learn more about our programs and facilities, visit the Department of English website: www.liu.edu/CWPost/English.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 80-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education: English**

(Program Code: 23176)

**Core Curriculum Requirements**

In addition to all major requirements, students pursing the B.S. in Adolescence Education: English must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required English Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3 Grammar and the Structure of English</td>
<td>3.00</td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td>ENG 10 Introduction to Literature</td>
<td>3.00</td>
<td></td>
<td>Present</td>
</tr>
</tbody>
</table>

**English (Grades 7-12)**

**Minimum Overall GPA:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2.75</td>
</tr>
<tr>
<td>Earth Science</td>
<td>2.75</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120 credits</strong></td>
</tr>
</tbody>
</table>

**Required English Literature Course**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11 British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 12 British Literature II: Survey Romantic, Victorian, Modern</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Shakespeare Course**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 22 Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elective English Literature Courses**

**American Literature**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 29 Edward Albee</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 105 Native American Literature</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 108 African-American Literature of the Twentieth Century</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 109 American Slave Narratives</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110 The Black Diaspora: African-American Literature in Context</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 152 The American Novel</td>
<td>3.00</td>
<td></td>
<td></td>
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<tr>
<td>ENG 153 Contemporary American Drama</td>
<td>3.00</td>
<td></td>
<td></td>
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<tr>
<td>ENG 154 American Poetry</td>
<td>3.00</td>
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<tr>
<td>ENG 155 O’Neill, Miller, Williams: Forces in Modern American Drama</td>
<td>3.00</td>
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<tr>
<td>ENG 156 Irish-American Fiction</td>
<td>3.00</td>
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<tr>
<td>ENG 157 American Modernism and the Art of Making it New</td>
<td>3.00</td>
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<tr>
<td>ENG 158 Freak Shows and the Modern American Imagination</td>
<td>3.00</td>
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<tr>
<td>ENG 159 Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
<td>3.00</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 161</td>
<td>Melville</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 162</td>
<td>American Autobiography</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 163</td>
<td>Literature of New York</td>
<td>3.00</td>
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<tr>
<td>ENG 164</td>
<td>American Drama</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 165</td>
<td>American Colonial Literature</td>
<td>3.00</td>
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<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
<td>3.00</td>
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<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
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<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 15</td>
<td>Modern Drama</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 19</td>
<td>Early English Literature: From the Beginnings to 1485</td>
<td>3.00</td>
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<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
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<td></td>
</tr>
<tr>
<td>ENG 24</td>
<td>Renaissance Drama</td>
<td>3.00</td>
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<tr>
<td>ENG 27</td>
<td>The Life and Fiction of Charles Dickens</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 32</td>
<td>Contemporary Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 35</td>
<td>Childhood and Literature</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 36</td>
<td>Adolescent Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 41</td>
<td>The Art of Poetry</td>
<td>3.00</td>
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<tr>
<td>ENG 42</td>
<td>The Art of Autobiography</td>
<td>3.00</td>
<td></td>
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<tr>
<td>ENG 49</td>
<td>English Drama</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 50</td>
<td>Great Plays</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
<td>3.00</td>
<td></td>
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<tr>
<td>ENG 52</td>
<td>The Bible as Literature</td>
<td>3.00</td>
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<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 67</td>
<td>Classical Literature in Translation</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>African Postcolonial Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
<td>3.00</td>
<td></td>
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<tr>
<td>ENG 108</td>
<td>African-American Literature of the Twentieth Century</td>
<td>3.00</td>
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<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 110</td>
<td>The Black Diaspora: African-American Literature in Context</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>The English Renaissance</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>Modern British Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 113</td>
<td>The Eighteenth-Century English Novel</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 114</td>
<td>The Nineteenth-Century English Novel</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 115</td>
<td>The World Novel in English</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 133</td>
<td>Eighteenth-Century Writers on Writing</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 134</td>
<td>Byron and His Revolutionary Circle</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 135</td>
<td>Renaissance and Revolution: The Making of the Modern World</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 136</td>
<td>The Victorian Rebels</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 140</td>
<td>The Bloomsbury Group</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 152</td>
<td>The American Novel</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 153</td>
<td>Contemporary American Drama</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 154</td>
<td>American Poetry</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 155</td>
<td>O'Neill, Miller, Williams: Forces in Modern American Drama</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish-American Fiction</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 157</td>
<td>American Modernism and the Art of Making it New</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 158</td>
<td>Freak Shows and the Modern American Imagination</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 159</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
<td>3.00</td>
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<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
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<tr>
<td>ENG 162</td>
<td>American Autobiography</td>
<td>3.00</td>
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<tr>
<td>ENG 163</td>
<td>Literature of New York</td>
<td>3.00</td>
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<tr>
<td>ENG 164</td>
<td>American Drama</td>
<td>3.00</td>
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<tr>
<td>ENG 165</td>
<td>American Colonial Literature</td>
<td>3.00</td>
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<tr>
<td>ENG 181</td>
<td>The Art of Expository Writing</td>
<td>3.00</td>
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<tr>
<td>ENG 182</td>
<td>Introduction to Creative Writing</td>
<td>3.00</td>
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<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 184</td>
<td>Writing and Healing</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 185</td>
<td>Theories of Writing and Composing</td>
<td>3.00</td>
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<tr>
<td>ENG 186</td>
<td>Writing in a Digital Age: Multimodal Rhetoric and Composition</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 187</td>
<td>Editing and Professional Writing</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 188</td>
<td>Writing in the Workplace: The Rhetoric of Professional Communication</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 189</td>
<td>Experimental Fiction</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 190</td>
<td>Writing with Sound</td>
<td>3.00</td>
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<tr>
<td>ENG 191</td>
<td>Reading and Writing Comics</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 192</td>
<td>Technical Writing</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 193</td>
<td>Writing Young Adult Fiction</td>
<td>3.00</td>
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</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
<td></td>
</tr>
</tbody>
</table>

**Genre or Period of Literature**

**One of the following:**

- Mythology
- Translation
- Classical Literature in The Victorian Period
- The Romantic Period
- Literature and Life
- Eighteenth-Century Literature
- Shakespeare: Tragedies and Histories, Non-Dramatic Poetry
- Renaissance Drama
- The Life and Fiction of Charles Dickens
- Contemporary Literature
- Childhood and Literature
- Adolescent Literature
- The Art of Poetry
- The Art of Autobiography
- English Drama
- Great Plays
- Greek Drama
- The Bible as Literature
- Eighteenth-Century Literature and Life
- The Romantic Period
- The Victorian Period
- Classical Literature in Translation
- American Colonial Literature
**Required Undergraduate Upper-Level English Course**

One course/three credits from all ENG 100-level, 200-level (excluding ENG 207), 359, 360, 389 or 390.

As part of the requirements for this degree, students must complete an e-portfolio.

**Required Education Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Developmental of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35B</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 English</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 38</td>
<td>Supervised Student Teaching in Adolescence Education (Grades 7-12)</td>
<td>6.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American sign language (SPE 98), or equivalent milestone (with permission from the department chair). **A grade of “C-” or higher is required in all education courses.**

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum English: 36 credits
- Minimum English GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

**B.S. Adolescence Education: French (Grades 7-12)**

The 120-credit Bachelor of Science program in Adolescence Education: French prepares a new generation of French teachers to cultivate and enhance student success in French language and culture. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of language comprehension, vocabulary and linguistic expression through oral and written skills. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers and interact with the teenage student population.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: French program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: French is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**FRENCH CONCENTRATION**

As a French education major, you will be equipped to open the minds of young people to the riches of one of the world’s great civilizations. Your courses will range from a complete review of French grammar and syntax to intensive exercises aimed at developing good communication skills in both writing and speaking French. You will have an opportunity to explore some of the masterpieces of French literature, such as the chansons of medieval troubadours, the 17th century plays of Corneille, Racine and Moliere, the enduring prose of Montesquieu, Voltaire, Balzac and Flaubert, the ground-breaking poetry of Baudelaire and Rimbaud, and the most important works of 20th century authors like Gide, Beckett, Malraux, Proust, Sartre and Camus. You also will learn how to help young students deepen their understanding of French culture and appreciate its profound influence on other cultures throughout the world, including our own.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education: French**

(Program Code: 23170)
Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: French must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required French Language and Literature Courses

All of the following:

- FRE 3 Intermediate French I 3.00
- FRE 4 Intermediate French II 3.00
- FRE 23 Advanced French Grammar and Composition I 3.00
- FRE 24 Advanced French Grammar and Composition II 3.00
- FRE 85 Disciplinary Literacy in French 3.00

Elective French Language and Literature Courses

Six courses/eighteen credits from all FRE courses numbered 11 through 49, 99, 385, 386, 389, 390. One WLT course may be used to satisfy this requirement (excluding WLT 7, 8 and 20 through 24).

Required Second Language Courses

Four courses/twelve credits from one of the following languages:

- German
  - GER 1 Elementary German I 3.00
  - GER 2 Elementary German II 3.00
  - GER 3 Intermediate German I 3.00
  - GER 4 Intermediate German II 3.00
  - GER 11 Introduction to German Literature 3.00
  - GER 12 Survey of German Language 3.00

- Hebrew
  - HEB 1 Elementary Modern Hebrew I 3.00
  - HEB 2 Elementary Modern Hebrew II 3.00
  - HEB 3 Intermediate Modern Hebrew I 3.00
  - HEB 4 Intermediate Modern Hebrew II 3.00

- Italian
  - ITL 1 Elementary Italian I 3.00
  - ITL 2 Elementary Italian II 3.00
  - ITL 3 Intermediate Italian I 3.00
  - ITL 4 Intermediate Italian II 3.00
  - ITL 11 Selected Readings in Early Italian Literature 3.00
  - ITL 12 Selected Readings in Modern and Contemporary Italian Literature 3.00

- Japanese
  - JPN 1 Elementary Japanese I 3.00
  - JPN 2 Elementary Japanese II 3.00
  - JPN 3 Intermediate Japanese I 3.00
  - JPN 4 Intermediate Japanese II 3.00

- Russian
  - RUS 1 Elementary Russian I 3.00
  - RUS 2 Elementary Russian II 3.00
  - RUS 3 Intermediate Russian I 3.00
  - RUS 4 Intermediate Russian II 3.00

- Spanish
  - SPA 1 Elementary Spanish I 3.00
  - SPA 2 Elementary Spanish II 3.00
  - SPA 3 Intermediate Spanish I 3.00
  - SPA 4 Intermediate Spanish II 3.00
  - SPA 11 Introduction to Peninsular Literature 3.00
  - SPA 12 Introduction to Spanish-American Literature 3.00

Required Education Courses**

All of the following:

- EDI 14 Historical, Philosophical and Sociological Foundations of Education 3.00
- EDI 15A Psychological Perspectives: Teaching and Learning 3.00
- EDI 16A Curriculum and Assessment for Pre-service Teachers 3.00
- EDI 17 Psychology and Development of the Adolescent 3.00
- EDI 35 General Methods of Teaching Secondary Education 3.00
- EDI 35F Methods and Materials in Teaching a Specific Subject in Grades 7-12: Foreign Language 3.00
- EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12). 6.00
- EDS 44 Introduction to the Study of the Exceptional Child 3.00
- EDS 75A Lit Assess & Inst Clsrm Tch 5-12 3.00

The students are required to do one of the following: a Foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

**A grade of "C-" or higher is required in all education courses

Required Teacher Certification Workshops

- EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00
- EDUX 200 Preventing Child Abduction: Safety Education; Fire and Arson Prevention 0.00
- EDUX 300 Preventing Alcohol, Tobacco, Other Substance Abuse 0.00
- CATX 100 Child Abuse Identification and Reporting 0.00
- DASX 100 Dignity in Schools Act 0.00

B.S. Adolescence Education: French Credit and GPA Requirements

Minimum Total: 120 credits
Minimum Liberal Arts: 64 credits
Minimum French: 33 credits
Minimum French GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Education: Italian (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Italian prepares a new generation of Italian teachers to cultivate and enhance student success in Italian language and culture. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of language comprehension, vocabulary and linguistic expression through oral
and written skills. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers and interact with the teenage student population.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Italian program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Italian is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ITALIAN CONCENTRATION

As an Italian education major, you will be prepared to guide young people through the practical knowledge of the Italian language and a deeper appreciation of Italian culture. You will examine the literary, geographical, intellectual, political and aesthetic developments of northern Italy and the Italian peninsula from medieval times through the 20th century. You will have an opportunity to take an in-depth look at three early Italian masters: Dante, Petrarch (Petrarch) and Boccaccio, and to explore the historical, social and economic forces that underpin contemporary Italian society, including the role that regional differences play in shaping national character. With a thorough grounding in Italian grammar and syntax and the close study of characteristic texts, you will learn how to communicate to students the fundamental concepts of reading, writing, listening and speaking in Italian.

ADMISSION REQUIREMENTS
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Adolescence Education: Italian
[Program Code: 23175]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Italian must satisfy all core curriculum requirements as follows:

| POST 101  | 1 credit |
| First-Year Composition | 6 credits |
| Economics/Political Science | 6 credits |
| Fine Arts | 3 credits |
| History/Philosophy | 6 credits |
| Laboratory Science | 8 credits |
| Language/Literature | 6 credits |
| Mathematics | 3 - 4 credits |
| Social Sciences | 6 credits |

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Italian Language and Literature Courses

All of the following:

| ITL 3 Intermediate Italian I | 3.00 |
| ITL 4 Intermediate Italian II | 3.00 |
| ITL 23 Advanced Italian Grammar and Composition I | 3.00 |
| ITL 24 Advanced Italian Grammar and Composition II | 3.00 |
| ITL 85 Disciplinary Literacy in Italian | 3.00 |

Elective Italian Language and Literature Courses

Six courses/eighteen credits from all ITL courses numbered 11 through 49, 99, 385, 386, 389, 390. One WLT course may be used to satisfy this requirement (excluding WLT 7, 8 and 20 through 24).

Required Second Language Courses

Four courses/twelve credits from one of the following languages:

**French**

| FRE 1 Elementary French I | 3.00 |
| FRE 2 Elementary French II | 3.00 |
| FRE 3 Intermediate French I | 3.00 |
| FRE 4 Intermediate French II | 3.00 |
| FRE 11 Introduction to French Literature I | 3.00 |
| FRE 12 Introduction to French Literature II | 3.00 |

**German**

| GER 1 Elementary German I | 3.00 |
| GER 2 Elementary German II | 3.00 |
| GER 3 Intermediate German I | 3.00 |

**Japanese**

| JPN 1 Elementary Japanese I | 3.00 |
| JPN 2 Elementary Japanese II | 3.00 |
| JPN 3 Intermediate Japanese I | 3.00 |
| JPN 4 Intermediate Japanese II | 3.00 |

**Russian**

| RUS 1 Elementary Russian I | 3.00 |
| RUS 2 Elementary Russian II | 3.00 |
| RUS 3 Intermediate Russian I | 3.00 |
| RUS 4 Intermediate Russian II | 3.00 |

**Spanish**

| SPA 1 Elementary Spanish I | 3.00 |
| SPA 2 Elementary Spanish II | 3.00 |
| SPA 3 Intermediate Spanish I | 3.00 |
| SPA 4 Intermediate Spanish II | 3.00 |
| SPA 11 Introduction to Peninsular Literature | 3.00 |
| SPA 12 Introduction to Spanish-American Literature | 3.00 |

Required Education Courses**

All of the following:

| EDI 14 Historical, Philosophical and Sociological Foundations of Education | 3.00 |
| EDI 15A Psychological Perspectives: Teaching and Learning | 3.00 |
| EDI 16A Curriculum and Assessment for Pre-service Teachers | 3.00 |
| EDI 17 Psychology and Developmental of the Adolescent | 3.00 |
| EDI 35 General Methods of Teaching Secondary Education | 3.00 |
| EDI 35F Methods and Materials in Teaching a Specific Subject in Grades 7-12 Foreign Language | 3.00 |
will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Mathematics program. Please refer to the NYSED certification website (www.highered.nysed.gov/cert/) for the most up to date changes in certification requirements. The Bachelor of Science in Adolescence Education: Mathematics is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**MATHEMATICS CONCENTRATION**

As a mathematics education major, you will strengthen your knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Through the program, you will acquire skills in problem solving and teaching strategies that can actively engage students in learning mathematics with texts of varying content level and difficulty. To learn more about our programs and facilities, visit the Department of Mathematics website: www.liu.edu/CWPost/Math.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education:**

**Mathematics (Grades 7-12)**

The 120-credit Bachelor of Science program in Adolescence Education: Mathematics prepares a new generation of math teachers to cultivate and enhance student success in mathematics. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of problem-solving, logic and probability. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to mathematics.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Mathematics program. Please refer to the NYSED certification website (www.highered.nysed.gov/cert/) for the most up to date changes in certification requirements. The Bachelor of Science in Adolescence Education: Mathematics is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education:**

**Mathematics (Program Code: 23173)**

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Mathematics must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>POST 101 First-Year Composition</td>
<td>1</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Italian: 33 credits
- Minimum Italian GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

**B.S. Adolescence Education:**

**Mathematics (Grades 7-12)**

The 120-credit Bachelor of Science program in Adolescence Education: Mathematics prepares a new generation of math teachers to cultivate and enhance student success in mathematics. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of problem-solving, logic and probability. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to mathematics.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Mathematics program. Please refer to the NYSED certification website (www.highered.nysed.gov/cert/) for the most up to date changes in certification requirements. The Bachelor of Science in Adolescence Education: Mathematics is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education:**

**Mathematics (Program Code: 23173)**

**Core Curriculum Requirements**

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<td>6</td>
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<td>Fine Arts</td>
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<tr>
<td>History/Philosophy</td>
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<tr>
<td>Laboratory Science</td>
<td>8</td>
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<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Italian: 33 credits
- Minimum Italian GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Mathematics Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 7 Calculus and Analytic Geometry I</td>
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<tr>
<td>MTH 8 Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9 Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 20 Introduction to Sets, Logic, and Mathematical Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 22 Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 25 Literacy in Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51 Probability</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 71 Algebraic Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 73 Fundamental Concepts of Geometry</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**ELECTIVE MATHEMATICS COURSES**

At least two courses/six credits of the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 21 Differential Equations</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 23 Foundations of Statistical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 31 Advanced Calculus I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 32 Advanced Calculus II</td>
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<tr>
<td>MTH 61 Discrete Mathematical Structures</td>
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</tr>
<tr>
<td>MTH 81 Topology</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 82 Numerical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 83 Complex Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 84 Introduction to Automata</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 85 Partial Differential Equations</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 91 Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 95 Special Topics in Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 385 Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 386 Honors Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Education Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7 Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8 Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9 Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 20 Introduction to Sets, Logic, and Mathematical Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 22 Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 25 Literacy in Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51 Probability</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 71 Algebraic Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 73 Fundamental Concepts of Geometry</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Preservice Teachers</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Developmental of the Adolescent</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
</tr>
<tr>
<td>EDI 35C</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American sign language (SPE 98), or equivalent milestone (with permission from the department chair).

**A grade of "C-" or higher is required in all education courses.

### Required Teacher Certification Workshops

| EDUX 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX 100 | Dignity in Schools Act | 0.00 |

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Minimum Total</td>
<td>120 credits</td>
</tr>
<tr>
<td>Minimum Liberal Arts</td>
<td>60 credits</td>
</tr>
<tr>
<td>Minimum Mathematics</td>
<td>37 credits</td>
</tr>
<tr>
<td>Minimum Mathematics GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Minimum Education GPA</td>
<td>2.75</td>
</tr>
<tr>
<td>Minimum Overall GPA</td>
<td>2.50</td>
</tr>
</tbody>
</table>

### B.S. Adolescence Education: Social Studies (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Social Studies prepares a new generation of social studies teachers to cultivate and enhance student success. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of history, economics, politics and culture. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to social studies.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Social Studies program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Social Studies program is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### SOCIAL STUDIES CONCENTRATION

As a social studies teacher, you will help students in grades 7 to 12 gain knowledge of major historical eras; learn how governments work; how people organize their economies; the diversity of human cultures found around the world; and how people use natural and human resources. Courses in the Bachelor of Science program examine significant economic, political, cultural and religious aspects of civilizations from the ancient period to the present. The scope is global, with a focus on the development of American democracy, of how diverse regions of the world have contributed to world history, and the growing interdependence of modern nations. Students are introduced to core issues found in the social science disciplines of anthropology, economics, geography, history, political science, and sociology. Key concepts include industrialization, nationalism, socialism, liberalism, imperialism, fascism, communism and globalization.

### ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### B.S. Adolescence Education: Social Studies

(Program Code: 23172)

### Core Requirements

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Social Studies must satisfy all Core curriculum requirements as follows:

- **POST 101** | 1 credit |
- First-Year Composition | 6 credits |
- Economics/Political Science | 6 credits (ECO 10 and 11) |
- Fine Arts | 3 credits |
- History/Philosophy | 6 credits |
- Laboratory Science | 8 credits |
- Language/Literature | 6 credits |
- Mathematics | 3 - 4 credits |
- Social Sciences | 6 credits |

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

### Major Requirements

#### Required Social Studies Courses

All of the following:

| ECO 10 | Introduction to Microeconomics | 3.00 |
| ECO 11 | Introduction to Macroeconomics | 3.00 |

AND two of the following:

| HIS 1 | The West and the World to 1750 | 3.00 |
| HIS 2 | The West and the World Since 1750 | 3.00 |
| HIS 3 | American Civilization to 1877 | 3.00 |
| HIS 4 | American Civilization Since 1877 | 3.00 |
| HIS 7 | Roots of the Modern World | 3.00 |
Required Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 8</td>
<td>Roots of the Modern World: Wars and Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 9</td>
<td>Roots of the Modern World: Migrations</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 10</td>
<td>Roots of the Modern World: Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Roots of the Modern World: Nature</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 12</td>
<td>Roots of the Modern World: Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 13</td>
<td>Roots of the Modern World: Science</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 14</td>
<td>Roots of the Modern World: Empires and Nations</td>
<td>3.00</td>
</tr>
<tr>
<td>AND one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 95</td>
<td>Literacy in the Social Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 85</td>
<td>Literacy in the Social Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 95</td>
<td>Literacy in the Social Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 197</td>
<td>Sophomore Seminar in Historical Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 95</td>
<td>Literacy in the Social Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 95</td>
<td>Literacy in the Social Sciences</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Social Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction: Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Social Studies: 48 credits
Minimum Social Studies GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Education: Spanish (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Spanish prepares a new generation of Spanish teachers to cultivate and enhance student success in Spanish language and culture. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of language comprehension, vocabulary and linguistic expression through oral and written skills. The program includes supervised practice teaching in actual classrooms at least two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers and interact with the teenage student population.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, BST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Spanish program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Spanish is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

SPANISH CONCENTRATION

As a Spanish education major, you will explore the vast riches of Spanish language and culture. From introductory readings that stress vocabulary building, oral expression and comprehension you will advance to in-depth studies of great Spanish and Spanish-American novelists, playwrights and poets, like cervantes, Lope de Vega, Pablo Neruda and Gabriela Mistral. You will analyze the salient features of the national character and examine the importance of regional differences in such areas as folklore, art and political thought. You will study the evolution of Spanish civilization through the ages and its impact on the Americas and other cultures around the world. You will learn ways to communicate to young students fundamental concepts of reading, writing, listening and speaking in Spanish.

B.S. Adolescence Education: Spanish
(Program Code: 23174)

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Spanish must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Spanish Language and Literature Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA  3</td>
<td>Intermediate Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA  4</td>
<td>Intermediate Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 23</td>
<td>Advanced Spanish Grammar and Composition I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 24</td>
<td>Advanced Spanish Grammar and Composition II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 85</td>
<td>Disciplinary Literacy in Spanish</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Spanish Language and Literature Courses**

Six courses/eighteen credits from all SPA courses numbered 11 through 49, 99, 385, 386, 389, 390. One WLT course may be used to satisfy this requirement (excluding WLT 7, 8 and 20 through 24).

**Required Second Language Courses**

Four courses/twelve credits from one of the following languages:

**French**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRE  1</td>
<td>Elementary French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE  2</td>
<td>Elementary French II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE  3</td>
<td>Intermediate French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE  4</td>
<td>Intermediate French II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 11</td>
<td>Introduction to French Literature I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 12</td>
<td>Introduction to French Literature II</td>
<td>3.00</td>
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**German**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GER  1</td>
<td>Elementary German I</td>
<td>3.00</td>
</tr>
<tr>
<td>GER  2</td>
<td>Elementary German II</td>
<td>3.00</td>
</tr>
<tr>
<td>GER  3</td>
<td>Intermediate German I</td>
<td>3.00</td>
</tr>
<tr>
<td>GER  4</td>
<td>Intermediate German II</td>
<td>3.00</td>
</tr>
<tr>
<td>GER 11</td>
<td>Introduction to German Literature</td>
<td>3.00</td>
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</tbody>
</table>

**Italian**

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ITL  1</td>
<td>Elementary Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL  2</td>
<td>Elementary Italian II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL  3</td>
<td>Intermediate Italian I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL  4</td>
<td>Intermediate Italian II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Selected Readings in Early Italian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Selected Readings in Modern and Contemporary Italian Literature</td>
<td>3.00</td>
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</table>

**Japanese**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN  1</td>
<td>Elementary Japanese I</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN  2</td>
<td>Elementary Japanese II</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN  3</td>
<td>Intermediate Japanese I</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN  4</td>
<td>Intermediate Japanese II</td>
<td>3.00</td>
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</tbody>
</table>

**Russian**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS  1</td>
<td>Elementary Russian I</td>
<td>3.00</td>
</tr>
<tr>
<td>RUS  2</td>
<td>Elementary Russian II</td>
<td>3.00</td>
</tr>
<tr>
<td>RUS  3</td>
<td>Intermediate Russian I</td>
<td>3.00</td>
</tr>
<tr>
<td>RUS  4</td>
<td>Intermediate Russian II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Education Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI  14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Developmental of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
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<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Spanish: 33 credits
Minimum Spanish GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

**ART EDUCATION**

**B.F.A. Art Education (Birth to Grade 12)**

(Program Code: 24071)

See this bulletin, College of Arts, Communications & Design, Department of Art - B.F.A. Art Education (Birth to Grade 12) for program admission and requirements.

**MUSIC EDUCATION**

**B.M. Music Education (Birth - Grade 12)**
(Program Code: 24068)
See this bulletin, College of Arts, Communication & Design, Department of Music - B.M. Music Education (Birth to Grade 12) for program admission and requirements.

ACCELERATED PROGRAMS

B.S. Adolescence Education: English (Grades 7-12) / M.A. in English

See this Bulletin, College of Liberal Arts & Sciences, Department of English, Accelerated Programs - B.S. Adolescence Education: English (Grades 7-12) / M.A. in English, for program admission and requirements.

B.S. Adolescence Education: Mathematics (Grades 7-12) / M.S. in Applied Mathematics

See this Bulletin, College of Liberal Arts & Sciences, Department of Mathematics, Accelerated Programs - B.S. Adolescence Education: Mathematics (Grades 7-12) / M.S. in Applied Mathematics, for program admission and requirements.

B.A. History / M.S. Adolescence Education: Social Studies (Pedagogy Only)

See this Bulletin, College of Liberal Arts & Sciences, Department of History, Accelerated Programs - B.A. History / M.S. Adolescence Education: Social Studies (Pedagogy Only), for program admission and requirements.
Education Courses

EDI 14 Historical, Philosophical and Sociological Foundations of Education
The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trend. Emphasis is on the implications of the analyses for modern educational principles and practices. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.
Credits: 3
Every Fall and Spring

EDI 15A Psychological Perspectives Teaching and Learning
Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics and journal entries (including email). This course will require a writing component. Also, ten hours of fieldwork will be required.
Credits: 3
Every Fall and Spring

EDI 16A Curriculum and Assessment for Pre-service Teachers
This course will provide teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that help students evaluate their academic progress. Emphasis will be placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change, and the role of the teacher in curriculum development and student assessment. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.
Credits: 3
Every Fall and Spring

EDI 17 Psychology and Development of the Adolescent
This course examines various aspects of early adolescent and adolescent development, including cognition, social relationships, stress, self-esteem, and political and moral development. Considerable attention is given to race, gender, ethnicity, the special early adolescent, and the at-risk student. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.
Credits: 3
Every Fall and Spring

EDI 35 General Methods of Teaching Secondary Education
Objectives, scope, and programs of Adolescent education considered in terms of the classroom teacher’s commitment and responsibilities. Taken concurrently with the section of EDU 35 relating to the student’s area of content specialization as listed. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.
Prerequisites of EDI 14, 15A, 16A, 17 and EDS 44 are required.
Credits: 3
Every Fall

EDI 35A Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student’s field of specialization.
Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.
Credits: 3
Every Fall and Spring

EDI 35B Methods and Materials in Teaching a Specific Subject in Grades 7-12 English
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student’s field of specialization.
Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.
Credits: 3
Every Fall and Spring

EDI 35C Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Each student is required to fulfill field hours in the subject field of specialization. This course is typically taken concurrently with EDU 35 and is differentiated according to the student’s field of specialization.
Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.
Credits: 3
Every Fall and Spring

EDI 35D Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Twenty hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student’s field of specialization.
Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.
Credits: 3
Every Fall and Spring

EDI 35E Methods and Materials in Teaching a Specific Subject in Grades 7-12 Foreign Language
A consideration of the principles and techniques of Adolescent education. The junior and senior high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Twenty hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student’s field of specialization.
Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.
Credits: 3
Every Fall and Spring
concurrently with EDI 35 and is differentiated according to the student's field of specialization.  
**Prerequisite of EDI 14, 15A, 16A, EDS 44 are required.**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 35K Methods and Materials in Teaching Art**
A consideration of the principles and techniques of Adolescent education. The junior and senior high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization.  
**Prerequisite of ATE 2, EDI 14, 15A, 16A**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12)**
Students preparing to qualify as Adolescent school teachers are supervised during a student teaching experience in selected private and public middle schools, junior and senior high schools. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 360 hours is required, which includes teaching, observation, and participation in staff and school activities.  
**Prerequisites of EDI 14, 15A, 16A, 35 A,K; EDI 50 EDS 44, 75A and department approval are required.**  
**Credits: 6**  
**Every Fall and Spring**

**EDI 40A Multimodal Approach to Early Childhood Curriculum and Instruction (Birth to Preschool)**
The course is designed to give preservice teachers a broad overview of the complexities and approaches to multimodal learning in a play-based preschool classroom setting. Emphasis will be on the practical applications of implementing a multimodal approach to education to promote physical, intellectual, social, creative, emotional, and sensory needs of young children. Candidates learn how to encourage continuous growth and development through the use of appropriate methods, materials, and activities in a play-based environment.  
Candidates consider culturally sensitive ways of caring and teaching as they examine the basis for developing suitable programs and formulating criteria to enhance the learning experiences of young children. The course includes a fieldwork component.  
**Prerequisite of EDI 14, 15A, EDI 41 are required.**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 41A Nurturing Young Children's Developments A Multicultural Approach**
Taking a broad ecological approach, the course integrates the use of observation, documentation, and assessment in understanding young children's developmental, familial, cultural, educational, historical, sociological, and political contexts. Scientific findings on the physical, cognitive, emotional and social development of children in prenatal, infancy, preschool and middle childhood are examined. The integration of perception, cognition and growth in nurturing young children's multicultural identity is stressed, and their significance for teaching and guidance processes is emphasized. Ten hours of fieldwork will be required. The use of technology as it relates to teaching and learning is integrated. This course requires a writing component.  
**Prerequisites of EDI 14 and 15A are required.**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 42 Multimodal Approach to Early Childhood Curriculum and Instruction (K-2)**
Using an integrated approach to the design of curriculum and instruction, the course gives the preservice teacher a broad overview of creative ways to nurture young children's multimodal literacies in a play-driven learning environment. The course provides opportunities to explore interconnections among subject areas of early childhood learning through the planning and implementation of integrated science, technology, research, engineering, art, and mathematical learning and in developing curricula. Emphasis will be on the practical applications of designing learning spaces that foster play and investigation. Teacher candidates will be exposed to theories of play, the importance of using play and young children's creative modalities as basis for early childhood learning. Fieldwork is required.  
**Prerequisite of EDI 14, 15A, 40 and 41 are required.**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 54 Mathematics Content Standards & Pedagogies for Elem School Students**
This course is intended to introduce Childhood teacher-candidates to current standards for content and pedagogy. Contemporary strategies to identify and create engaging instructional activities to teach concepts consistent with current best practices will be explored. Multiple approaches will be considered with the goal of creating equitable learning environments for diverse students. Field experience in the Elementary Classroom (grades 1-6) forms part of the course requirements.  
**Prerequisites of MTH 155, EDU 14 and EDI 15A are required**  
**Credits: 3**  
**Every Fall**

**EDI 55 Designing and Assessing Mathematics Instruction for Elementary Students**
This course is intended to develop skill in creating engaging instructional activities and writing lesson plans aligned with state and national mathematics standards for grades 1 through 6. The key role of assessment in developing instruction will be emphasized. Teacher candidates will design, practice teaching that mathematics instruction, and reflect on their teaching. Field Experience is a course requirement.  
**Prerequisites of MTH 15, EDI 14, EDI 15A and EDI 54 are required**  
**Credits: 3**  
**Every Fall**

**EDI 56 Literacy Acquisition for English Language Learners**
This course provides a theoretical and practical background into the issues related to the development of reading and writing for ENL and bilingual children. In particular, we will focus on: the transfer of reading skills from a native to a second language; the social, cultural and socioeconomic dimensions of literacy; research on children's first and second language literacy acquisition in the settings of home, community and in schools; bilingualism and biliteracy; teaching literacy to ENL learners of diverse ages and linguistic, ethnic, cultural and socioeconomic backgrounds; and developing advanced literacy through academic content areas. And, interestingly, we will also study the teaching of poetry because poetry, with its musical nature, has been shown to be one of the best tools for teaching literacy to linguistically diverse children.  
**Credits: 3**  
**Every Fall**

**EDI 63 Methods in Teaching Elementary Social Studies**
Creative methodology in the teaching of social studies planning, research, reporting, and culminating activities. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.  
**Prerequisites of EDI 14, 15A, 16A are required**  
**Credits: 3**  
**Every Fall and Spring**

**EDI 64 Student Teaching, Childhood (Grades 1-6)**
Supervised student teaching experience in selected private and public schools from grades 1 through 6. Student teachers are expected to apply constructivist theories of teaching and learning in
the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 360 hours of teaching, observation, and participation in staff and school activities is required. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching. Prerequisites of EDI 14, 15A, 16A, 50, 63, 68, 69, (EDS 50 or 44), 60, 62, and HE 205 are required. Credits: 6 Every Fall and Spring

**EDI 66 Supervised Student Teaching and Seminar in Early Childhood Education**

Continuous observation and student teaching under supervision at selected sites with children from Birth to grade 2. A minimum of 360 hours of observation, student teaching, and participation in appropriate staff and school activities is required. A weekly seminar integrates theory and practice and provides orientation to the teaching profession. Prerequisites of EDI 14, 15A, 50, 64B, EDS 60, 62, and (EDS 44 or 50) are required. Credits: 6 Every Fall and Spring

**EDI 68 Methods in the Teaching of Mathematics in the Elementary School**

This course deals with the content, methods, and materials relevant to teaching math in the elementary school. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. Prerequisites of EDI 14, 15A, 16A, MTH 15, and 16 are required. Credits: 3 Every Fall and Spring

**EDI 69 Methods in the Teaching of Science in the Elementary School**

This course deals with the content, methods, and materials relevant to teaching science in the elementary school. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. Prerequisite of EDI 14, 15A and 16A are required. Credits: 3 Every Fall and Spring

**EDI 71 Independent Study**

Permission to take this course is based on particular criteria: 1) merit of proposed study, 2) cumulative or major average, 3) maturity of student; LE ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chairperson. The faculty member directing the project must be qualified in the area designated by the student and the choice of faculty with the previous stipulation is made by the student. Check with academic counselors for the scheduled offerings. Credits: 1 to 3 On Occasion
### DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND MOVEMENT SCIENCE

**Phone:** 516-299-2671  
**Fax:** 516-299-3167  
**Chair:** Associate Professor Nana Koch  
**Assistant Professor:** Gail Weintraub  
**Adjunct Faculty:** 26

Good health and fitness are essential to a child's well-being. Toward this end, students in the Department of Health, Physical Education and Movement Science prepare for careers as health and physical education teachers who promote wellness, fitness, health and physical education literacy, motor competence, skill proficiency and remediation in children and young adults. The Department offers two undergraduate degree options which are accredited by the Council for the Accreditation of Educator Preparation (CAEP): a B.S. in Physical Education and a dual B.S. in Health Education and Physical Education. Both degrees lead to New York State Initial Teaching Certification to teach children in kindergarten through grade 12. The rigorous academic programs are supplemented with extensive field experience that creatively link theory and practice.

The department offers an 18-credit minor in Sports Management for students within the department and throughout the University that teaches the skills needed to organize, administer and facilitate sports-oriented programs.

We offer an 18-credit Equine Studies minor for all students within the University. It prepares students to enter the equine industry in management, health professional or educator capacities.

In addition, we are pleased to offer all students a 29-credit strength and conditioning program, which has been recognized by the National Strength and Conditioning Association. This program is designed for those wanting to focus their studies on gaining knowledge and skills in this growing specialty.

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### B.S. Physical Education

Students will combine their passion for fitness, lifetime activity and sports with their desire to work with children. As physical education teachers, students will instruct school-age children on health living practices, exercise, physical fitness and team spirit. Nearly all schools in New York State, from kindergarten through high school, employ physical education teachers. A well-designed health and physical activity program can have a lasting impact on a child's life.

LIU Post's 120-credit Bachelor of Science degree in Physical Education teaches students how to develop and implement a developmentally appropriate activity program that enhances motor skills, physical fitness and the acquisition of movement-related knowledge. Students will learn techniques to improve children's motor learning and fitness, and help them practice fundamental movement patterns, specialized skills, and lifetime movement activities. Students will learn how to develop lessons and activities for various ages and ability levels.

Courses cover curriculum design, skill development, student performance evaluations, human biology, kinesiology and biomechanics, exercise physiology and basic first aid. Students will have an opportunity to apply what they learn in the classroom to field experience at local school districts. This program offers an excellent foundation in the liberal arts and sciences and prepares students for Initial Certification to teach kindergarten through grade 12.

The B.S. in Physical Education program is accredited by CAEP, the Council for the Accreditation of Educator Preparation, signifying that this degree option is exemplary in preparing competent, caring, and qualified professional educators who will teach and lead in kindergarten through grade 12 schools.

#### DEPARTMENTAL REQUIREMENTS

- A grade of C or better is required in all major courses.
- To enter student teaching, all college courses must be completed.
- Students must maintain the following GPAs: a 2.75 overall and 2.8 in major courses.

#### ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 3.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

---

### B.S. in Physical Education  
**Program Code:** 25560

#### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Physical Education must satisfy all core curriculum requirements as follows:

- **POST 101**   1 credit
- **First-Year Composition**   6 credits
- **Economics/Political Science**   6 credits
- **Fine Arts**   6 credits (DNC 1 required)
- **History/Philosophy**   9 credits
- **Laboratory Science**   8 credits (BIO 7 and 8)
- **Language/Literature**   6 credits

#### Required Physical Education Pedagogy

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits (MTH 3 or 19)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

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### Required Education Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI</td>
<td>Historical, Philosophical and</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Sociological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDS</td>
<td>Literacy Development: Birth</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>through Grade 6</td>
<td></td>
</tr>
</tbody>
</table>

### Required Health and Physical Education Courses

Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE</td>
<td>Introduction to Physical Education and Health Education</td>
<td>3.00</td>
</tr>
<tr>
<td>HPE</td>
<td>Substance Abuse &amp; Related Issues*</td>
<td>3.00</td>
</tr>
<tr>
<td>HPE</td>
<td>Fitness and Conditioning (All Levels)</td>
<td>2.00</td>
</tr>
<tr>
<td>HPE</td>
<td>Responding to Emergencies: Comprehensive First Aid/CPR/AED</td>
<td>2.00</td>
</tr>
<tr>
<td>HPE</td>
<td>Technology in Physical Education &amp; Health Education</td>
<td>1.00</td>
</tr>
<tr>
<td>HPE</td>
<td>Measurement and Evaluation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Required Physical Education Content Courses

Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Skills - Track &amp; Field, Tennis, Volleyball, Badminton, Team Handball</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>Nutrition and Sports</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>Kinesiology and Biomechanical Analysis of Movement</td>
<td>4.00</td>
</tr>
<tr>
<td>PE</td>
<td>Motor Learning and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>Coaching: Principles, Philosophy and Organization of Athletics in Education</td>
<td>3.00</td>
</tr>
<tr>
<td>PE</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2.00</td>
</tr>
<tr>
<td>PE</td>
<td>Exercise Physiology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

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**Adjunct Faculty:** 26
Courses
The following conditions must be met prior to admission into student teaching:
• A grade of C or better; AND
• Maintaining a combined grade of B or better in the following courses:

**PED 260** Curriculum Design in Physical Education 3.00
**PED 261** Secondary Methods in Physical Education 4.00
**PED 262** Elementary Methods in Physical Education 4.00
**PED 263** Teaching the Individual with Special Needs 3.00

Student Teaching in Physical Education
Grade of C or better is required in the following courses:

**PED 297** Student Teaching in Physical Education 4.00
**HPE 298** Student Teaching Seminar 2.00

Required Co-Related Courses
**BIO 7** Human Anatomy and Physiology I 4.00
**BIO 8** Human Anatomy and Physiology II 4.00
**DNC 1** Beginning Movement I 3.00
**HE 255** Nutrition for the K-12 Educator 3.00

New York State Required Seminars
**EDUX 100** Save Schools Against Violence in Education Act - Project S.A.V.E. 6 credits
**EDUX 200** Preventing Child Abduction; Safety Education; Fire and Arson Prevention 6 credits
**CATX 100** Child Abuse Identification and Reporting 6 credits
**DASX 100** Dignity for All Students Act - DASA 6 credits

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum Major GPA: 2.80
Minimum Overall GPA: 2.75

B.S. Health Education and Physical Education

The Department of Health, Physical Education and Movement Science offers a highly respected and rigorous dual undergraduate major in health education and physical education that prepares students to teach both disciplines in elementary, middle and high schools. The 127-credit Bachelor of Science in Health Education and Physical Education program provides students with greater career flexibility and leads to New York State Initial Teaching Certification in two distinct areas.

Students in the program learn effective techniques of classroom management, curriculum design, and lesson planning for children in kindergarten through grade 12. Liberal arts courses in biology equip students with knowledge in human anatomy and physiology. Kinesiology and biomechanics and exercise physiology provide a foundation for how the body functions mechanically, physiologically and biomechanically.

The health education component examines among others, nutrition, health care services, sexuality and family planning, personal well-being, and drugs in contemporary society. Students will learn how to encourage children and teenagers using a non-judgmental approach, to discuss their experiences, attitudes and values related to health issues.

The physical education portion of the program teaches students to create a program that motivates children and adolescents to stay fit. Students are also taught, among others, how to organize movement activities, create procedures for classroom management, conduct lessons that allow for maximum practice opportunity, analyze student performance according to recognized assessment methodology and identify sports-related injuries.

The B.S. in Health Education and Physical Education program is accredited by CAEP, the Council for the Accreditation of Educator Preparation, signifying that this degree option is exemplary in preparing competent, caring and qualified professional educators who will teach and lead in kindergarten through grade 12 schools. Students will gain field-based experience through student teaching in local school districts. Because the program offers the versatility to teach two areas of study, additional coursework is required. The program takes five years of full-time study to complete.

DEPARTMENTAL REQUIREMENTS
- A grade of C or better is required in all major courses
- To enter student teaching, all college courses must be completed.
- Students must maintain the following GPAs: a 2.75 overall and 2.8 in major courses

ADMISSION REQUIREMENTS
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 3.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Health Education & Physical Education

[Program Code: 23210]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Health Education and Physical Education must satisfy all core curriculum requirements as follows:

**POST 101** 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
Fine Arts 6 credits (DNC 1 required)
History/Philosophy 6 credits
Laboratory Science 8 credits (BIO 7 and 8)
Language/Literature 6 credits
Mathematics 3 - 4 credits (MTH 3 or 19)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

**EDU 14** Historical, Philosophical and Sociological Foundations of Education 3.00
**EDS 60** Literacy Development: Birth Grade 6 3.00

The students are required to do one of the following: a foreign language course, American sign language (SPE 98), or equivalent milestone (with permission from the department chair).

**Required Health & Physical Education Courses**

Grade of C or better is required in the following courses:

**HPE 106** Fitness and Conditioning (All 2.00 Levels)
**HPE 201** Introduction to Physical Education and Health Education 3.00
**HPE 202** Responding to Emergencies: Comprehensive First Aid/CPR/AED 2.00

**HPE 205** Substance Abuse & Related Issues* 3.00

*Substance Abuse & Related Issues*
New York State Required Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>Save Schools Against Violence in Education Act - Project S.A.V.E.</td>
<td>3.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

- Minimum Total: 127 credits
- Minimum Major GPA: 2.80
- Minimum Overall GPA: 2.75

MINORS

Minor in Sports Management

The Sports Management minor provides the department's students, and those throughout the university, with coursework geared to learning about the fast growing field of Sports Management. The emphasis in Sports Management is to provide the skills needed to organize, administer and facilitate sports programs in public, private, community, education and commercial venues.

The minor consists of the following eighteen (18) credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 140</td>
<td>Introduction to Sports Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 141</td>
<td>Facility Management (prereq PE140)</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 142</td>
<td>Sports Marketing (prereq PE140)</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 143</td>
<td>The Economics of Sports (prereq PE140)</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 144</td>
<td>Sports Law (prereq PE140)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Minor in Equine Studies

This new eighteen (18) credit minor takes full advantage of the North Shore Equestrian Center (NSEC) located on the LIU Post Campus. The minor prepares students in the department and throughout the University to enter the equine industry in, among others, stable or racetrack management, as riding (including therapeutic riding) instructors or horse health care professionals, including veterinarians. The course of study will also appeal to horse riders and owners who wish to expand their equine avocation.

The minor has four required courses, for a total of six credits. Additionally students will draw their remaining twelve credits from the following four tracks: Equine Management, Equine Education, Equine Health and a Self-designed Generic Track.

Minor in Equine Studies

Required Core Courses (6 credits), may be taken prior to or concurrent with courses in a track.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 116</td>
<td>Beginning Horseback Riding</td>
<td>1.00</td>
</tr>
<tr>
<td>PE 117</td>
<td>Intermediate Horseback Riding</td>
<td>1.00</td>
</tr>
<tr>
<td>PE 160</td>
<td>Practical Horse Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 173</td>
<td>Equine Studies Minor Internship</td>
<td>1.00</td>
</tr>
</tbody>
</table>

All courses that fulfill the minor must be taken prior to or concurrent with the internship or with department approval.

Equine Management Business Track: (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 161</td>
<td>Equine Business Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 162</td>
<td>Equine Facilities Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 163</td>
<td>Equine Activities Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 164</td>
<td>Equine Business Law and Ethics</td>
<td>3.00</td>
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</table>

Equine Education Track: (12 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 165</td>
<td>Fundamental Theories of Riding</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 166</td>
<td>Methods of Teaching Riding</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 167</td>
<td>Teaching Therapeutic Riding</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 168</td>
<td>Judging</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Equine Health Track: (12 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 169</td>
<td>Principles of Equine Anatomy</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 170</td>
<td>Basic Equine Health, Disease and First Aid</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 171</td>
<td>Equine Systems, Lameness, Metabolic, Disorders and Reproduction</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 172</td>
<td>Equine Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Self-Designed Generic Track: (12 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Twelve credits may be taken from any of the twelve courses offered in the other three tracks.</td>
<td></td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total: 18 Credits
Minimum GPA: 2.25
A grade of C or better must be received by students majoring in physical education and/or the dual health education/physical education major.

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### Coaching Certificate Program

The Department of Health, Physical Education and Movement Science offers a Coaching Certificate Program which prepares men and women to coach in high schools in New York State. Upon completion of the 15-credit hours of course requirements, plus the Child Abuse Identification Workshop, School Violence Prevention and Intervention Workshop, and the Dignity for All Students (DASA) seminar, and along with 12 credits of pre-requisites, a certificate is issued as evidence that the student has completed the necessary courses set forth by the New York State Department of Education. This certificate is designed for those who are not certified to teach Physical Education in New York State. The certificate includes the following courses:

- Coaching: Principles, Philosophy and Organization of Athletics in Education
- Introduction to Physical Education and Health Education
- Exercise Physiology
- Responding to Emergencies: Comprehensive First Aid/CPR/AED
- Care and Prevention of Athletic Injuries
- Coaching Practicum

### Strength and Conditioning

The National Strength and Conditioning Association has awarded the Department a Certificate of Recognition for successfully meeting established educational program criteria in strength and conditioning coursework. The 29-credit program includes both didactic and applied courses that provide the competency knowledge that individuals need to successfully complete the Certified Strength and Conditioning Specialist (CSCS) exam, administered by the National Strength and Conditioning Association (NSCA).

For those acquiring the CSCS, employment opportunities open beyond becoming an educator and include working with sports teams in schools and in professional venues and with individuals in physical therapy clinics, to name a few.

**The courses include the following:**

- HE 255 Nutrition for the K-12 Educator 3
- PE 105 Beginning Fitness and Conditioning 1
- HPE 106 Fitness and Conditioning 2
- PE 203 Kinesiology and Biomechanical Analysis of Movement 4
- PE 299 Exercise Physiology 4
- BIO 7 Human Anatomy & Physiology I 4
- Lab
- BIO 8 Human Anatomy & Physiology II 4
- Lab
- PE 180 Nutrition and Sports 3
- PE 181 Program Design in Strength and Conditioning 3
- PE 182 Practicum in Strength and Conditioning 1

Descriptions for HE and PE courses can be found in their respective sections below. For Biology courses, please refer to the Biology section of the Undergraduate bulletin.
Health Education Courses

HE 201 Critical Health Issues I*
This course is a discussion of various health problems that are of greatest concern to individual, community, and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.
*May be taken and recognized as Liberal Arts credit.
Credits: 3
Every Fall

HE 202 Critical Health Issues II
This course is an introduction to the major theories associated with mental health, methods of stress management, and methods of handling emotions in everyday life.
Credits: 3
Every Spring

HE 204 Human Sexuality and the Family
This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts an examination of the place and meaning of sexuality and the family in our education, lives and society.
Credits: 3
Every Fall and Spring

HE 205 Substance Abuse & Related Issues*
This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.
*May be taken and recognized as Liberal Arts credit.
Credits: 3
Every Fall and Spring

HE 246 Health Education Independent Study
Advanced independent study and/or research in the field of health education. Student must have approval from the Chairperson. Student may receive between 1-4 credits; Credits are determined by faculty as well as course requirements. (For HPE majors only)
For HPE majors only and Dept approval.
Credits: 1 to 4
On Occasion

HE 255 Nutrition for the K-12 Educator
This course provides students with an introduction to the basic principles of nutrition and their relationship to good health. Included is the following: the evaluation of current nutritional information and misinformation with emphasis on critical thinking to determine optimal dietary choices; the study of the major dietary goals and guidelines; and the examination of weight maintenance techniques, eating disorders, food labeling, food safety and special needs at various stages of life. An additional focus is on applying content material in a classroom setting for students in grades K-12.
Credits: 3
Every Fall

HE 260 Community Health Care Studies and Surveys
This course examines the role and growth of organizations concerned with public health needs. Current health problems and the planning of services to combat them as well as the need for rational approaches to allocation of resources are addressed in this course.
Credits: 3
On Occasion

HE 265 Consumer Health Education
This course is designed to investigate the complex nature of health, the health care system, and the competing forces which affect the level of wellbeing. Emphasis will be placed on the shared responsibility between the consumer and the health care system.
Credits: 3
On Occasion

HE 280 Marriage and Parenting
This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to examine important information about attitudes, conflict and adjustments, planning a marriage, getting married, and what is entailed in order to make a legal, moral and religious commitment.
Credits: 3
Every Fall and Spring

HE 285 Personal, School and Community Health
This course will enable the student to understand and appreciate the breadth of health-related issues in several different contexts. Students will learn a model of health that enables them to comprehend the dynamics of striving toward total well-being.
Credits: 4
On Occasion

HE 286 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

HE 287 Personal, School and Community Health
This course will enable the student to understand and appreciate the breadth of health-related issues in several different contexts. Students will learn a model of health that enables them to comprehend the dynamics of striving toward total well-being.
Credits: 4
On Occasion

HE 288 Critical Health Issues I*
This course is a discussion of various health problems that are of greatest concern to individual, community, and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.
*May be taken and recognized as Liberal Arts credit.
Credits: 3
Every Fall

HE 289 Critical Health Issues II
This course is an introduction to the major theories associated with mental health, methods of stress management, and methods of handling emotions in everyday life.
Credits: 3
Every Spring

HE 290 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

HE 291 Methods of Teaching Health Education
This course is designed to enable student to be prepared for student teaching. Students taking this course will know the foundations of health education and will be able to practice the skills of a health educator. The Health Education Behavioral Skills and Content Areas will be aligned with both the State and National Standards, Youth Risk Behaviors, and health teacher competency skills. The students will be provided the opportunity to develop and teach units of study, lesson plans, and performance strategies that promote lifelong behaviors that lead to a high level of wellness.
Credits: 4
Every Spring

Health and Physical Education Courses (Dual)

HPE 296 Student Teaching in Health Education and Physical Education
This course is designed to meet the certification requirements for those students pursuing a double major in both Health Education and Physical Education. A minimum of 500 hours in teaching

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and observation is required. Students must be prepared to spend the entire school day in the public schools during the semester of registration in this course.

Corequisite of HPE 298 and Dept approval is required
Credits: 8
Every Fall and Spring

HPE 298 Student Teaching Seminar
All Physical Education and/or dual Health Education & Physical Education students registered in student teaching must attend this mandatory weekly seminar that is designed to discuss lesson plans, units, current topics, and issues in the school setting.

Corequisites of PED 297 or HED 297 or HPE 296 and Dept consent are required.
Credits: 2
Every Fall and Spring

HPE 386 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.

Must be in Honors College
Credits: 3
On Occasion

HPE 389 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.

Must be in Honors College
Credits: 3
On Occasion

HPE 390 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.

Must be in Honors College
Credits: 3
On Occasion

Physical Education Skill Courses

PE 100 Tumbling and Apparatus I
This course is designed to introduce students to the basic skills, strategies, and safety aspects in tumbling.
Credits: 1

On Occasion

PE 102 Archery
This course is designed to introduce students to the basic skills, strategies, and requirements for archery.
Credits: 1
On Occasion

PE 103 Badminton
This course is designed to introduce students to the basic skills, strategies, and rules as they pertain to the sport of badminton.
Credits: 1
On Occasion

PE 104 Body Conditioning to Music
The purpose of this course is for students to develop fitness through activities provided with music.
Credits: 1
On Occasion

PE 105 Fitness and Conditioning (Beginning)
The purpose of this course is to introduce students to all basic concepts involved in beginning fitness and conditioning. Students will learn to develop appropriate skills for life-long health and wellness.
Credits: 1
Every Fall and Spring

PE 106 Fitness and Conditioning (All Levels)
Students will examine the concepts involved in physical conditioning and will develop an appropriate exercise program. The course will also examine how diet, nutrition, stress, and lifestyle play a role in one's well-being.
Credits: 2
Every Fall and Spring

PE 107 Racquetball/Paddleball
Students will be introduced to and given the opportunity to improve the skills of racquetball. Of equal importance is the improvement of each student's knowledge of skill mechanics, rules, basic terminology, and strategy.
Credits: 1
On Occasion

PE 108 Track and Field
The goal of this course is to introduce students to skills, rules, and events of the sport of track & field.
Credits: 1
On Occasion

PE 109 Squash
Students will acquire and understand the basic skills, rules, and strategies of squash.
Credits: 1
On Occasion

PE 111 Beginning Tennis
The goal of this course is for students to learn the skills, strategies, and tactics as they pertain to tennis in a fun and active way. Students will practice all basic skills and apply them to game situations as the course progresses.

Credits: 1
Every Fall and Spring

PE 112 Intermediate Tennis
The purpose of this course is to increase the basic skill levels of the students by introducing them to more advanced tennis strategies.
Prerequisite of PE 111 is required.
Credits: 1
On Occasion

PE 113 Fencing
The purpose of this course is to help students achieve basic skill competencies in fencing.
Credits: 1
On Occasion

PE 114 Golf
The purpose of this course is for students to learn and understand the basic skills, rules, strategies, and etiquette of golf.
Credits: 1
On Occasion

PE 115 Contemporary/Social Dance
This course will introduce students to the basic social dance steps as well as country and line dancing.
Credits: 1
On Occasion

PE 116 Horseback Riding (Beginning)
Students will have an opportunity to learn the basic skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.
Credits: 1
Every Fall

PE 117 Horseback Riding (Intermediate)
Students will have an opportunity to learn the intermediate skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.
Prerequisite of PE 116 or instructor's permission is required.
Credits: 1
Every Fall and Spring

PE 118 Horseback Riding (Advanced)
Students will have an opportunity to learn advanced skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.
Prerequisite of PE 117 or instructor's permission is required.
Credits: 1
Every Fall and Spring

PE 120 Beginning Karate and Self Defense
This course will introduce students to beginning level Karate techniques and principles.
Credits: 1
On Occasion

PE 121 Karate and Self Defense (All Levels)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 122</td>
<td>Basic Swimming Instruction</td>
<td>1</td>
<td>Students will be able to demonstrate American Red Cross beginning swimming skills, perform basic forms of rescue, and understand the importance of swimming as a lifetime recreational activity. Prerequisite of PE 122 or instructor's permission.</td>
</tr>
<tr>
<td>PE 123</td>
<td>Intermediate Swimming</td>
<td>1</td>
<td>Students will be able to demonstrate American Red Cross intermediate swimming skills, perform basic forms of rescue, and understand the importance of swimming as a lifetime recreational activity. Prerequisite of PE 122 or instructor's permission.</td>
</tr>
<tr>
<td>PE 124</td>
<td>Life Saving (Advanced)</td>
<td>2</td>
<td>This ARC course covers the advanced skills and methods of rescue techniques. Prerequisite of PE 123 or permission of instructor is required.</td>
</tr>
<tr>
<td>PE 125</td>
<td>A.R.C. Water Safety Instructor</td>
<td>1</td>
<td>This course covers the methods of teaching swimming at all levels of skill. Development of lesson plans and teaching strategies as well as swimming safety and first aid are included. Prerequisite of PE 124 or permission of instructor is required.</td>
</tr>
<tr>
<td>PE 126</td>
<td>Introduction To Hatha Yoga</td>
<td>Every Fall and Spring</td>
<td>This course is an introduction to the physical practice of Hatha Yoga, its history, and philosophy. Practical applications to daily living are stressed, be it our physical activities, postural habits, breath quality, or mental and emotional states of being.</td>
</tr>
<tr>
<td>PE 127</td>
<td>Hatha Yoga (All Levels)</td>
<td>1</td>
<td>This course is designed to acquaint students to the principles and philosophy of all levels of Hatha Yoga so that students experience greater body awareness and concentration. Prerequisite of PE 126 or instructor permission required.</td>
</tr>
<tr>
<td>PE 128</td>
<td>Tai Chi</td>
<td>1</td>
<td>Tai Chi is an ancient Chinese system of exercise that is practiced for health and well-being.</td>
</tr>
<tr>
<td>PE 129</td>
<td>Basic Skin and Scuba Diving</td>
<td>On Occasion</td>
<td>This basic course prepares students for open water dives to become certified scuba divers. Course covers all lecture and pool requirements. A course fee may apply.</td>
</tr>
<tr>
<td>PE 130</td>
<td>Judo (Beginning)</td>
<td>1</td>
<td>This course will introduce students to the basic concepts of beginning judo. Prerequisite of PE 130 or instructor's permission required.</td>
</tr>
<tr>
<td>PE 131</td>
<td>Judo (Advanced)</td>
<td>1</td>
<td>This course will introduce students to the concepts of advanced judo. Prerequisite of PE 130 or instructor's permission required.</td>
</tr>
<tr>
<td>PE 132</td>
<td>Water Aerobics</td>
<td>1</td>
<td>Students will be introduced to fitness concepts through exercise in water.</td>
</tr>
<tr>
<td>PE 133</td>
<td>Taekwondo (Beginner)</td>
<td>1</td>
<td>The purpose of this course is to introduce students to the philosophy of Taekwondo as well as to basic Taekwondo foot and hand techniques. This course will provide students the opportunity to advance one belt rank.</td>
</tr>
<tr>
<td>PE 134</td>
<td>Kung Fu (Beginner)</td>
<td>1</td>
<td>This course will provide the student with an introduction to the history, philosophy, and basic techniques of Kung Fu.</td>
</tr>
<tr>
<td>PE 135</td>
<td>Kung Fu (All Levels)</td>
<td>1</td>
<td>This course will cover the intermediate techniques of Kung Fu. Prerequisite of PE 134 is required.</td>
</tr>
<tr>
<td>PE 136</td>
<td>Aikido - the Passive Art of Self Defense</td>
<td>2</td>
<td>Aikido is based on the principles of spiritual harmony and non-aggression. The course emphasizes non-violence or nonresistance against an opponent's force so that anyone can employ it with a minimum amount of physical strength. Self-defense is accomplished by movements performed with the relaxed integration of mind and body.</td>
</tr>
<tr>
<td>PE 138</td>
<td>Skills - Track &amp; Field, Tennis, Volleyball, Badminton, Team Handball</td>
<td>On Occasion</td>
<td>This course will introduce students to the art of teaching motor and sport skills in Track &amp; Field, Tennis, Volleyball, Badminton, and Team Handball. Students will be expected to acquire the basic skills of each activity and learn teaching strategies to effectively teach them to students.</td>
</tr>
<tr>
<td>PE 139</td>
<td>Skills - Softball, Soccer, Lacrosse, Basketball, and Ultimate Frisbee</td>
<td>Every Spring</td>
<td>This course will introduce students to the art of teaching motor and sport skills in Softball, Soccer, Lacrosse, Basketball, and Ultimate Frisbee. Students will be expected to acquire the basic skills of each activity and learn teaching strategies to effectively teach them to students.</td>
</tr>
<tr>
<td>PE 140</td>
<td>Pilates Mat</td>
<td>2</td>
<td>Pilates Mat class offers the opportunity to learn a sequence of exercise principles and basics that lead to life-time health benefits and physical fitness. Mat classes are also adaptable to those at any fitness level, and participants progress according to their level of ability. In particular, this approach to fitness emphasizes strengthening the whole body, rather than developing some parts over others. Workouts promote body awareness and efficiency in a balance approach to develop core and muscle strength, increases in range of motion in the joints and flexibility. As such, Pilates classes appeal to a wide range of people who seek to strengthen and tone their bodies in a safe way.</td>
</tr>
<tr>
<td>PE 155</td>
<td>Adventure Education</td>
<td>Every Fall</td>
<td>The goal of this course is for students to obtain the knowledge and skills that are needed to create a Project Adventure K-12 curriculum. Students will gain familiarity with the Project Adventure philosophy and activities. They will learn how to utilize cooperative games, adventure challenges, initiative problems, and trust-building activities to teach communication, cooperation, trust, and teamwork and meet New York State and National Standards for physically educated individuals. Course is held off campus. Contact the HPE Department for further information. A separate fee applies payable the first day of class.</td>
</tr>
<tr>
<td>PE 192</td>
<td>Basketball</td>
<td>Every Fall and Spring</td>
<td>This course is designed to introduce students to the basic skills, strategies, and rules of basketball.</td>
</tr>
<tr>
<td>PE 193</td>
<td>Soccer</td>
<td>On Occasion</td>
<td>This course will introduce students to the skills, strategies, and tactics as they pertain to soccer. They will practice all basic skills and apply them into game situations as the course progresses.</td>
</tr>
</tbody>
</table>
Every Fall
Credits: 3
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Spring

PE 140 Introduction to Sports Management
This course focuses on the basic philosophy, function, and principles of sports at all levels. Students will be exposed to the various career options plus their attendant roles and responsibilities.
Credits: 3
Every Fall and Spring

PE 141 Facility Management
This course will focus on planning, designing and financing of athletics facilities. In addition attention is accorded to the primary goals and objectives of facility managers.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Fall

PE 142 Sports Marketing
This course focuses on the process of designing and implementing activities for the promotion and distribution of a sport product to a consumer. The principal steps in developing a marketing plan are outlined.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Spring

PE 143 The Economics of Sports
This course will analyze contemporary sports using an economic approach. Issues such as the remuneration of professional athletes, the impact of competitive balance on team profits, the dichotomy and possible exploitation of student-athletes, and the pricing of television rights are subjected to economic analysis. Antitrust legislation and public financing of facilities are also critically examined.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Fall

PE 144 Sports Law
This course will provide the student with a concentrated foundation for understanding the law and its relationship to organized athletics and sports management. Specific topics that will be highlighted include the impact of antitrust laws, personal service contracts, labor law, injury and liability, gender equity and sexual harassment. An examination of the role of legal services within the realm of sports organizations will be covered.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Fall

PE 145 Sports Management Internship
Students will have an experience in the area of sports management at the college professional level or in the recreation advertising, marketing or facilities under the supervision of the program director.
A prerequisite of 12 credits in Sports Management Minor is required.
Credits: 3
Every Fall and Spring

PE 146 Practical Horse Management
Students will learn the basis for all Equine Studies. In order to work effectively with horses from any perspective, students need to be well trained in the proper care and feeding of horses as well as the equipment used with them as riders.
Credits: 3
Every Fall and Spring

PE 147 Equine Business Management
This course introduces the student to basic concepts, methods, principles and practices used in an equine business. The student will become familiar with many of the rules and regulations that are best practices followed by equine business owners in this country. This course will cover such topics as: business form; business plan; tax considerations; buying and selling horses; leases and ownership; employees and independent contractors; liabilities; insurance; record keeping; basic accounting; contracts; marketing; advertising; and the use of computer software.
A prerequisite of PE 116, PE 117 and PE 160 are required or department approval.
Credits: 3
Every Fall

PE 148 Equestrian Management
This course provides an overview of equestrian facility management, including horse needs, safety, emergency procedures, stable layout, site planning, stable maintenance, barns and interiors, out buildings, equipment, transport, fencing, feeding, hay and bedding.
A prerequisite of PE 116, PE 117 and PE 160 are required or department approval.
Credits: 3
Every Fall

PE 149 Equine Activities Management
This hands-on course provides students with an understanding of the all essential positions required to staff hunter jumper and dressage shows as well as clinics. The focus is on the rules and regulations of the United States Equestrian Federation (USEF) and for the United States Hunter Jumper Association (USHJA) and the United States Dressage Federation (USDF) that govern the management of horses shows. Students will learn about the writing, printing, and distribution of prize lists, including, among others, what information must be listed to meet association regulations and information necessary for the competitors; budgeting processes; contractual requirements for service providers and officials at shows; the process of securing sponsors; and correctly setting courses for competition, including the measuring of lines, and preparation of the arena. Emphasis will be placed on operating a successful event for successive years, highlighting current trends in the horse show industry. Practical experience assisting at horse shows outside of class time will be required. The LIU/NSE stable facility runs nine USHJA recognized horse shows at which students will gain valuable first-hand experience during 15 hours of service learning.
A prerequisite of PE 116, PE 117 and PE 160 are required or department approval.
Credits: 3
Every Fall
show, and organizational taxes. Ethical issues, equine care requirements, disease regulations law, transport, labor relations, farm management and equine insurance will also be addressed to better prepare students for a career in the equine industry.

A co-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 165 Fundamental Theories of Riding**

This course provides the student with a strong foundation in the fundamentals of riding. The student will study modern riding techniques as well as riding theories as they relate to the structure of the horse. Topics include: introduction to riding and learning, basic position; the aids; basic control; longitudinal and lateral balancing of the horse, and position and control over fences. The disciplines that will be discussed in this class include Hunter Seat Equitation, Dressage, Hunters and Jumpers. Students will take an additional 10 hours of riding in connection with topics covered. A separate stable fee applies.

A co-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 166 Methods of Teaching Riding**

This course introduces the student to a system of teaching that is based on a step-by-step approach leading to a preselected outcome. Students will explore the relationship between the instructor, the student and the horse. Then as "apprentice instructors" they will identify how individual riders learn so that they can begin to develop a system of teaching: format lesson plans; set short and long term goals; analyze, solve and improve students' performance, and demonstrate effective presentation techniques. Throughout the semester students will observe instructors and maintain a journal of lessons. At the LIU/NSE stable and arena facility, one of the largest equestrian teaching facilities in the country, students will practice teaching under the guidance of professional riding instructors. Students will spend 15 hours observing riding instructors and be expected to teach a Basic Equitation lesson upon completion of this course. A separate stable fee applies.

A co-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 167 Teaching Therapeutic Riding**

This course is designed to provide hands-on experience with various aspects of equine assisted therapy. Students will participate in activities to incorporate concepts of general equine care and handling, utilizing riding and equine management from a therapeutic perspective, and addressing mental health and physical disability through equine assisted therapy. Students will be introduced to important concepts such as team building, rapport development with horse and with clients, and overall safety and functional considerations for equine assisted therapy. Students will participate in 15 hours of assistance with trained personnel.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 168 Judging**

Since the teaching of riding often prepares learners for equestrian competition, this course is designed to give students the tools necessary for judging performance, soundness and conformation for the Hunters, Hunt Seat Equitation, Jumpers, and Dressage disciplines. Students will formulate a model for use in rating the various levels of performance in competitions as well as training and selection. The technical rules and regulations for judging different levels and classes will be discussed. Students are expected to spend a minimum of 15 hours assisting a rated judge at horse shows.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 169 Principles of Equine Anatomy**

A thorough understanding of equine anatomy is crucial for the proper care and training of the performance horse. By examining the complex interaction of bones, muscle groups and internal organs in the equine athlete, students understand the importance of maintaining the delicate balance of internal and external structure while at the same time enabling the horse to achieve the peak of its performance abilities or simply maintain its health.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 170 Basic Equine Health, Disease, and First Aid**

This course is a biological systems approach to basic equine health and deviations that produce disorders and disease. Special attention is given to the anatomical and physiological etiology for diseases in the horse. Particular attention will be paid to colic, lacerations, choke, fractures, eye injuries, foaling emergencies, emergency preparedness, and the development of first aid readiness. Common medications and issues related to medications will also be covered. This course will require each student to spend 15 hours at North Shore Equestrian or another equine facility shadowing veterinarians, evaluating and engaging in procedures related to equine care.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 171 Equine Systems, Lameness, Metabolic Disorders and Reproduction**

This advanced course will focus in depth on common equine disorders and their treatments and on the special concerns related to reproduction. Students will learn to administer some of the common treatments for lameness and gain observational experience in early detection and treatment of ailments, including Cushing’s Disease, Equine Metabolic Syndrome, Laminitis, hypothyroidism, and diseases of the eye. Some advanced first-aid techniques will also be introduced along with an understanding of the medications commonly used to treat equine disorders. Since breeding horses requires special care and handling, the seminar will also address the managed health of stallion, mare and foal from breeding through neonatal care. This course will require students to spend 15 hours shadowing a veterinarian and/or observing treatments at North Shore Equestrian or another equine facility.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 172 Equine Nutrition**

This course is an in-depth study of the absorption, metabolism, and elimination of feed sources in the horse. It includes nutrients and feeding requirements, the anatomy and physiology of the gastrointestinal tract, feed and forage analysis, ration balancing, supplements, problems associated with feeding during the several life stages, athletic horse diets, and common poisonings due to plants and feed. The importance of careful measurement and delivery of food to horses will be emphasized in experiential workshops and 15 hours of service learning.

A pre-requisite of PE 116, PE 117 and PE 160 are required or department approval.

Credits: 3
On Occasion

**PE 173 Equine Studies Minor Internship**

The student will gain 15 hours of experience in the area of his or her chosen track: Equine Business, Equine Education, Equine Health or Self-directed Generic. Option will include working in an equine facility, at equine sporting events, with a riding instructor, or veterinarian under appropriate supervision.

All courses that fulfill the minor must be taken prior to or concurrent with the internship.

Credits: 1
On Occasion

**PE 180 Nutrition and Sports**

This course is designed to integrate current scientific knowledge of nutrition and sports with the physiology of exercise/training. Students learn optimum nutrition requirements for various sports. This course will identify the physiological role of the macronutrients (protein, fat and carbohydrate)
in exercise, the energy systems required for physical activity will be reviewed. Examined components will emphasize macronutrients (carbohydrates, protein, and fats) and micronutrients (vitamin/mineral) and water as related to physical fitness and sports performance. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to determine body composition.

Not open to students enrolled in Food, Nutrition and Wellness Program

Credits: 2

On Occasion

PE 181 Program Design in Strength and Conditioning

The purpose of this course is to design, implement and test the effectiveness of a fitness & conditioning program design for a collegiate athlete. Students enrolled in this course will complete a comprehensive evaluation of a college varsity athlete's current fitness levels and after learning the structure and progression of effective exercise programs, will design and write a personal conditioning program to help ascertain an optimal fitness level for the individual.

Pre requisites: HE 255, PE 105, PE 203, PE 299, PE 180 and HPE 108; PE 180 are required.

Credits: 3

On Occasion

PE 182 Practicum in Strength & Conditioning

The strength and conditioning practicum is designed to give students field experience in the strength and conditioning specialization. Students are required to complete 40 hours of fieldwork plus 5 hours of seminar.

Pre requisites: HE 255, PE 105, 180, 181, 203, 299, HPE 106; BIO 7 and BIO 8 are required or permission from the department chair.

Credits: 1

On Occasion

PE 201 Introduction to Physical Education and Health Education

This course is an overview of the foundations and roles of physical education and sport and health in society. It focuses on the historical, philosophical, personal, and administrative aspects of physical education and sport. Emphasis will be placed on the scientific and scholarly disciplines that support the fitness, physical education and health education professions.

Credits: 3

Every Fall and Spring

PE 202 Responding to Emergencies: Comprehensive First Aid/CPR/AED

Students will learn basic knowledge and procedures for first aid, cardiopulmonary resuscitation, and the AED. Emphasis will be given to emergency conditions likely to occur in educational settings and sports-related traumas. Students may earn First Aid and CPR certification. Lecture, demonstration, and laboratory work are included.

Credits: 2

Every Fall and Spring

PE 203 Kinesiology and Biomechanical Analysis of Movement

This course is an introduction to the basic concepts of human motion, including anatomical and mechanical descriptions of movement. The course includes an analysis of basic locomotion and of selected sports skills. Laboratory experiences develop competencies in error identification and correction for teachers of movement. Three hours lecture plus two hours laboratory per week. This course has an additional lab fee.

Prerequisites BIO 7 and 8 or instructor permission are required.

Credits: 4

Every Fall

PE 240 Creative Games and Survey of Movement Program for Children

Creative Games is a new approach to play, which emphasizes cooperation rather than competition and combining elements of traditional games and sports with a humanistic view of interaction. Opportunities are provided for leading and refereeing creative games. Students explore the ways new games can be adapted for a variety of age groups, populations and a variety of settings.

Students may elect to take this course for a second credit to observe and study a number of movement programs for preschool and elementary school age children in a variety of settings.

Credits: 1 to 2

On Occasion

PE 241 Movement Education and Rhythms for Children

The purpose of this course is to provide for prospective preschool and elementary teachers the methods and materials to lead movement and rhythmic experiences.

Credits: 3

On Occasion

PE 246 Physical Education Independent Study

Advanced independent study and/or research in the field of physical education. Student must have approval from the Chairperson. Student may receive between 1-4 credits. Credits are determined by faculty as well as course requirements. (For HPE majors only)

For HPE majors only and Dept approval.

Credits: 1 to 4

On Occasion

PE 254 Introduction to Movement/Dance Therapy

This course is designed to provide students with an experimental and didactic exposure to the field of dance therapy. The curriculum includes: (a) an examination of the historical framework and current developments in the field of dance therapy; (b) a comprehensive investigation of the psychophysical components of expressive movement; (c) the theory and process of dance therapy; and (d) a survey of dance therapy methods devised for specific populations in a range of clinical and educational settings.

Credits: 3

On Occasion

PE 255 Motor Learning and Development

This course is a discussion of studies, concepts, and principles related to human motor behavior and learning. Physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors, and other aspects of skill learning are included.

*Can be applied as liberal arts credit

Prerequisites of HPE 201 and 203 are required.

Credits: 3

Every Spring

PE 256 Coaching: Principles, Philosophy and Organization of Athletics in Education

This course focuses on the philosophies, principles, and methods of coaching college and public school sports as well as the rules and techniques of officiating.

Credits: 3

Every Fall and Spring

PE 257 Care and Prevention of Athletic Injuries

The course is an introduction to athletic training/sports medicine through basic methods of preventing, assessing, and treating common sports-related injuries.

Prerequisite of PE 203 or BIO 118 is required.

Credits: 2

Every Fall

PE 291 Technology in Physical Education & Health Education

This course provides an introduction to the use of technology, specifically applications and software that are used in both physical education and health education.

Credits: 1

Every Spring

PE 295 Measurement and Evaluation

This course will focus on the purposes and principles of measurement and evaluation in physical education and health education. Emphasis will be geared toward selecting appropriate measurement instruments to evaluate individual and group performance. The statistical procedures required to organize, summarize, analyze and interpret data will be explored. Laboratory experiences are designed to support measurement theory.

Prerequisites of HPE 201, PE 255, and PE 299 are required.

Credits: 3

Every Fall

PE 299 Exercise Physiology

This course is an introduction to the physiological basis of exercise and physical activity with practical applications of the concepts to the fields of health, physical education, and athletics. Laboratory
experiences are designed to demonstrate the physiological effects of activity, and the use of measurement techniques will be included.
Prerequisites: BIO 7, BIO 8 and PE 203 or permission of the instructor is required.
Credits: 4
Every Spring

PE 385 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

PE 386 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

PE 389 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

PE 390 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.
Must be in Honors College
Credits: 3
On Occasion

PED 260 Curriculum Design in Physical Education
This course examines the process of curriculum design. Course content focuses on value orientation that drives the basic principles of curriculum development and curriculum planners. Emphasis is on developing a philosophy of Physical Education, selecting a curriculum theory reflective of that philosophy, and designing a curriculum based on both. Principles learned in this class are then applied to PED 261, PED 262, and PED 263.
Corequisite of PED 261 and Dept approval is required.
Credits: 4
Every Fall

PED 261 Secondary Methods in Physical Education
This course focuses on the characteristics of adolescent students and how effective secondary school physical education programs are planned, taught, and evaluated. Particular emphasis is placed on physical education content, knowledge, and on developing the skills necessary to become competent secondary school physical educators. Course content includes peer teaching, supervised clinical teaching, and field experience at local schools.
Corequisite of PED 260 and Dept approval is required.
Credits: 4
Every Fall

PED 262 Elementary Methods in Physical Education
This course focuses on designing and conducting developmentally appropriate physical education lessons in grades K-6. Particular emphasis is placed on designing and conducting lessons that allow for maximum practice opportunity accompanied by performance analysis and assessment. Course content includes peer teaching, supervised clinical teaching, and field experience at local schools.
Corequisite of PED 260 and co-requisite of PED 263 are required.
Credits: 4
Every Spring

PED 263 Teaching the Individual with Special Needs
This course focuses on the recognition of disabling conditions and the motor limitations of each; special problems encountered; and methods for improving the effectiveness of teaching adapted physical education in the school curriculum. Field experience in an adapted setting is required.
Prerequisite of HPE major and 12 credits in major are required.
Credits: 3
Every Spring

PED 271 Sports Medicine Design
The purpose of this course is to provide students with the skills, knowledge, and experiences which will enable them to design, develop, and teach a basic introduction to sports medicine program in a high school setting.
Credits: 3
On Occasion

PED 291 Coaching Practicum
The coaching practicum is designed to give students field experience in the coaching specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar.
Prerequisite of PE 256 is required.
Credits: 1
Every Fall and Spring

PED 292 Practicum in Specialization - Exercise Rehabilitation
The exercise rehabilitation practicum is designed to give students field experience in the exercise rehabilitation specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar.
Credits: 1
On Occasion

PED 294 Practicum in Specialization - Athletic Trainer
The athletic trainer practicum is designed to give students field experience in the athletic trainer specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar.
Credits: 1
On Occasion

PED 295 Practicum in Specialization - Sports Medicine Design
The sports medicine design practicum is designed to give students field experience in the sports medicine design specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar.
Credits: 1
On Occasion

PED 297 Student Teaching in Physical Education
This course is designed to meet the certification requirements of those students pursuing a major in Physical Education. A minimum of 360 hours in teaching and observing is required. Students must be prepared to spend the entire school day in the public schools during the semester of registration in this course.
Corequisite of HPE 298 and Dept approval is required.
Credits: 4
Every Fall and Spring
DEPARTMENT OF SPECIAL EDUCATION AND LITERACY

Phone: 516-299-2245
Fax: 516-299-3312
Chair: Reinecke
Full Professors: Cohen, Feeley, Minge, Pierangelo, Sanacore
Associate Professors: Levitt, Vida
Assistant Professor: Reinecke
Adjunct Faculty: 33

The Department of Special Education and Literacy prepares students for New York State certification as special education teachers and literacy specialists. Student can select from three Master of Science degree programs: Literacy; Special Education; and Special Education with a Concentration in Autism. The Department also offers dual certification programs which prepare students to become certified in two specialty areas: Childhood Education (Grades 1 to 6) and Special Education or Literacy.

B.S. Early Childhood Education / Special Education (B-Gr 2)

This 4-year initial teaching certification program prepares you to nurture and teach infants, toddlers, preschoolers, and children with and without disabilities in primary grade settings (kindergarten through second grade). After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required seminars, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth to Grade 2), and Certification in Special Education.

Please see the Department of Curriculum and Instruction for more information about this program and requirements.

B.S. Childhood Education / Special Education (Grades 1-6)

This 120-credit Bachelor of Science degree in Childhood Education and Special Education prepares you to become a knowledgeable, caring, and inspiring teacher of children with and without disabilities who are in the first through sixth grades. After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required seminars, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Childhood Education (Grades 1-6), and Certification in Special Education.

Please see the Department of Curriculum and Instruction for more information about this program and requirements.

Courses

EDS 44 Introduction to the Study of the Exceptional Child
A basic introduction to childhood exceptionality. Designed to increase understanding of children who are considered to be exceptional - physically, emotionally or intellectually. Provides a basis for planning individual learning opportunities in regular and special classroom settings.

Credits: 3
Every Fall and Spring

EDS 46 Teaching Students with Disabilities in Inclusive Classrooms
This course will introduce students to each of the 13 special education classifications as defined by the Individuals with Disabilities Education Act. Each disability category will be addressed with respect to causes, characteristics, and corresponding evidence-based interventions to be implemented within inclusive placements. The referral and evaluation process will be addressed along with the development of Individualized Family Service Plans and Individualized Education Programs. Specific attention will be given to positive behavior supports and interventions and strategies for collaborating with professionals and for developing systems that foster family engagement.

Credits: 3
Every Fall and Spring

EDS 50 Creating Responsible Inclusive Classrooms
Inclusion represents one of the most significant challenges facing education in recent years. It requires change for general and special educators. Course will explore concept of inclusion, discuss it from theoretical and practical perspectives, and present strategies necessary for it to be successful. It will present inclusive practices for use by general educators, as well as special educators.

Credits: 3
All Sessions

EDS 60 Literacy Developments Birth Grade 6
Course will be concerned with strategies and resources for childhood language acquisition and current principles and practices in teaching literacy. Relevant approaches and research findings that can be used in the classroom setting will be explored. Students have the opportunity to observe and explore various ways literacy is used in the classroom.

Credits: 3
Every Fall and Spring

EDS 62 Literacy Assessment for the Classroom Teacher Birth-Grade 6
This course will focus on acquainting students with current assessments used to identify reading problems, reading levels, and specific reading strengths and weaknesses of elementary school students in the classroom setting. Further emphasis will be placed on the use of current principles, practices, strategies, techniques, and the effective integration of technology in evaluating and treating the elementary school classroom student. Case studies will be developed and discussed.

Credits: 3
Every Fall and Spring

EDS 75A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12
This course connects reading research and best practice for practical classroom application. Specifically, students will engage in discussions and assignments concerning assessment techniques that determine effective instructional strategies to develop and strengthen the literacy needs of the adolescent learner. Significant issues concerning literacy across the curriculum will be highlighted. Text reading and assignments involve approaches, experiences, techniques and materials relevant to broadening literacy skills of the adolescent learner.

Credits: 3
Every Spring
The College of Liberal Arts and Sciences is LIU Post’s oldest, largest and most diverse academic unit. The liberal arts and sciences are the traditional core of LIU Post’s educational base and provide specialized learning in American studies, biology, chemistry, criminal justice, earth and environmental science, economics, English, foreign languages, history, interdisciplinary studies, mathematics, philosophy, physics, political science, psychology, and sociology. Through these comprehensive programs, the College fosters the expansion of knowledge, the excitement of creative thinking and the delight of intense intellectual exchange between students and faculty members.

The College’s faculty includes more than 100 highly accomplished scholars, researchers and artists. What most unites these humanists, scientists, social scientists and mathematicians is a dedication to excellence in teaching. Classes are small and highly personalized. Students experience academics in a broad range of subject areas, explore multiple analytical strategies, learn to present ideas clearly and persuasively, and graduate with a degree that enhances their position in the professional world.

If you have questions, please contact the dean’s office at 516-299-2233 or fax: 516-299-4140.

Nathaniel Bowditch, Ph.D.
Dean
nathaniel.bowditch@liu.edu

Glynis Pereyra, Ph.D.
Associate Dean
glynis.pereyra@liu.edu
DEPARTMENT OF BIOLOGY

Phone: 516-299-2481  Fax: 516-299-2484

Chair: Associate Professor Brummel
Professors: Melkonian (Pre-Medical Sciences Advisor), Schutt, Tettelbach (Graduate Co-Director)
Associate Professors: Hatch, Santagata
Assistant Professors: Callender, Hanley, Snekser (Graduate Co-Director)
Adjunct Faculty: 10

The Department of Biology offers programs leading to the Bachelor of Arts and the Bachelor of Science degrees, as well as a minor program for students in other disciplines who wish to fulfill a secondary interest in biology.

Students interested in pursuing graduate degrees in biology and careers in biological research are strongly encouraged to enroll in the Bachelor of Science program. A major in biology will automatically fulfill the requirements for admission to almost all graduate programs as well as most medical, dental, and veterinary schools.

Students can combine a major in Biology with a program in the College of Education, Information and Technology and earn a B.S. in Adolescence Education: Biology. This degree will satisfy the requirements for initial certification to teach Biology in grades 7 to 12. In conjunction with the College of Education, Information and Technology, the Department of Biology offers courses which are part of the concentration in Science for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

Research opportunities are available to undergraduate students. The Department of Biology maintains an Aquatic Research Laboratory, an advanced center that is equipped with high capacity fresh and saltwater tanks, and the Miracle-Gro Greenhouse which offers the ideal environment to study plant anatomy, ecology and photosynthesis. The Campus is located close to outstanding natural resources, where students and faculty members conduct field research. Internships are available at well-known institutions such as North Shore-Long Island Jewish Health System, Cold Spring Harbor Laboratory and the New York Hall of Science.

B.A. in Biology

A major in biology will automatically fulfill the requirements for admission to almost all graduate programs as well as most medical, dental, and veterinary schools. The 120 credit Bachelor of Arts degree provides a foundation that can be applied to diverse work settings. This degree program covers the fundamentals of biology with opportunities to explore a wide range of subjects such as primate anatomy, human genetics, the plant kingdom, marine biology and microbiology.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Academic Policies

Transfer students entering with one semester of Organic Chemistry and one semester of Biochemistry will satisfy the one-year Organic Chemistry requirement. Transfer students please note that at least 15 advanced Biology credits must be taken in the Biology department at LIU Post.

Candidates for the Bachelor of Art degree in Biology must complete BIO103, 104 and 105, by the end of their freshman year and BIO 107, 108, 109 and 110 by the end of their junior year. BIO 111 must be taken in the senior year. In addition, students must take at least one course from the ecology/evolution advanced electives (BIO 200-249) and at least one course from the ecology/evolution electives (BIO 250-289).

Undergraduate research courses (BIO 297, 298 & 299) may not be used as advanced Biology electives, but may be taken for general elective credit with the permission of the department chair.

Qualified Juniors and Seniors (3.25 cumulative average) may take up to 12 credits of 500-level graduate courses to satisfy advanced Biology elective credits. Written approval is required from the appropriate academic counselor, chair, and dean. See Graduate Bulletin for listing of courses.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Biology Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 105</td>
<td>Research Methods I</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 108</td>
<td>Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Capstone Seminar</td>
<td>1.00</td>
</tr>
</tbody>
</table>

E elective Cellular/Molecular Biology

Advanced Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>Comparative Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Molecular Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Biology of Cancer</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Histology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Developmental Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Special Topics in Cell/Molecular Biology</td>
<td>3.00-4.00</td>
</tr>
<tr>
<td>BIO 250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

E Elective Ecology/Evolution Advanced Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 251</td>
<td>The Plant Kingdom</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 252</td>
<td>Vertebrate Zoology</td>
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</tr>
<tr>
<td>BIO 253</td>
<td>Vertebrate Paleontology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 255</td>
<td>Marine Mammal Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 260</td>
<td>Plant Structures and Function</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 261</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Animal Behavior</td>
<td>4.00</td>
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<tr>
<td>BIO 271</td>
<td>Marine Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 272</td>
<td>Biology of Parasitism</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 273</td>
<td>Field Botany</td>
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<tr>
<td>BIO 274</td>
<td>Conservation Biology</td>
<td>4.00</td>
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<tr>
<td>BIO 280</td>
<td>Tropical Field Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 281</td>
<td>Tropical Marine Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 290</td>
<td>Special Topics in Ecology/Evolution</td>
<td>3.00-4.00</td>
</tr>
</tbody>
</table>

E Elective Advanced Course

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

B.A. in Biology

Program Code: 06975

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Biology must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
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<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.
One additional course from either Cellular/Molecular Biology or Ecology/Evolution Advanced courses

Required Co-Related Courses
All of the following:

CHM 3 Principles of Chemistry I 4.00
CHM 4 Principles of Chemistry II 4.00
CHM 21 Organic Chemistry I 4.00
CHM 22 Organic Chemistry II 4.00
CLA 6 Computer Literacy 3.00
MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00

AND one of the following sequences:
PHY 3 University Physics I 4.00
PHY 4 University Physics II 4.00

OR
PHY 11 College Physics I 4.00
PHY 12 College Physics II 4.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. in Biology

A major in biology will automatically fulfill the requirements for admission to almost all graduate programs as well as most medical, dental, and veterinary schools. This degree program covers the fundamentals of biology with opportunities to explore a wide range of subjects such as primate anatomy, human genetics, the plant kingdom, marine biology and microbiology.

The Bachelor of Science degree is ideal for those planning to become doctors, dentists or veterinarians and includes courses in mathematics and computer science. This program is also excellent preparation for such careers as biologist, ecologist, botanist, oceanographer, geneticist, chiropractor, medical technologist, pharmacologist, educator, researcher or nutritionist, to name a few.

Admission Requirements
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Academic Policies
Transfer students entering with one semester of Organic Chemistry and one semester of Biochemistry will satisfy the one-year Organic Chemistry requirement. Transfer students please note that at least 15 advanced Biology credits must be taken in the Biology department at LIU Post.

Candidates for the Bachelor of Science degree in Biology must complete BIO103, 104, 105, by the end of their freshman year and BIO 106, 107, 108, 110 by the end of the junior year. BIO 111, BIO 298, and BIO 299 must be completed by the senior year. Candidates must maintain a GPA of 2.0 or higher.

Molecular Genetics-Cell Concentration:
Students in this concentration must take Bio 109 and four advanced Biology electives, three courses from the cell/molecular advanced electives (BIO 200-249) and at least one course from the ecology/evolution electives (BIO 250-289).

Ecology, Evolution, Behavior Concentration:
Students in this concentration must take Bio 109 and four advanced Biology electives, at least one course from the cell/molecular advanced electives (BIO 200-249) and three courses from the ecology/evolution electives (BIO 250-289).

Students interested in pursuing careers in ecology related fields are strongly advised to take BIO 297.

Pre-Medical Sciences Concentration:
Students in this concentration must take BMS 20, CHM 71, BIO 250, and four upper level electives from the following categories:
ANATOMY/PHYSIOLOGY - Students must take either: BIO 200 or BIO 261.
MOLECULAR BIOLOGY - Students must take either: BIO 201, BIO 203, BIO 205, or BIO 240.
BIOMEDICAL SCIENCES - Students must take two of the following: BMS 51, BMS 80, BMS 212, BIO 200, BIO 201, BIO 203, BIO 205, BIO 240, or BIO 261.

It is advisable for Pre-Medical Sciences students to take the admission tests (MCAT, DAT, etc.) in the spring of their Junior year, and they should plan to complete their required Chemistry and Physics no later than the end of that year.

Qualified Juniors and Seniors (3.25 cumulative average) may take up to 12 credits of 500-level graduate courses to satisfy advanced Biology elective credits. Written approval is required from the appropriate academic counselor, chair, and dean. See Graduate Bulletin for listing of courses.

B.S. in Biology

Core Requirements
In addition to all major requirements, students pursuing the B.S. in Biology must satisfy all Core curriculum requirements as follows:

POST 101 First-Year Composition 1 credit

First-Year Composition 6 credits

Economics/Political Science
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits (BIO 103 and 104)

Language/Literature 6 credits
Mathematics 4 credits (MTH 7)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Biology Courses
All of the following:
BIO 103 General Biology I 4.00
BIO 104 General Biology II 4.00
BIO 105 Research Methods I 1.00
BIO 106 Research Methods II 3.00
BIO 107 Genetics 4.00
BIO 108 Cell Biology 4.00
BIO 110 Evolution 4.00
BIO 111 Capstone Seminar 1.00

Required Biology Research Courses
One of the following:
BIO 298 Undergraduate Research I 2.00
BIO 385 Honors Tutorial 3.00
BIO 386 Honors Tutorial 3.00

AND one of the following:
BIO 299 Undergraduate Research II 2.00
BIO 389 Honors Thesis 3.00
BIO 390 Honors Thesis 3.00

Required Co-Related Courses
All of the following:
CHM 3 Principles of Chemistry I 4.00
CHM 4 Principles of Chemistry II 4.00
CHM 21 Organic Chemistry I 4.00
CHM 22 Organic Chemistry II 4.00
CLA 6 Computer Literacy 3.00
MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00

PHY 3 University Physics I 4.00

PHY 4 University Physics II 4.00

Students must choose a concentration area (Molecular Genetics / Cell, Ecology / Evolution / Behavior, or Pre-Medical Sciences).
Molecular Genetics/Cell Concentration

Required Ecology Course

BIO 109 Ecology 4.00

Required Cellular/Molecular Biology Courses

Three of the following:

BIO 200 Comparative Physiology 4.00
BIO 201 Molecular Biology 4.00
BIO 203 Biology of Cancer 3.00
BIO 204 Histology 4.00
BIO 205 Developmental Biology 4.00
BIO 240 Special Topics in Cell/Molecular Biology 3.00-4.00
BIO 250 Microbiology 4.00

Required Ecology/Evolution Course

Three of the following:

BIO 250 Microbiology 4.00
BIO 251 The Plant Kingdom 3.00
BIO 252 Invertebrate Zoology 4.00
BIO 253 Vertebrate Zoology 4.00
BIO 254 Vertebrate Paleontology 4.00
BIO 255 Marine Mammal Biology 4.00
BIO 260 Plant Structures and Function 3.00
BIO 261 Comparative Vertebrate Anatomy 4.00
BIO 270 Animal Behavior 4.00
BIO 271 Marine Biology 4.00
BIO 272 Biology of Parasitism 4.00
BIO 273 Field Botany 4.00
BIO 274 Conservation Biology 4.00
BIO 280 Tropical Field Studies 3.00
BIO 281 Tropical Marine Biology 3.00
BIO 290 Special Topics in Ecology/Evolution 3.00-4.00

Pre-Medical Sciences Concentration

Required Pre-Medical Sciences Courses

All of the following:

BIO 250 Microbiology 4.00
BMS 20 Introduction to Disease Processes 3.00

Elective Anatomy/Physiology Course

One of the following:

BIO 200 Comparative Physiology 4.00
BIO 261 Comparative Vertebrate Anatomy 4.00

Elective Molecular Biology Course

One of the following:

BIO 201 Molecular Biology 4.00
BIO 203 Biology of Cancer 3.00
BIO 205 Developmental Biology 4.00
BIO 240 Special Topics in Cell/Molecular Biology 3.00-4.00

Elective Biomedical Sciences Advanced Courses

Two of the following:

BIO 200 Comparative Biology 4.00
BIO 201 Molecular Biology 4.00

BIO 203 Biology of Cancer 3.00
BIO 205 Developmental Biology 4.00
BIO 240 Special Topics in Cell/Molecular Biology 3.00-4.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

Joint Programs with College of Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Science

B.S. in Childhood Education (Grades 1 to 6) with Concentration in Science

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Science. This 32-credit program consists of two laboratory courses in each of the following four areas: Biology, Chemistry, Earth Science/Geology, and Astronomy/Physics. In this liberal arts and sciences concentration you will gain the broad intellectual background and laboratory training necessary to provide students in the early grades with a basic understanding of the sciences, along with the powers of analysis and synthesis that are vital to mastering any discipline. You will study the foundations of chemistry, biology and the earth sciences. You will delve into the marvels of human anatomy and physiology. You will explore the universe through courses in astronomy and physics. This interdisciplinary approach will not only prepare you to introduce young students to the excitement of scientific inquiry; it will empower you to assist students in integrating ideas and skills, and in developing lifelong a foundation for critical thinking. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the Science concentration, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: Biology (Grades
Students seeking to be initially certified to teach Biology and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Biology (Grades 7 to 12). This degree combines 31 credits of Biology, 24 credits of co-related science and mathematics courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

MINORS

Minor in Biology

Undergraduate students who are pursuing a major in another subject area can apply 25 credits of elective courses toward a minor in Biology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Biology Requirements

Required Biology Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Genetics</td>
<td>4.00</td>
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<tr>
<td>BIO 108</td>
<td>Cell Biology</td>
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<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
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<tr>
<td>BIO 110</td>
<td>Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Capstone Seminar</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 25
Minimum Minor GPA: 2.25
BIO 1 Foundations of Biology I
An introduction to the basic biological principles underlying the ways in which living organisms function. Topics such as the scientific method, cellular metabolism, cell division, heredity, and genetic engineering will be covered. Three hours lecture, three hours laboratory.
Credits: 4
Every Fall, Spring and Summer

BIO 2 Foundations of Biology II
An introduction to biodiversity and the basic evolutionary and ecological principles underlying the ways in which populations, communities, and ecosystems function. Topics such as population growth, natural selection, animal behavior, and food webs will be covered. Three hours lecture, three hours laboratory.
Pre-requisite of BIO 1 is required
Credits: 4
Every Fall, Spring and Summer

BIO 7 Human Anatomy and Physiology I
This course covers the structure and function of the human body, including basic biochemistry, cell structure, cell division, cell respiration, tissue composition, genetics, and the nervous and endocrine systems. Laboratory focuses on relevant physiological experiments and histology. Three hours lecture, three hours laboratory.
Credits: 4
Every Fall and Summer

BIO 8 Human Anatomy and Physiology II
This course covers the body’s organ systems in detail, including the musculo-skeletal, cardiovascular, lymphatic, immune, respiratory, excretory, digestive, and reproductive systems. Relevant dissection, histological studies, and physiology are all featured in the laboratories. Three hours lecture, three hours laboratory.
Pre-requisite BIO 7 is required.
Credits: 4
Every Spring and Summer

BIO 9 Gross Primate Anatomy
This course is an advanced laboratory study of primate morphology with heavy emphasis on human morphology. The detailed structure of all human organs and organ systems is thoroughly covered. A representative primate specimen is dissected. Cannot be used for Biology elective credit. Two hours lecture, two hours laboratory.
Pre-requisite of not having taken (BIO 16 or BIO 119) and BIO 7 and BIO 8 or BIO 261 is required.
Credits: 3
Every Fall

BIO 10 Primate Sectional Anatomy
This course is a detailed laboratory study of primate sectional anatomy with emphasis on human sectional anatomy. Transverse, sagittal, and frontal whole body sections of a representative primate are studied. Cannot be used for Biology elective credit. Four hours laboratory.
Pre-requisite of not having taken (BIO 19 or BIO 119) and BIO 9 is required.
Credits: 3
Every Spring

BIO 85 Literacy in the Experimental Sciences
This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their boarder approaches to science and its meaningful communication. This course provides an overview of how knowledge is acquired and presented in the laboratory sciences. Same as CHM 86 and ERS 85.
Credits: 3
Every Fall

BIO 103 General Biology I
Processes fundamental to all living things such as energy utilization, growth, development, and reproduction will be examined from the perspective of the cellular and molecular mechanisms involved. The goal will be a comprehension of the functioning of the living organism as embedded in the integration of these fundamental biological mechanisms. Three hours lecture, three hours laboratory.
Credits: 4
Every Fall and Spring

BIO 104 General Biology II
This course introduces patterns and processes of organisms and groups of organisms with emphasis on their origin, evolution, and the relationships among them and their environments. Topics include evolution, population genetics, systematics, animal behavior and ecology. Three hours lecture, three hours laboratory.
Pre-requisite BIO 103 is required. Pre-requisite of not having taken BIO 18 or BIO 4 is required.
Credits: 4
Every Fall and Spring

BIO 105 Research Methods I
This course will cover aspects of the scientific method as it relates to biology. Students will read primary scientific literature, attend departmental seminars, and write and give oral critiques of the research seminars. Emphasis is placed upon establishing competency in reading and communicating the science of biology.
Credits: 1

Every Fall and Spring

BIO 106 Research Methods II
This course emphasizes the scientific nature of biology and hypothesis testing. The course focuses on experimental design, data collection and quantitative analysis, and interpretation and discussion of results. Students will learn to write scientific manuscripts and proposals as well as to prepare posters and oral presentations of results. Pre-requisite of BIO 103 & 105 are required.
Credits: 3
Every Spring

BIO 107 Genetics
This course is a study of Mendelian inheritance, multiple gene inheritance, gene structure and function, gene mapping mutation, gene regulation, evolutionary genetics and other basic concepts in genetics. The laboratory will consist of exercises utilizing microorganisms, viruses, insects and plants. Three hours lecture, three hours laboratory.
Pre-requisite BIO 103 and BIO 104 are required.
Credits: 4
Every Fall and Spring

BIO 108 Cell Biology
Cell biology covers ultrastructure, structure-function relations, and the coupling and regulation of various processes in living cells. Specific topics include cellular energetics, regulation of metabolic processes, organization of cellular structures, and cell - to - cell communication. BIO 108 may be taken in the same semester as BIO 107.
Three hours lecture, three hours laboratory.
Pre-requisites of BIO 103, 104 and Prerequisite or Corequisite of BIO 107 are required.
Credits: 4
Every Fall

BIO 109 Ecology
This course is an introduction to relationships existing among organisms and between organisms and their environment. Emphasis is placed on learning the basic ecological processes that govern the distribution and abundance of organisms on the earth. Laboratory stresses the experimental approach to ecology. Students research a topic, design and conduct their own experiments, analyze results, and write papers.
Three hours lecture, three hours laboratory.
Pre-requisite BIO 103 and BIO 104 are required.
Credits: 4
Every Fall

BIO 110 Evolution
This course takes a mechanisms approach to evolution. The class begins with the Hardy-Weinberg principle and then examines the various processes that affect allele frequencies in populations over time, such as genetic drift, gene flow, natural selection, sexual selection, and mutation. Other topics are examined, such as speciation and systematics.
BIO 111 Capstone Seminar
Students take this course in the senior year. The course requires students to attend regularly scheduled department seminars. Students read research articles to prepare themselves for seminars and are required to submit written summaries and critiques from these seminars. Students also review core concepts from ecology, evolution, cell and molecular biology, as well as genetics to prepare themselves for the Biology Department’s comprehensive qualifying exam, taken as partial fulfillment of the requirements for this course. Prerequisites of BIO 107, 108, and 110 are required. Credits: 2 Every Fall and Spring

BIO 121 Human Genetics in Health and Disease
Basic concepts of genetics are used as a starting point for topics such as the nature of inherited conditions, genetic predisposition and its interpretation and genetic interventions. The course will include classical genetic approaches as well as basic molecular concepts of gene action, population genetics and advances such as DNA fingerprinting, gene chip analysis and manipulation of gene expression. In introductory course for majors and non-majors. Prerequisites of BIO 7,8 or BIO 103,104 are required. Credits: 3 On Occasion

BIO 141 Biostatistics
This course covers fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their use in biological and medical research. Not open to students who have completed or are taking MTH 19 or MTH 23. Same as MTH 41. Credits: 3 Every Fall

BIO 200 Comparative Physiology
This course is a study of the basic functions and mechanisms of action of tissues, organs, and organ systems. Emphasis is placed on homeostatic processes and the physiological adaptations to environmental factors. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 201 Molecular Biology
This course is a study of nucleic acid and protein structures, and complex aggregates such as collagen, chromatin, and viruses. Basic concepts in DNA replication, DNA repair, transcription, translation, gene regulation, gene exchange and rearrangement including recombinant DNA technology. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 203 Biology of Cancer
Several topics, such as genetics, immunology, cell biology, virology, and chemical pollution of the environment, are treated within the context of their relevancy to investigating and understanding the nature of cancer. Prerequisite of BIO 107 is required. Credits: 3 On Occasion

BIO 204 Histology
This course covers the structure and function of the tissues and organs of the body as revealed by microscopic analysis. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 205 Developmental Biology
This course covers the developmental processes of animals from gametogenesis to establishment of the principal organ systems. Laboratory includes study of frog, chick and pig development. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 240 Special Topics in Cell/Molecular Biology
Different faculty members will cover different topics in cell or molecular biology in various semesters in lecture or seminar format. The specific topic will be announced in advance and the student may take the course only once. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits. Prerequisite of BIO 107 is required. Credits: 3 to 4 On Occasion

BIO 250 Microbiology
This is a study of the morphology, physiology, biochemical activities, ecology, and classifications of microorganisms (viruses, bacteria, fungi, and protista). Includes the study of pathogenic and economically useful forms, and methods of culture, identification, sterilization and bacteriological analyses. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 251 The Plant Kingdom
A survey of the major plant groups from an evolutionary perspective with emphasis on trends in anatomy, gross structure, and reproductive strategies. Evidence from fossil record is examined. The course includes both lab and field exercises. Two hours lecture, two hours laboratory/field work. Prerequisite of BIO 107 is required. Credits: 3 On Occasion

BIO 252 Invertebrate Zoology
This course covers major invertebrate phyla with emphasis on evolution, taxonomy, structure, physiology, ecology and laboratory dissection of representative types. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 253 Vertebrate Zoology
This course is an introduction to the phylum chordata with an emphasis on the vertebrates. Evolutionary relationships among the vertebrates are considered as well as aspects of ecology, behavior, anatomy, and physiology. Field and laboratory studies, utilizing mainly fish, amphibians, reptiles, and small mammals, emphasize the ecology, behavior and physiology of vertebrates. Three hours lecture, three hours laboratory. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 254 Vertebrate Paleontology
Paleobiology and past history of major groups of vertebrates. Emphasis is on the processes of vertebrate evolution from ancient fishes to extinct mammals through geological time. Diversification patterns, extinction, and environmental implications are all considered. Same as GLY 39. Three hours lecture, three hours laboratory/museum visits. Prerequisite of BIO 107 is required. Credits: 4 On Occasion

BIO 255 Marine Mammal Biology
This course will cover the biology of the major groups of marine mammals, including cetaceans, pinnipeds and sirenians, as well as the sea otter and polar bear. Topics to be covered include evolutionary history and adaptation to the marine environment, thermoregulation, locomotion and foraging, diving physiology and behavior, communication and sensory systems, social behavior, reproduction, energetics, distribution patterns, exploitation and conservation. Three hours lecture, three hours laboratory/museum visits. Prerequisite of BIO 107 is required. Credits: 4 On Occasion
BIO 260 Plant Structures and Function
This course is an introduction to the form and function of the plant body, including morphology and anatomy, primary and secondary growth and differentiation, floral development and structure, photosynthesis, mineral nutrition, hormone action, transport, gas exchange, and metabolism.
Two hours lecture, two hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 261 Comparative Vertebrate Anatomy
Fundamentals of the taxonomy, morphology, and evolution of the chordates from a comparative point of view. Laboratory includes study and dissection of selected protochordates and representative vertebrates, including lamprey, shark and mud puppy and cat.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 270 Animal Behavior
The adaptive, evolutionary, and physiological nature of animal behavior. Ecological as well as comparative, hormonal and neurological aspects of behavior are covered in lecture and laboratory.
Three hours lecture, three hours laboratory.
Credits: 4
On Occasion

BIO 271 Marine Biology
This course introduces life in marine waters. Topics include physical biological properties of marine waters, identification and characteristics of major groups of marine plants and animals, adaptive modifications to marine environments and the special nature and diversity of marine ecosystems. Field and laboratory work emphasizes methods of collecting, sampling, and analyzing marine organisms.
Three hours lecture, three hours laboratory/fieldwork.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 272 Biology of Parasitism
This course in an introductory study of the adaptations, ecology, and life histories of parasitic protozoans, invertebrates, and plants. Human-parasite interaction from an ecological and evolutionary perspective will be emphasized.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 273 Field Botany
This course is a study of the kinds of vascular plants and their ecological relationships. Study indicates representative families, community ecology, and methods of identification, evolution, systematic, and nomenclature.
Three hours lecture, three hours fieldwork.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 274 Conservation Biology
This course will provide biology and environmental science students with an overview of the rapidly growing field of conservation biology. We will focus on biological processes of relevance to conservation at the species, population and community levels, including evolution, population genetics, and ecology. The major threats to global biodiversity will be examined, as well as various actions that have been taken to slow its loss. We will also introduce management issues such as sustainable development, reserve design and conservation law enforcement. Laboratory sessions will utilize materials available through the American Museum of Natural History's Center for Biodiversity and Conservation program for Conservation Educators, including problem-solving exercises, debates, and web-based interactive exercises. Students will work in small groups on these assignments, and present their results to the class. In addition, students will read articles from the primary literature and lead discussions of these papers, answering questions designed to extract the main points from each.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 280 Tropical Field Studies
This course is designed to provide students interested in tropical environments with brief but intense experience in a variety of terrestrial, arboreal, and aquatic habitats. The focus of this course will be on project-oriented field studies (observational and experimental) that incorporate and emphasize the scientific method. Student projects will address issues of interest in ecology and tropical biology. These projects may involve 1) the entire class, 2) small groups of students, 3) individuals. Another important component of this course will involve learning about the indigenous people of region studied (e.g., ethnobotany). Length of course varies based on location. This course has special travel fees.
Prerequisite of one 100-level Biology course or permission of instructor is required.
Credits: 3 to 4
On Occasion

BIO 281 Tropical Marine Biology
A field travel course to the Indo-Pacific or Caribbean which focuses on the ecology of coral reefs. Biodiversity of the fish, invertebrates and algae, and the nature of their interactions are emphasized. Length of course varies based on location. This course has special travel fees.
Prerequisite of one 100-level Biology course or permission of instructor is required.
Credits: 3
On Occasion

BIO 287 Experimental Design and Data Analysis
This course will cover elements of experimental design and data analysis. Statistical concepts and techniques relating to parametric and non-parametric analyses, correlation and regression, and distribution tests will be covered. Emphasis is placed on designing controlled experiments that produce data sets that can be quantitatively analyzed with basic statistical procedures.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 289 Undergraduate Research I
An opportunity for the eligible sophomore, junior, or senior to become acquainted with the research process in the biological sciences either in the laboratory of a faculty member or in the laboratory of an outside research institution. Report to be submitted at the conclusion of the work.
Credits: 2
Every Fall, Spring and Summer

BIO 291 Undergraduate Research II
Continuation of BIO 289. Dissemination of the results of the research conducted by either poster or oral presentation is required.
Prerequisite of BIO 289 is required.
Credits: 2
Every Fall, Spring and Summer

BIO 301 General Biology I - Honors Core
This course is an examination of basic life processes as they relate to man.
Credits: 4
On Occasion

BIO 302 General Biology II - Honors Core
The course focuses on a consideration of the
BIO 422 Biology of the Mind: Brain, Hormones and Behavior

The intention of this course is to introduce students to the basic neuroendocrine mechanisms that dictate human behavior. Most people are intrigued by the workings of the brain: both on a philosophical level (why do we think/feel/behave?) and on a physiological level (how do we think/feel/behave?). The main focus of this class will be the physiological aspects of the mind, including basic neurobiology, an introduction to the endocrine system (glands and hormones) and the expression of typical behaviors.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

BIO 423 Evolution: Basic Concepts and Modern Evidence

The intention of this course is to introduce students to the basic concepts in evolution as well as to explore the most recent evidence supporting the theory. Evolution is without a doubt the most significant unifying concept in Biology, yet it remains controversial and poorly understood in the lay public, and even among scientists. There is a longstanding and heated debate between evolutionary scientists and creationists that continue to rage today. Creationists attempt to legitimize "Intelligent Design" as a valid alternative to the theory of evolution, while scientists assert that, unlike the theory of evolution, which can be tested by experiment and observation, "Intelligent Design" is based upon premises that cannot be tested. The aim of this course is to demystify the theory of evolution by focusing on mechanisms and evidence.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

BIO 424 Modern Genetics

The course will discuss fundamental genetic concepts and how they apply to modern DNA technology. Topics covered will include DNA replication, transcription, translation, gene expression, phylogenetics and genomics and how they relate to such advances as PCR, DNA sequencing, gene mapping, cloning, genetically modified organisms and microarray analysis.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion
DEPARTMENT OF CHEMISTRY

Phone: 516-299-2492
Fax: 516-299-3944
Chair: Professor Fainzilberg
Associate Professor: Ramer
Adjunct Faculty: 8

The Department of Chemistry offers Bachelor of Arts in Chemistry. A minor in Chemistry is also available. Students with advanced standing from high school can petition for a waiver of the first-year introductory course.

The Department also offers the B.S. in Forensic Science with the Dept. of Biomedical Sciences in the School of Health Professions and Nursing.

Students can combine a major in Chemistry with a program in the College of Education, Information and Technology and earn a B.S. in Adolescence Education: Chemistry. This degree will satisfy the requirements for initial certification to teach Chemistry in grades 7 to 12. In conjunction with the College of Education, Information and Technology, the Department of Chemistry offers courses which are part of the concentration in Science for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

We take pride in the fact that our graduates find employment in pharmaceutical and chemical companies and school districts soon after graduation, or continue their education toward the M.S. or Ph.D. in Chemistry in the finest graduate schools, including Ivy League universities. Many of our alumni also enroll in medical school.

B.A. in Chemistry

Chemistry focuses on the fundamental understanding of substances – their structure, composition, properties and transformations. Majoring in this science is ideal preparation for a broad variety of scientific careers, including medicine, dentistry and other health fields; pharmaceuticals, forensic science, metallurgy, plastics, engineering, agriculture, biotechnology and environmental science, among others.


The B.A. in Chemistry provides an excellent foundation for further study at the graduate level. Students preparing for careers in medicine, dentistry and other health fields can generally meet professional schools’ entrance requirements by combining the B.A. in Chemistry with appropriate Biology courses. LIU Post’s Pre-Medical Sciences Advisement Committee advises students on admission requirements for entry into professional schools and how to prepare for the MCAT (Medical College Admissions Test), DAT (Dental Admissions Test) or other examinations.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

B.A. in Chemistry

(Program Code: 07067)

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Chemistry must satisfy all Core curriculum requirements as follows:

| POST 101 | First-Year Composition | 1 credit |
| Economics/Political Science | 6 credits |
| Fine Arts | 3 credits |
| History/Philosophy | 6 credits |
| Laboratory Science | 8 credits (CHM 3 and 4) |
| Language/Literature | 6 credits |
| Mathematics | 4 credits (MTH 7) |
| Social Sciences | 6 credits |

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Chemistry Courses

All of the following:

| CHM 3 | Principles of Chemistry I | 4.00 |
| CHM 4 | Principles of Chemistry II | 4.00 |
| CHM 5 | Inorganic Chemistry | 2.00 |
| CHM 21 | Organic Chemistry | 4.00 |
| CHM 22 | Organic Chemistry II | 4.00 |
| CHM 30 | Searching the Chemical Literature | 1.00 |
| CHM 37 | Quantitative Analysis | 4.00 |
| CHM 55 | Physical Chemistry I | 4.00 |

Elective Chemistry Courses

Two of the following:

| CHM 24 | Spectroscopic Identification of Organic Compounds | 3.00 |
| CHM 38 | Analytical Instrumentation | 4.00 |
| CHM 39 | Forensic Instrumental Analysis | 3.00 |
| CHM 48 | Advanced Inorganic Chemistry | 4.00 |
| CHM 71 | Basic Biochemistry | 4.00 |
| CHM 85 | Advanced Organic Chemistry | 3.00 |

OR one course above and one of following:

| CHM 98 | Senior Research I | 3.00 |
| CHM 385 | Honors Tutorial | 3.00 |
| CHM 386 | Honors Tutorial | 3.00 |

AND one of the following:

| CHM 399 | Senior Research II | 3.00 |
| CHM 389 | Honors Thesis | 3.00 |
| CHM 390 | Honors Thesis | 3.00 |

Required Co-Related Courses

All of the following:

| MTH 7 | Calculus and Analytic Geometry I | 4.00 |
| MTH 8 | Calculus and Analytic Geometry II | 4.00 |
| MTH 9 | Calculus and Analytic Geometry III | 4.00 |
| PHY 3 | University Physics I | 4.00 |
| PHY 4 | University Physics II | 4.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. in Forensic Science

Phone: 516-299-3071
Fax: 516-299-3998
Director: Harten
Research Coordinator – Buffolino

Forensic science is the exciting field where science and technology meet the law. As a forensic scientist you will bring the most advanced scientific tools to bear on the most pressing problems, including solving crimes and saving lives. The challenge of forensic science is to look back in time to determine the who, what, when, where and why of disputed events. In your search
for clues that dispel mysteries and serve justice, you will investigate everything from DNA, blood and other body fluids to textiles, footwear, footprints, tire tracks, documents and signatures, flammables, pollutants and much more.

LIU Post’s 120-credit Bachelor of Science in Forensic Science degree will prepare you for a rewarding career in the laboratory departments of police departments, medical examiners’ offices, toxicology and pathology. The program integrates lecture courses with laboratory work and hands-on field experiences. Students study a broad range of forensic applications such as molecular pathology, criminalistics, human genetics and forensic anthropology. Classes are taught by practicing forensic scientists, medical professionals and LIU Post professors of biomedical sciences, chemistry, criminal justice and forensic science. In addition, students serve as interns at highly-productive Long Island and Manhattan crime laboratories, health departments and medical examiners’ offices.

The Bachelor of Science in Forensic Science degree is offered jointly through the Department of Biomedical Sciences in the School of Health Professions and Nursing and the Department of Chemistry in the College of Liberal Arts and Sciences.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Academic Policies**

Students who are either part-time or full-time can pursue the undergraduate degree program in forensic science. Students desiring to continue in the program must maintain a minimum GPA of 2.00 in the major courses.

**B.S. in Forensic Science**

*Program Code: 28326*

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Forensic Science must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
</tbody>
</table>

**Required Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Students completing this degree are also eligible for a minor in Chemistry. Please see advisor to declare minor officially.**

**Required Foundation Courses**

<table>
<thead>
<tr>
<th>All of the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.</td>
<td></td>
</tr>
<tr>
<td>BIO 103</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>4.00</td>
</tr>
</tbody>
</table>

AND one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 141</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 19</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 23</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 53</td>
<td>4.00</td>
</tr>
<tr>
<td>SOC 53</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND one of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 3</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 4</td>
<td>4.00</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PHY 11</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 12</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Specialized Science Courses**

<table>
<thead>
<tr>
<th>All of the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 107</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 80</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 256</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 37</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>4.00</td>
</tr>
</tbody>
</table>

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Science

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Science. This 32-credit program consists of two laboratory courses in each of the following four areas: Biology, Chemistry, Earth Science/Geology, and Astronomy/Physics. In this liberal arts and sciences concentration you will gain the broad intellectual background and laboratory training necessary to provide students in the early grades with a basic understanding of the sciences, along with the powers of analysis and synthesis that are vital to mastering any discipline. You will study the foundations of chemistry, biology and the earth sciences. You will delve into the marvels of human anatomy and physiology. You will explore the universe through courses in astronomy and physics. This interdisciplinary approach will not only prepare you to introduce young students to the excitement of scientific inquiry; it will empower you to assist students in integrating ideas and skills, and in developing lifelong a foundation for critical thinking. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the Science concentration, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Chemistry (Grades 7 to 12)**

Students seeking to be initially certified to teach Chemistry and General Science in secondary
MINORS

Minor in Forensics

A minor in forensics (18-26 credits) can help prepare for work upon graduation. The minor will expand a student's understanding of how forensics is relevant to their major area of study. The minor can enhance a student's resume or simply satisfy personal interest in this fascinating field. The student can choose one of four options on which to focus:

- scientific investigation sub-disciplines (chemistry and genetics)
- profiling (forensic psychology)
- crime-solving (criminalistics).

This array of possible minors provides entry to many students pursuing different majors. The minors also allow students that may have been admitted as forensic science majors but choose other majors later in their college career to still show perspective employers that they have acquired knowledge in an area of forensic science.

Minor in Forensic Chemistry

Requirements

Required Chemistry Courses

All of the following:
- CHM 3 Principles of Chemistry I 4.00
- CHM 4 Principles of Chemistry II 4.00
- CHM 37 Quantitative Analysis 4.00

AND one of the following groups:
- CHM 21 Organic Chemistry I 4.00
- CHM 22 Organic Chemistry II 4.00

OR
- CHM 5 Inorganic Chemistry 2.00
- CHM 25 Basic Organic Chemistry 4.00

Elective Chemistry Courses

One of the following:
- CHM 24 Spectroscopic Identification of Organic Compounds 3.00
- CHM 55 Physical Chemistry I 4.00
- CHM 71 Basic Biochemistry 4.00

Credit and GPA Requirements

Minimum Total Credits: 21-24
Minimum Minor GPA: 2.25

Minor in Forensic Genetics

Requirements

Required Genetics Courses

All of the following:
- BIO 103 General Biology I 4.00
- BIO 104 General Biology II 4.00
- BIO 107 Genetics 4.00
- BMS 71 Introduction to Criminalistics 3.00
- BMS 80 Immunology 3.00
- BMS 256 Diagnostic Techniques in Molecular Pathology 4.00
- BMS 257 Forensic Molecular Techniques 4.00

Credit and GPA Requirements

Minimum Total Credits: 26
Minimum Minor GPA: 2.25

Minor in Forensic Psychology

Requirements

Required Psychology Courses

All of the following:
- PSY 43 Forensic Psychology: The Law and Human Behavior 3.00

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

MINORS

Minors in Forensics

A minor in forensics (18-26 credits) can help prepare for work upon graduation. The minor will expand a student's understanding of how forensics is relevant to their major area of study. The minor can enhance a student's resume or simply satisfy personal interest in this fascinating field. The student can choose one of four options on which to focus:

- scientific investigation sub-disciplines (chemistry and genetics)
- profiling (forensic psychology)
- crime-solving (criminalistics).

This array of possible minors provides entry to many students pursuing different majors. The minors also allow students that may have been admitted as forensic science majors but choose other majors later in their college career to still show perspective employers that they have acquired knowledge in an area of forensic science.

Minor in Chemistry

Undergraduate students who are pursuing a major in another subject area can apply 21 to 24 credits of elective courses toward a minor in Chemistry.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Chemistry Requirements

Required Chemistry Courses

All of the following:
- CHM 3 Principles of Chemistry I 4.00
- CHM 4 Principles of Chemistry II 4.00
- CHM 37 Quantitative Analysis 4.00

AND one of the following groups:
- CHM 21 Organic Chemistry I 4.00
- CHM 22 Organic Chemistry II 4.00

OR
- CHM 5 Inorganic Chemistry 2.00
- CHM 25 Basic Organic Chemistry 4.00

Elective Chemistry Courses

One of the following:
- CHM 24 Spectroscopic Identification of Organic Compounds 3.00
- CHM 55 Physical Chemistry I 4.00
- CHM 71 Basic Biochemistry 4.00

Credit and GPA Requirements

Minimum Total Credits: 21-24
Minimum Minor GPA: 2.25

Minor in Forensic Psychology

Requirements

Required Psychology Courses

All of the following:
- PSY 43 Forensic Psychology: The Law and Human Behavior 3.00

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25


Chemistry Courses

CHM 1 Introduction to Forensic Chemistry I
This course is the first part of a two-semester sequence in forensic chemistry for non-science majors. Students will learn basic forensic chemistry and how it is used in the practical real world of forensic investigations. Topics include law, science and the scientific method, forensic crime laboratory and the crime scene, fingerprint development and analysis, narcotics, forensic toxicology and death investigation.
Three hours lecture, three hours laboratory.
Credits: 4
Every Fall

CHM 2 Introduction to Forensic Chemistry II
This is the second part of a two-semester sequence in forensic chemistry for non-science majors.
Students will learn basic forensic chemistry and how it is used in the practical real world of forensic investigations. Topics include criminal profiling, forensic DNA, ballistics processing, tool mark analysis and serial number restoration, blood splatter geometry and crime scene reconstruction.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 1 is required.
Credits: 4
Every Spring

CHM 3 Principles of Chemistry I
This course is the first part of a two-semester sequence that includes the study of the nature of matter and energy, chemical reactions, stoichiometry, gas laws, thermochimistry, atomic structure and chemical bonding.
To enroll in CHM 3, students must either have placed into MTH 7 or have received a grade of C or better in MTH 3 or its equivalent.
Three hours lecture, three hours laboratory.
Prerequisite of MTH 3 or 35 with a grade of C or above or Co-requisite of MTH 7 or MTH 8 is required.
Not open to students who have taken CHM 4, 21, 22, 25, 37 or 71.
Credits: 4
Every Fall, Spring and Summer

CHM 4 Principles of Chemistry II
This course is the second part of a two-semester sequence that includes the study of colligative properties, kinetics, chemical equilibria, acid-base chemistry, chemical thermodynamics, and electrochemistry.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 3 is required.
Not open to students who have taken CHM 21, 22, 25, 37 or 71.
Credits: 4
Every Fall, Spring and Summer

CHM 5 Inorganic Chemistry
A systematic description of the properties and chemical transformations of matter. Using the Periodic Table as a guide, reaction types are studied so that the large body of chemical facts are put in perspective.
Prerequisite of CHM 4 is required.
Credits: 4
Every Fall

CHM 6 Chemistry of Life
A onesession survey course (for nursing students and others who need only one semester of chemistry) covering concepts from general, organic and biological chemistry. The course is intended for students preparing for careers in health-related professions and is designed to provide those students with an understanding of the chemistry of biological systems and pharmaceuticals. Cannot be used as a prerequisite for any other CHM course.
Three hours lecture, three hours laboratory.
Credits: 4
On Occasion

CHM 21 Organic Chemistry I
This course is the first part of a two-semester sequence that includes the study of nomenclature, structure, bonding, reactions, and syntheses of alkanes, alkenes, and alkynes, and the corresponding cyclic compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 4 is required. Not open to students who have taken CHM 22 or CHM 71.
Credits: 4
Every Fall and Summer

CHM 22 Organic Chemistry II
This course is the second part of a two-semester sequence that includes the study of the spectroscopy, structure, reactions, and synthesis of aromatic compounds, alcohols, ethers, carboxylic acids, amines and related compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 21 is required. Not open to students who have taken CHM 71.
Credits: 4
Every Spring and Summer

CHM 24 Spectroscopic Identification of Organic Compounds
This course covers a systematized study of laboratory methods for the identification of organic compounds with emphasis on the theory and use of mass spectrometry, ultraviolet/visible, infrared and nuclear magnetic resonance spectroscopy.
One hour lecture, three hours laboratory.
Prerequisite of CHM 22 is required.
Credits: 3
Annually

CHM 25 Basic Organic Chemistry
A semester in organic chemistry designed to provide a background in the fundamentals of nomenclature, mechanisms, structures and syntheses. The course is designed for students who require a general knowledge of organic chemistry.
Three hours lecture, three hour laboratory.
Prerequisite of CHM 4 is required. Not open to students who have taken CHM 71.
Credits: 4
Every Fall, Spring and Summer

CHM 30 Searching the Chemical Literature
This course is designed to instruct students in the methods employed to do comprehensive searches of the chemical literature. This will involve online searching of various databases with emphasis on Chemical Abstracts. Required for all Chemistry Majors (B.A., B.S, B.S. in Adolescence Education: Chemistry).
Prerequisites of CHM 21 or 25 is required.
Credits: 1
Every Spring

CHM 37 Quantitative Analysis
This course is a study of classical gravimetric and volumetric quantitative determinations. The theory and practice of some of the more modern techniques of instrumental methods are studied.
Three hours lecture, four hours laboratory.
Prerequisite CHM 4 is required.
Credits: 4
Every Fall

CHM 39 Forensic Instrumentation
Introduction to instrumental analysis of physical crime scene evidence. Emphasis is placed on the theory and use of those analytical instruments commonly found in forensic laboratories.
Laboratory methods include atomic absorption, mass, infrared and ultraviolet spectrophotometry, column, gas, liquid and thin-layer chromatography.
Not open to Chemistry majors.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 22 and 37 are required. Not open to Chemistry majors.
Credits: 4
Every Fall

CHM 48 Advanced Inorganic Chemistry
The properties of inorganic substances in terms of modern bonding theory are examined. The laboratory includes the study and synthesis of representative inorganic compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 5 and CHM 56 are required.
Credits: 4
Every Spring

CHM 55 Physical Chemistry I
This course is an introduction to chemical thermodynamics and chemical kinetics with applications to gases, solutions and phase equilibria to provide a firm foundation for understanding the
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 56</td>
<td>Physical Chemistry II</td>
<td>This course is an introduction to ionic solutions and electrochemistry. The statistical description of bulk properties of matter with applications to chemical thermodynamics, molecular dynamics and kinetics of complex reactions is studied. Elementary applications of the quantum approach are introduced.</td>
<td>4</td>
<td>Every Spring</td>
<td>CHM 56, MTH 21, and PHY 4 are required.</td>
</tr>
<tr>
<td>CHM 57</td>
<td>Quantum Chemistry</td>
<td>This course is the quantitative introduction to the major concepts of quantum statistics and its applications to modern chemistry and quantum chemistry calculations. Quantum methods of studying the relationships of bulk properties of matter with the structure of molecules and their interactions are examined.</td>
<td>4</td>
<td>Every Spring</td>
<td>CHM 56, MTH 21, and PHY 4 are required.</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>This course is a one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins and nucleic acids.</td>
<td>4</td>
<td>Every Fall</td>
<td>CHM 22 or CHM 25 is required.</td>
</tr>
<tr>
<td>CHM 77</td>
<td>Biochemistry</td>
<td>This course covers the chemical aspects of cell components and tissues. The emphasis is on bioenergetics and the biochemistry of macromolecules, especially proteins, enzymes, and nucleic acids. General biochemistry of other components of living matter is covered.</td>
<td>3</td>
<td>Any Occasion</td>
<td>CHM 55.</td>
</tr>
<tr>
<td>CHM 85</td>
<td>Advanced Organic Chemistry</td>
<td>This course covers the application of chemical kinetics, molecular orbital theory, orbital symmetry, Woodward-Hoffman theory, energy transfer and photochemistry to organic reactions. Utilization of the modern literature in organic chemistry is included.</td>
<td>3</td>
<td>CHM 56 is required.</td>
<td></td>
</tr>
<tr>
<td>CHM 86</td>
<td>Literacy in the Experimental Sciences</td>
<td>This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their boarder approaches to science and its meaningful communication. This course provides and overview of how knowledge is acquired and presented in the laboratory sciences.</td>
<td>4</td>
<td>Every Fall</td>
<td>CHM 55, MTH 9 are required.</td>
</tr>
<tr>
<td>CHM 93</td>
<td>Chemical Research I</td>
<td>This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty advisor. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 93.</td>
<td>2</td>
<td>Every Fall</td>
<td>CHM 21 or 25 is required.</td>
</tr>
<tr>
<td>CHM 94</td>
<td>Chemical Research II</td>
<td>This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 94.</td>
<td>2</td>
<td>Every Fall</td>
<td>CHM 93 is required.</td>
</tr>
<tr>
<td>CHM 98</td>
<td>Senior Research I</td>
<td>This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty advisor. The adviser must be selected during the first week of the semester. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 98.</td>
<td>3</td>
<td>Every Fall</td>
<td>CHM 56 is required.</td>
</tr>
<tr>
<td>CHM 99</td>
<td>Senior Research II</td>
<td>This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 99.</td>
<td>3</td>
<td>Every Spring</td>
<td>CHM 98 is required.</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Chemistry in Daily Life I - Honors Core</td>
<td>An introduction to principles of chemistry, including a study of atoms, molecules, atomic and molecular structure, chemical bonding and reactions. These principles are used to explain current topics in chemistry, such as air and water pollution, food additives, drugs, polymers and chemical toxicology. The laboratory emphasizes applications of chemical principles. The course can be used for Science Core credit.</td>
<td>4</td>
<td>Every Fall</td>
<td>CHM 1 or CHM 302 is required.</td>
</tr>
<tr>
<td>CHM 302</td>
<td>Chemistry in Daily Life II - Honors Core</td>
<td>A continued study of the principles of chemistry, including electron transfer, nuclear fission/fusion and basic organic reactions. These principles are used to explain current topics in chemistry, such as drug design, polymers, fuel cells, forensic chemistry, biochemistry and genetics. The laboratory utilises everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.</td>
<td>4</td>
<td>Every Spring</td>
<td>CHM 1 or CHM 301 is required.</td>
</tr>
</tbody>
</table>
DEPARTMENT OF CRIMINAL JUSTICE

Phone: 516-299-2467  
Fax: 516-299-2587  
Chair: Professor Kushner  
Associate Professor: O’Connor  
Assistant Professor: Valentine  
Adjunct Faculty: 12

The undergraduate criminal justice program provides an ideal foundation for careers in the law and criminal justice. The criminal justice major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections.

In the B.A. in Criminal Justice and accelerated five-year B.A./M.S. in Criminal Justice programs, each sequence is studied in detail in a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice.

Criminal justice majors are required to complete a senior level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines. A minor in criminal justice is also available to students in other majors.

B.A. in Criminal Justice

The 120-credit Bachelor of Arts degree program in Criminal Justice is designed to meet the demands for professionals working in policing, corrections, prosecution and pretrial services, probation, parole, juvenile services, public safety, victim services, civil and family courts, homeland security, international security, and other related fields. In addition to our core curriculum, which thoroughly explores the theory and practice of the criminal justice system, you can choose from elective courses that focus on a particular area of interest. The curriculum will expose you to the latest trends in theory and technology that impact criminal justice.

All students receive invaluable, hands-on training in the field of criminal justice in our experienced-based practica program. Students who perform at an outstanding level also will have the opportunity to attend the Justice Semester at American University in Washington, D.C.

LIU Post alumni are law enforcement officers, federal agents, security officers, prosecutors, corrections counselors, judges, attorneys, private security professionals, homeland security agents, forensic technologists, crime lab technicians, emergency managers, FBI agents and social service professionals. Many of our graduates enroll in the Master of Science degree program in Criminal Justice at LIU Post or attend law school.

Admission Requirements

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

Academic Policies

All non-Criminal Justice majors may take any criminal justice course without any prerequisites. All Criminal Justice majors are required to take CRJ 11 and 23 as prerequisites or co-requisites for CRJ 20, 30, 37, 38, 41, 44, 68, 76 and 85. There are no prerequisites for Criminal Justice elective courses.

Criminal justice majors must take CRJ 20 and 85 in their senior year.

In-service students may substitute CRJ 85 by completing two advanced courses in Criminal Justice.

B.A. in Criminal Justice

[Program Code: 07077]

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Criminal Justice must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Undergraduate Core Curriculum section of this bulletin.

Major Requirements

Required Criminal Justice Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 11</td>
<td>Introduction to Criminal Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 20</td>
<td>Critical Issues in Criminal Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 23</td>
<td>Theories of Crime</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 30</td>
<td>Gender and the Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 37</td>
<td>Foundation for Scholarship</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 38</td>
<td>Methods of Criminal Justice Research</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 41</td>
<td>Criminal Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 44</td>
<td>The Police and Community Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 68</td>
<td>Correctional Philosophy: Theory and Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 76</td>
<td>Criminal Procedure</td>
<td>3.00</td>
</tr>
<tr>
<td>CRJ 85</td>
<td>Criminal Justice Practicum</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Elective Criminal Justice Courses

Three courses/nine credits from all CRJ or CSA courses excluding 300-level Honors courses

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits</td>
<td>90</td>
</tr>
<tr>
<td>Minimum Major GPA</td>
<td>2.00</td>
</tr>
<tr>
<td>Minimum Cumulative GPA</td>
<td>2.00</td>
</tr>
</tbody>
</table>

DUAL DEGREE PROGRAMS

Accelerated B.A./M.S. in Criminal Justice

This program allows students to earn a Bachelor of Arts and Master of Science degree in Criminal Justice in as few as five years. You may apply at the beginning of your junior year, and then earn 12 credits toward the master’s degree in your senior year, and complete the program in one additional year by taking 24 more credits.

The 144-credit accelerated program combines a broad-based liberal arts undergraduate education with specialized graduate coursework. The program develops the professional knowledge and skills required for rewarding careers within the field of criminal justice. We offer a wide variety of courses specifically related to the study of law. Experienced faculty members, a well-established internship program, professional networking opportunities, and knowledgeable academic and career advisors empower our students to get the most out of their education.

Admission Requirements

• Incoming freshmen must have a solid B
average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

• Admission to the upper division of the B.A./M.S. in Criminal Justice program (master's degree level) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the chairman of the graduate program in the Department of Criminal Justice. If the student does not possess the necessary 3.0 average, the chairman may employ other criteria to insure qualification (e.g., SAT scores, letters of prior work, interview, etc.).

**Academic Policies**

All non-Criminal Justice majors may take any criminal justice course without any prerequisites.

All Criminal Justice majors are required to take CRJ 20 and 30, 37, 38, 41, 44, 68, 76 and 85. There are no prerequisites for Criminal Justice elective courses. Criminal justice majors must take CRJ 20 and 85 in their senior year. In-service students may substitute CRJ 85 by completing two advanced courses in Criminal Justice.

**B.A./M.S. in Criminal Justice**

(Program Code: 79459)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.A./M.S. in Criminal Justice must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Undergraduate Criminal Justice Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 11</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRJ 20</td>
<td>Critical Issues in Criminal Justice</td>
</tr>
<tr>
<td>CRJ 23</td>
<td>Theories of Crime</td>
</tr>
<tr>
<td>CRJ 30</td>
<td>Gender and the Law</td>
</tr>
<tr>
<td>CRJ 37</td>
<td>Foundation for Scholarship</td>
</tr>
<tr>
<td>CRJ 38</td>
<td>Methods of Criminal Justice Research</td>
</tr>
<tr>
<td>CRJ 41</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>CRJ 44</td>
<td>The Police and Community Relations</td>
</tr>
<tr>
<td>CRJ 68</td>
<td>Correctional Philosophy: Theory and Practice</td>
</tr>
<tr>
<td>CRJ 76</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CRJ 85</td>
<td>Criminal Justice Practicum</td>
</tr>
</tbody>
</table>

**Elective Undergraduate Criminal Justice Courses**

| Three courses/nine credits from all CRJ or CSA courses excluding 300-level Honors courses |

<table>
<thead>
<tr>
<th>Required Graduate Criminal Justice Courses</th>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 555</td>
<td>Technology and the Criminal Justice System</td>
</tr>
<tr>
<td>CRJ 690</td>
<td>Theories of Crime and Causation</td>
</tr>
<tr>
<td>CRJ 699</td>
<td>Foundations of Scholarship</td>
</tr>
<tr>
<td>CRJ 700</td>
<td>Research Design and Methods</td>
</tr>
<tr>
<td>CRJ 707</td>
<td>Thesis Research</td>
</tr>
<tr>
<td>CRJ 708</td>
<td>Thesis Consultation</td>
</tr>
</tbody>
</table>

Students must choose from graduate concentrations in General Criminal Justice Studies, Fraud Examination or Security Administration.

**General Criminal Justice Concentration Requirements**

**Required Graduate General Criminal Justice Concentration Course**

| CRJ 675  | Critical Issues in Law and Society |

**Elective Graduate General Criminal Justice Concentration Courses**

<table>
<thead>
<tr>
<th>Five courses/fifteen credits of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 523</td>
</tr>
<tr>
<td>CRJ 525</td>
</tr>
</tbody>
</table>

| CRJ 529  | Effectiveness of Prevention and Treatment Programs |
| CRJ 530  | Victimology |
| CRJ 536  | Introduction to Forensic Technology |
| CRJ 540  | Employment Discrimination Law |
| CRJ 552  | Communications and the Criminal Justice System |
| CRJ 560  | Funding and Grant Evaluation |
| CRJ 565  | Interpersonal Relations in Administration |
| CRJ 570  | Seminar in Criminal Justice |
| CRJ 577  | Police and Professionalism |
| CRJ 582  | Psychiatry and the Law |
| CRJ 585  | Seminar in Court Administration |
| CRJ 600  | Advanced Standing Criminal Justice I |
| CRJ 601  | Advanced Standing Criminal Justice II |
| CRJ 630  | Forensic Psychology |
| CRJ 631  | Seminar in Organized Crime |
| CRJ 635  | The Mass Murderer and the Violent Criminal |
| CRJ 640  | Seminar in the Administration of Juvenile Justice |
| CRJ 647  | Forensic Investigation of Fire, Arson and Explosions |
| CRJ 650  | Class and Social Structure |
| CRJ 652  | Seminar on the Grand Jury and the Petit Jury |
| CRJ 655  | Counseling in Criminal Justice |
| CRJ 656  | Managerial Supervision |
| CRJ 658  | Crisis Intervention in Criminal Justice |
| CRJ 660  | Principles and Methods of Rehabilitation of Offenders |
| CRJ 665  | Criminal Justice Response to Domestic Violence |
CRJ 670  Narcotic Addiction, Alcoholism and Crime  3.00
CRJ 680  Graduate Internship  3.00
CRJ 686  Seminar in Justice  3.00
CRJ 689  Planning and Management  3.00
CRJ 697  Workload Management  3.00
CRJ 698  Crime and Criminality in Cinematography  3.00
CRJ 734  Forensic Homicide Investigation  3.00
CRJ 760  Terrorism  3.00
CRJ 801  Introduction to Fraud Examination  3.00
CRJ 802  Methods of Fraud Examination  3.00
CRJ 803  Auditing Principles in Fraud Examination  3.00
CRJ 804  Professional Accounting Standards in Fraud Examination  3.00
CRJ 805  Fraud Examination and the Law  3.00
CRJ 806  Ethics in Fraud Examination  3.00

**Security Administration Concentration Requirements**

**Required Graduate Security Administration Concentration Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 675</td>
<td>Critical Issues in Law and Society</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate Security Administration Concentration Courses**

Five courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA 546</td>
<td>Theories of Private Security and Loss Prevention</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 571</td>
<td>Private Security Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 581</td>
<td>Security of Intellectual Property</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 582</td>
<td>Instructing Security Trainers</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 583</td>
<td>Security Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 587</td>
<td>Institutional Security Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 593</td>
<td>Investigation Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

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**MINORS**

**Minor in Criminal Justice**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Criminal Justice. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Criminal Justice Requirements**
Criminal Justice Courses

CRJ 11 Introduction to Criminal Justice
This course covers agencies and processes involved in the administration of criminal justice. It surveys the roles of the police, district attorney, courts, probation, corrections and parole.
Credits: 3
Every Fall and Spring

CRJ 14 Courts and the Criminal Justice System
This course covers American courts - what they do in practice; how they function and why. The dynamics of the courthouse is explored with emphasis on the trial courts for adult offenders. The question of guilt or innocence as defined by law, what penalties should be imposed, and the rules of criminal procedure to be followed are considered in the framework of functioning courts. Problems and reforms are probed.
Credits: 3
On Occasion

CRJ 16 International Criminal Justice Systems
This course examines the origins of law and its evolution over time and is an overview of criminal justice systems in selected countries ancient and modern. The comparative examination of American and foreign justice systems is covered.
Credits: 3
On Occasion

CRJ 20 Critical Issues in Criminal Justice
This course reviews contemporary issues in criminal justice. Issues such as court administration, fourth and fifth amendment rights, issues of due process, use of insanity plea, American women and crime, comparative studies in delinquency prevention, capital punishment, crime trends, sentence disparity, alternatives to incarceration, parole and probation, racism in the criminal justice system, etc. are included.
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CRJ 21 Drug Scenes
This course covers social and psychological correlates of drug and alcohol abuse, with special emphasis on motivation, age, cohorts, functional consequences, and intellectual involvement. Special attention is paid to law enforcement, judicial, correctional involvement and treatment programs designed for alleviation of the problem.
Credits: 3
On Occasion

CRJ 22 Morality and the Law
Students are introduced to critical ethical concerns regarding the police, courts, punishment and corrections. There is discussion about the psychological, moral and ethical underpinnings of justice and the law.
Credits: 3
On Occasion

CRJ 23 Theories of Crime
This course surveys major psychological, sociological, economic, anthropological and biological causative theories relating to crime and delinquency.
Credits: 3
Every Fall and Spring

CRJ 25 Family Court and Society
This course examines the role and place of family court in American society. The course covers family court involvement in juvenile delinquency, family offenses, neglect, support, etc.
Credits: 3
On Occasion

CRJ 29 Computer Crime
This course covers a comprehensive examination of illegal use and abuse of computer technology in the commission of crimes. The exploration of possible remedies to the increasing problem of computers and their use in crime is discussed.
Credits: 3
On Occasion

CRJ 30 Gender and the Law
This course examines the legal system in the United States as it affects women. Particular attention is paid to criminal law as it relates to: issues of privacy; marriage and family life; affirmative action progress; role of women in the criminal justice system; women as victims of crime; and women of color.
Writing Across the Curriculum (WAC) course
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CRJ 31 Organised Crime in America
This course analyzes the origin, historical development and dimension of organized crime in America. Topics also include the effect of organized crime on law enforcement personnel in its relationship to possible corruption, prevention and prosecution of criminal offenders involved in organized crime and policy consideration.
Credits: 3
On Occasion

CRJ 32 Interviewing Techniques in Criminal Justice
This course covers the development of interviewing skills for work in criminal justice agencies; the demonstration and practice in the use of interviewing techniques; the integration of the criminal justice interview and utilization of significant personnel data and findings.
Credits: 3
On Occasion

CRJ 33 Deviant Behavior
This course discusses the forms of deviant behavior that relate to crime causation and criminal behavior. Writing Across the Curriculum (WAC) course
Credits: 3
On Occasion

CRJ 34 Forensic Technology and Crime
This course analyzes forensic technological techniques used in the identification and apprehension of criminals including an in-depth evaluation of fingerprint and voice identification, lie detector tests, hypnosis and criminal profiling.
Credits: 3
On Occasion

CRJ 35 Forensic Psychology and the Violent Criminal
This course analyzes psychological theories relating to aggression and criminal violence; this course focuses on the incidence and forms of violent criminal behavior in all types of surroundings.
Credits: 3
On Occasion

CRJ 36 Forensic Psychology and the Criminal Justice System
This course is a comprehensive analysis of the relationship between psychology and the criminal justice system. The course focuses on the application of forensic psychology to people, policy and agencies within the system.
Credits: 3
On Occasion

CRJ 37 Foundation for Scholarship
This course develops tools for conducting research and for writing criminal justice papers. Tools include the following: approaches to writing a research paper, correct grammar usage, forms of documentation, library resources, data sources and computer usage. Topics cover various aspects within the field of criminal justice. Writing Across the Curriculum (WAC) course
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CRJ 38 Methods of Criminal Justice Research
This course discusses the descriptive and inferential function of statistics. Topics include measurement, measures of centrality, dispersion, correlation, regression, parametric and non-parametric measures. Multiple correlation and regression are also discussed.
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CRJ 39 Sports Crime
This course is a survey of violence and other deviance in sports and how they relate to society and criminal law. Special attention is given to the reduction of violence in sports as well as its defense.
Hockey, baseball, football, soccer, basketball, boxing and horse racing are all discussed with respect to violence, drugs and gambling.

**CRJ 41 Criminal Law**
This course examines the application of criminal law in the American judicial system specifically. Preservation and protection of life and property through the law is discussed. This course is a survey of historical and philosophical concepts. Corequisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Fall and Spring

**CRJ 42 Criminology**
This course is a study of methods and theories involved in the analysis of criminal behavior with emphasis on the adult offender: apprehension, court actions, punishments, and treatment techniques. Writing Across the Curriculum (WAC) course

Credits: 3

On Occasion

**CRJ 43 Juvenile Delinquency**
This course covers the development of the scientific study of juvenile delinquency with emphasis on methods, theories and studies concerning causation, treatment and prevention. Writing Across the Curriculum (WAC) course

Credits: 3

On Occasion

**CRJ 44 The Police and Community Relations**
This course discusses community tensions and conflicts and the special role of law enforcement agencies. Topics include the administrative responsibilities of the police and the social obligations of officers in the field.

Corequisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Fall and Spring

**CRJ 45 Political Aspects of the Criminal Justice System**
Emphasis is placed on the behavioral aspects of the criminal justice system, including the legislative-judicial process through which relevant policy is made and applied. In addition, the role of protest and violence as a means of social change is examined. Case studies focusing on the administration of criminal justice in various cities are examined as a basis for comparison.

Credits: 3

On Occasion

**CRJ 46 Police Organization and Management**
This course examines the development of organization and management principles in policing including the organization and management of personnel, line operations, staff and auxiliary services. An analysis of organizational models, leadership styles, internal control, planning and policy formation and role definition in police performance are covered.

Credits: 3

On Occasion

**CRJ 47 Arson Investigation**
This course is the comprehensive study of the scientific principles involved in the investigation of arson and arson for profit. It includes the technical analysis of accidental and incendiary fires, evidence, motivation, behavior of the fire and laws pertaining to arson.

Credits: 3

On Occasion

**CRJ 52 Criminal and Civil Investigation**
This course is an overview of the role and functions of the investigator within current statutory and case law; an examination of the principles and processes relating to the crime scene, evidence, investigative techniques, and resources as they pertain to crime solvability.

Credits: 3

On Occasion

**CRJ 56 Counseling in Criminal Justice**
This course examines the development of individual and group counseling skills for use in treatment-oriented criminal justice agencies. This is a survey of the theory and application of counseling methods.

Credits: 3

On Occasion

**CRJ 60 Terrorism**
This course is a survey of terrorism within the United States. Topics include the threat of domestic and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.

Credits: 3

On Occasion

**CRJ 65 Delinquency Prevention and Control**
This course covers community resources for prevention of juvenile delinquency. Theories of causation and prevention programs and the role of juvenile courts, institutions and law enforcement agencies are examined.

Credits: 3

On Occasion

**CRJ 68 Correctional Philosophy: Theory and Practice**
This course is an introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. The course also studies the effect of institutional treatment upon post-correctional behavior.

Corequisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Fall and Spring

**CRJ 71 Organization and Administration of Delinquency Prevention Programs**
This course covers the historical development, present status, personnel and training of those involved in delinquency prevention programs. The relationship of such programs with other agencies is examined.

Credits: 3

On Occasion

**CRJ 73 Administration of Juvenile Justice**
This course is a survey of the administration and organization of the juvenile justice system such as the functions and jurisdictions of juvenile agencies, and the rights of juveniles. The course covers the formal and informal processing of juveniles through various agencies of the juvenile justice system and his or her processing, detention, disposition, diversion, deinstitutionalization, and aftercare.

Credits: 3

On Occasion

**CRJ 76 Criminal Procedure**
This course surveys the Constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. The rules of evidence and the protection of individual rights in the administration of criminal justice are examined.

Corequisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Fall and Spring

**CRJ 78 Administration of Justice**
This course covers the organizational and management process involved in the administration of justice which sets forth the structure and function of justice agencies. The course surveys administrative and management patterns and concepts of administrative procedures, problem analysis, personnel selection and training, planning, budgeting, record keeping, research and community relations.

Credits: 3

On Occasion

**CRJ 85 Criminal Justice Practicum**
This course is a planned program of research, observation, study, and participation in selected criminal justice agencies. It is designed to supplement classroom study with constructive participation in local, state and national criminal justice agencies. Taken during senior year.

Corequisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 6

Every Fall and Spring

**CRJ 88 White Collar Crime**
This course focuses on the crimes committed in the course of the offender’s legitimate occupation. It examines issues in white-collar crime including corporate exploitation of people, the environment,
other corporations and collusion between
government and business.
Credits: 3
On Occasion

**CRJ 89 Financial Investigation**
Financial investigation identifies and documents
specific events involving the movement of money
during the course of a crime. Some of the topics
covered are methods of tracing funds, interviewing,
law and evidence, and money laundering.
Credits: 3
On Occasion

**CRJ 99 Independent Study**
Individually tailored program of supervised research
in a selected area of criminal justice.
Credits: 3
Every Fall, Spring and Summer

**CSA 11 Introduction to Loss Prevention**
This course coordinates public law enforcement
with private security; links courses such as white
collar crime and computer crime in criminal justice
with the preventive strategies of the corporate
enterprise.
Credits: 3
On Occasion

**CSA 12 Security Systems Analysis**
This course examines the identification of
environment vulnerabilities and threats to assets:
evaluation techniques for identification and
analysis of corporate loss exposures; selection of
countermeasures.
Credits: 3
On Occasion
The Department of Earth and Environmental Science offers a B.A. in Geology and several degrees in Interdisciplinary Studies: Earth System Science concentration (B.A.), Environmental Sustainability (B.A.) or Environmental Science concentration (B.S.).

The Department also offers minors for students in other programs wishing to pursue a secondary interest in Earth Science, Geology and Geography. Students can combine a major in Earth Science with a program in the College of Education, Information and Technology and earn a B.S. in Adolescence Education: Earth Science. This degree will satisfy the requirements for initial certification to teach Earth Science in grades 7 to 12. Courses in Geography are also part of the B.S. in Adolescence Education: Social Studies (Grades 7 to 12) degree. The Department also offers concentrations in Earth System Science and Geography for students pursuing the B.S. in Early Childhood Education (Birth to Grade 2) and B.S. in Childhood Education (Grades 1 to 6). In addition, the Department of Earth and Environmental Science offers courses which are part of concentrations in American Studies, Social Studies and Science for these degrees.

Graduate courses in Earth Science, Geography and Geology may be taken by undergraduate students with appropriate averages and permission.

### B.A. in Geology

Geology is the scientific study of the materials and resources that make up the Earth; the internal dynamic processes that move continents, build mountains and cause earthquakes; the surface processes that sculpt the landscape, shape river valleys, erode coastlines, and drive ocean circulation; the natural hazards posed by geologic processes; and the history of the Earth, its changing climate, and life on Earth.

Geologists work for universities, government agencies and private firms studying energy and mineral resources, groundwater and surface water resources and threats to water resources, hazards from earthquakes, volcanoes, landslides, river and coastal flooding, Earth’s climate history, and the effects of climate change.

The 120-credit Bachelor of Arts in Geology program provides the essential core knowledge for careers in the geological and environmental sciences while allowing students some flexibility with electives to follow their interests in completing their program of study. Students who earn a geology degree will have also completed the science requirements for certification to teach Earth Science (see the College of Education, Information and Technology website at www.liu.edu/cepost/ceisfor other requirements).

### Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-86 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### B.A. in Geology

(Program Code: 07071)

#### Core Requirements

In addition to all major requirements, students pursuing the B.S. in Geology must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

#### Major Requirements

Required Geology Courses

<table>
<thead>
<tr>
<th>GLY</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Dynamic Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>26</td>
<td>Earth Materials: Minerals and Rocks</td>
<td>3.00</td>
</tr>
<tr>
<td>43</td>
<td>Sedimentology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Geology Courses

Students will choose 3 to 6 credits from: geology field course, faculty directed research, internship, or honors tutorial and thesis in geology. Students will choose a minimum of 32 credits from all GLY course numbered 12 or above

Professor Boorstein (Graduate Director)

Environmental Science offers courses which are addition, the Department of Earth and Environmental Science, Geography and Science for these degrees.

The B.A. in Interdisciplinary Studies: Concentration in Earth System Science examines the interrelations of the lithosphere (solid Earth), hydrosphere (water, including oceans), biosphere (life), and atmosphere (air), recognizing the influence of human beings as agents of change. Students will obtain a scientific understanding of Earth systems through courses in geology, geography, biology and chemistry as well as an understanding of humans’ relationship to the Earth through courses in the social sciences, including conservation, economics, and urban planning. With an understanding of the interrelations of the physical realms of the Earth, graduates will be prepared to develop solutions to help human beings use the Earth and its resources more wisely.

### Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts.

### Required Co-Related Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12*</td>
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<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

### B.A. in Interdisciplinary Studies: Concentration in Earth System Science

Earth System Science examines the interrelations of the lithosphere (solid Earth), hydrosphere (water, including oceans), biosphere (life), and atmosphere (air), recognizing the influence of human beings as agents of change. Students will obtain a scientific understanding of Earth systems through courses in geology, geography, biology and chemistry as well as an understanding of humans’ relationship to the Earth through courses in the social sciences, including conservation, economics, and urban planning. With an understanding of the interrelations of the physical realms of the Earth, graduates will be prepared to develop solutions to help human beings use the Earth and its resources more wisely.
Required Earth System Science Courses

### Earth System Science Plan

**Required Earth System Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Earth Science I</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 17</td>
<td>Introduction to Geographic Information Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Individualized Plan**

With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not presently offered. Students must also complete an Interdisciplinary Thesis (IDS 99). Interested students should see the Interdisciplinary Studies faculty advisor.

### Elective Social Science Courses

**Option 1**

Three courses/nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 18</td>
<td>Applications and Technical Issues in Geographic Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS 81</td>
<td>Research Topics in Earth Science</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 21</td>
<td>Applied Conservation</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 25</td>
<td>Economic Geography</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND one of the following sequences:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 1</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to Political Science II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**And one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Urban Geography</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 1</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to Political Science II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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**GGR 1** Human Geography: Man, Environment and Technology | 3.00

**GGR 2** Human Geography: The Cultural and Demographic Environment | 3.00

**GLY 2** History of the Earth | 4.00

**ERS 2** Earth Science II | 4.00

**GLY 1** The Dynamic Earth | 4.00

**Required Allied Science Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

Students may choose either an Individualized Plan (subject to faculty approval) or choose from several pre-determined plans in either Earth System Science or Environmental Sustainability.

**B.A. in Interdisciplinary Studies**

**Program Code: 07093**

**Core Requirements**

In addition to all major requirements, students pursuing the B.A. in Interdisciplinary Studies must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits (satisfied in Earth System Science sub-plan)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits (satisfied in Earth System Science sub-plan)</td>
<td></td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits*</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits (satisfied in Earth System Science sub-plan)</td>
<td></td>
</tr>
</tbody>
</table>

*Students in the Earth Systems subplan are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

Some Core requirements may be completed as part of an individualized plan as determined by the Director of the Interdisciplinary Studies Program. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**AND one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 2</td>
<td>Earth Science II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective Science Courses**

Three courses/at least nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>GGR 12</td>
<td>Meteorology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 16</td>
<td>Techniques of Cartography, Map-Reading, and Air-Photo Interpretation</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 6</td>
<td>Geology of the New York Region</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 12</td>
<td>Oceanography</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 14</td>
<td>Geomorphology: The Evolution of Landforms</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 15</td>
<td>The Geology of Groundwater Resources</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 23</td>
<td>Environmental Geochemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 43</td>
<td>Sedimentology</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 47</td>
<td>Plate Tectonics: &quot;Our Wandering Continents&quot;</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND one of the following sequences:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to Political Science II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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and SAT/ACT scores.
OR
POL 303 European Political Theory 3.00
I - Honors Core
POL 304 European Political Theory 3.00
II - Honors Core

Environmental Sustainability Plan

Major Requirements

Required Environmental Sustainability Courses

All of the following:
BIO 103 General Biology I 4.00
BIO 104 General Biology II 4.00
ERS 1 Earth Science I 4.00
ERS/11 Introduction to Environmental Sustainability
GGR 17 Introduction to Geographic Information Systems 3.00
GGR 21 Applied Conservation 3.00
EVS 100 Senior Seminar in Environmental Sustainability 3.00

AND one of the following:
ERS 2 Earth Science II 4.00
GLY 1 The Dynamic Earth 4.00

AND one of the following mathematics options:
One course/four credits of the following:
MTH 3 College Algebra and Trigonometry 4.00
MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00

OR MTH 4 (Introductory Mathematics for Business and Social Science) AND one course/three credits of the following:
MTH 1 Introduction to College Mathematics 3.00
MTH 5 Linear Mathematics for Business and Social Science 3.00
MTH 6 Calculus for Business and Social Science 3.00
MTH 15 Mathematics for Elementary Education I 3.00
MTH 16 Mathematics for Elementary Education II 3.00

AND one of the following economics or political science options:
All of the following:
ECO 10 Introduction to Microeconomics 3.00
ECO 11 Introduction to Macroeconomics 3.00

OR ECO 10 (Introduction to Microeconomics) AND two courses/six credits of the following:
POL 2 Introduction to American Politics 3.00
POL 3 Introduction to Political Science 3.00
POL 303 European Political Theory I - Honors 3.00
POL 304 European Political Theory II - Honors 3.00

Required Environmental Sustainability Track

Students must choose from the Biology track, Geology/Earth Science track, Social Science track or Social Science/Arts and Humanities track.

Biology Track
Four courses/at least fifteen credits of the following:
BIO 107 Genetics 4.00
BIO 109 Ecology 4.00
BIO 271 Marine Biology 4.00
BIO 274 Conservation Biology 4.00
BIO 290 Special Topics in Ecology/Evolution 3.00

Geology/Earth Science Track
Four courses/at least twelve credits of the following:
ERS/12 Meteorology 3.00
ERS/18 Application and Technical Issues in GIS 3.00
ERS/22 Natural Disasters 3.00

Social Science Track
Four courses/at least twelve credits of the following:
ECO/25 Economic Geography 3.00
GGR
ERS/18 Application and Technical Issues in GIS 4.00
ERS/27 Sustainable Cities and Suburbs 4.00
GGR 28 Quantitative Methods in Geography 3.00
GGR 43 Geography of the United States and Canada 3.00
GGR 61 Geography of Africa 3.00
GGR 70 Geography of the People's Republic of China and Taiwan 3.00
SOC 73 Environmental Sociology 3.00

Social Science/Arts and Humanities Track
Two courses/at least six credits of the following:
ECO/25 Economic Geography 3.00
GGR
ERS/18 Application and Technical Issues in GIS 3.00
ERS/27 Sustainable Cities and Suburbs 4.00
GGR 28 Quantitative Methods in Geography 3.00
GGR 43 Geography of the United States and Canada 3.00
GGR 61 Geography of Africa 3.00
GGR 70 Geography of the People's Republic of China and Taiwan 3.00
SOC 73 Environmental Sociology 3.00

AND two courses/at least six credits of the following:
CIN 303/304 Film and Society 3.00
ENG 303 World Literature I 3.00
ENG 304 World Literature II 3.00
HIS 125 U.S. Environmental History 3.00
PHI 98 Environmental Philosophy 3.00
JOU 40 Environmental Reporting 3.00
Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00 (Individualized Plan), 2.00 (Earth System Science Plan), 2.00 (Environmental Sustainability Plan)
Minimum Cumulative GPA: 2.00 (Individualized Plan), 2.00 (Earth System Science Plan), 2.00 (Environmental Sustainability Plan)

B.S. in Interdisciplinary Studies: Concentration in Environmental Science

Environmental science is the application of the physical and biological sciences to environmental problems. This program is for students who are interested in the scientific and technical aspects of environmental issues and who want to pursue a career as an environmental scientist. The science foundation courses in geology, biology, chemistry, climate and weather, conservation, and geographic information systems provide students with the conceptual tools to work in a multidisciplinary setting on environmental problems. Students may pursue a specific focus in their electives or choose a broad approach to their study of the Earth’s physical and biological environment.

Admission Requirements
- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Interdisciplinary Studies
(Program Code: 77762)

Core Requirements
In addition to all major requirements, students pursuing the B.S. in Interdisciplinary Studies must satisfy all Core curriculum requirements as follows:
- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (satisfied in Environmental Science plan)
- Language/Literature 6 credits

| Mathematics | 3 - 4 credits (may be satisfied in Environmental Science plan) |
| Social Sciences | 6 credits |
| Some Core requirements may be completed as part of an individualized plan as determined by the Director of the Interdisciplinary Studies Program. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. |

**Major Requirements**
Students may choose either an Individualized Plan (subject to faculty approval) or a prescribed plan in Environmental Science.

**Individualized Plan**
With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not presently offered. Students must also complete an Interdisciplinary Thesis (IDS 99). Interested students should see the Interdisciplinary Studies faculty advisor.

**Environmental Science Plan**

<table>
<thead>
<tr>
<th>Required Environmental Science Courses</th>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103 General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104 General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3 Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4 Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 1 Earth Science I</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 11 Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS 17 Introduction to Geographic Information Systems</td>
<td>3.00-4.00</td>
</tr>
<tr>
<td>ERS 18 Applications and Technical Issues in Geographic Information Systems</td>
<td>3.00-4.00</td>
</tr>
<tr>
<td>GLY 1 The Dynamic Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2 History of the Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 23 Environmental Geochemistry</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND one of the following options:**
- CHM 21 Organic Chemistry I 4.00
- CHM 22 Organic Chemistry II 4.00
- OR
- CHM 25 Basic Organic Chemistry 4.00

<table>
<thead>
<tr>
<th>Elective Science Courses</th>
<th>Twenty credits of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105 Research Methods I</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 106 Research Methods II</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 107 Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 108 Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 109 Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 110 Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 111 Capstone Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 250 Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 251 The Plant Kingdom</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 252 Invertebrate Zoology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 253 Vertebrate Zoology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 254 Vertebrate Paleontology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 255 Marine Mammal Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 260 Plant Structures and Function</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 261 Comparative Vertebrate Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 270 Animal Behavior</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 271 Marine Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 272 Biology of Parasitism</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 273 Field Botany</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 274 Conservation Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 280 Tropical Field Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 281 Tropical Marine Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 290 Special Topics in Ecology/Evolution</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 297 Experimental Design and Data Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 298 Undergraduate Research I</td>
<td>2.00</td>
</tr>
<tr>
<td>BIO 299 Undergraduate Research II</td>
<td>2.00</td>
</tr>
<tr>
<td>CHM 24 Spectroscopic Identification of Organic Compounds</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 37 Quantitative Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 38 Analytical Instrumentation</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 39 Forensic Instrumentation</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 55 Physical Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 56 Physical Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71 Basic Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 86 Literacy in the Experimental Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 93 Chemical Research I</td>
<td>2.00</td>
</tr>
</tbody>
</table>
**Credit and GPA Requirements**

- **Minimum Total Credits:** 120
- **Minimum Liberal Arts Credits:** 60
- **Minimum Major GPA:** 2.00 (Individualized Plan), 2.00 (Environmental Science Plan)
- **Minimum Cumulative GPA:** 2.00 (Individualized Plan), 2.00 (Environmental Science Plan)

**Joint Programs with College of Education, Information and Technology**

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Earth System Science**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Earth System Science. This 30-credit program consists of courses from Earth Science and Geology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Earth System Science, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Social Studies**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Social Studies. This 30-credit program consists of courses from Economics, History, Geography, Political Science and Sociology/Anthropology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Social Studies, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Earth Science (Grades 7 to 12)**

Students seeking to be initially certified to teach Earth Science and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Earth Science (Grades 7 to 12). This degree combines at least 30 credits of Earth Science, 10 credits of correlated chemistry and geography courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.
MINORS

Minor in Earth Science

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply 18 to 20 credits of elective courses toward a minor in Earth Science. This minor is designed for students who have an interest in the physical sciences of the Earth and would like to take courses in climate and weather, conservation, geology, and cartography in addition to their major field of study.

The minor in Earth Science adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Earth Science Requirements*

Required Earth Science Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Earth Science I</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Earth Science II</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Elective Earth Science Courses

One course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGR 11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 12</td>
<td>Meteorology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 16</td>
<td>Techniques of Cartography, Map-Reading, and Air-Photo Interpretation</td>
<td>4.00</td>
</tr>
</tbody>
</table>

One course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLY 13</td>
<td>Structural Geology</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 14</td>
<td>Geomorphology: The Evolution of Landforms</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 15</td>
<td>The Geology of Groundwater Resources</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 21</td>
<td>Mineralogy</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 22</td>
<td>Igneous and Metamorphic Petrology</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 23</td>
<td>Environmental Geochemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 41</td>
<td>Paleontology</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 42</td>
<td>Stratigraphy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 18-20
Minimum Minor GPA: 2.25

*This minor is not open to students minoring in Geology or students majoring in Geology.

Minor in Geography

Undergraduate students who are pursuing a major in another subject area can apply 20 credits of elective courses toward a minor in Geography. Geography is the study of the Earth’s features and humans’ relationship with the Earth. The minor in Geography adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Geography Requirements*

Required Earth Science/Geography Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Earth Science I</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Earth Science II</td>
<td>4.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>Human Geography: Man, Environment and Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Geography Courses

At least two courses/six credits from all GGR courses excluding GGR 1, 2, 3, 4, 85, 303, 304

Credit and GPA Requirements

Minimum Total Credits: 20
Minimum Minor GPA: 2.25

*Not open to students majoring in Interdisciplinary Studies; Environmental Science

Minor in Environmental Sustainability

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (16-19 credits) toward a minor in environmental sustainability. This minor offers students an interdisciplinary framework for assessing local and global environmental problems. Students in the environmental sustainability minor examine the scientific, cultural, ethical, and policy aspects of sustainability. Course work offers students a range of professional skills for analyzing and creatively managing threats to environmental sustainability.

Minor in Environmental Sustainability Requirements

Required Environmental Sustainability Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Earth Science I</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS/ 11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR</td>
<td>Environmental Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

Elective Environmental Sustainability Courses

Three courses/nine credits of the following:

**Students may also choose one of the following courses as an elective:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 274</td>
<td>Conservation Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 125</td>
<td>U.S. Environmental History</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (17-18 credits) toward a minor in Global Climate Change. This minor offers students an interdisciplinary framework for assessing global climate change. Students in the global climate change minor will learn how the Earth’s climate system works and its characteristic weather patterns. Students will become familiar with the history of climate and analyze the evidence for that history. Students will learn about the climate of the industrial era, the evidence for perturbations to climate, projections for future climate and other impacts such as changing sea level and modified rainfall patterns. Students will consider the impacts of climate change on societies and ecosystems and learn about possible strategies to limit climate change and/or adapt to it. Students will grapple with the difficult social, economic and political realities that must be overcome to fully address long-term global climate change. Students in any major can benefit from pursuing this minor – not only professionally but in their own personal life by understanding their own carbon footprint. This minor can complement any major, adding value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Global Climate Change**

**Requirements**

**Required Global Climate Change Courses**

All of the following:

- ERS 1 Earth Science I 4.00
- ERS 29 Global Climate Change 3.00
- GGR 29 Human Dimension of Climate Change 3.00

AND one course from the following:

- ERS 2 Earth Science II 4.00
- GLY 1 The Dynamic Earth 4.00

**Elective Global Climate Change Courses**

One course from the following:

- ERS 12 Meteorology 3.00
- GLY 2 History of the Earth 4.00

**Credit and GPA Requirements**

Minimum Total Credits: 17-18

Minimum Minor GPA: 2.25
Earth Science Courses

ERS 1 Earth Science I
This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.
Same as GGR 3.
Three hours lecture, three hours laboratory.
Credits: 3 to 4
Every Fall, Spring and Summer

ERS 2 Earth Science II
Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography. Not open to students who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs. Not open to students who have already completed Geology 1.
Same as GGR 4.
Three hours lecture, three hours laboratory.
Credits: 4
Every Fall, Spring and Summer

ERS 8 Our Unstable Earth: Continental Drift and Plate Tectonics
A non-specialist course designed to describe and explain the structure of the earth, the origins of the theory of continental drift and modern ideas on seafloor spreading, plate tectonics, and crustal regeneration which have "revolutionized" the earth sciences.
Credits: 3
On Occasion

ERS 11 Introduction to Environmental Sustainability
How can science and public policies create healthier human-environment relationships? Using an interdisciplinary approach, this course explores contemporary (regional and global) environmental threats and innovative, sustainable solutions. Key topics include food and agriculture, water supplies, forest and ocean ecosystems, biodiversity, energy, and climate.
Same as GGR 11.
Credits: 3
Annually

ERS 12 Meteorology
The earth’s atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes.
Same as GGR 12.
Three hours lecture when offered for three credits;
three hours lecture, three hours laboratory when offered for four credits.
Prerequisite: ERS 1 is required.
Credits: 3 to 4
Every Spring

ERS 17 Introduction to Geographic Information Systems
Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS in addition to an exploration of GIS applications and a presentation of data structures and basic functions. The course covers: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Students construct a GIS project.
Same as GGR 17.
Three hours lecture when offered for three credits;
three hours lecture, three hours laboratory when offered for four credits.
Credits: 3 to 4
On Occasion

ERS 18 Applications and Technical Issues in Geographic Information Systems
Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of error; ways in which geographic and scientific principles and techniques can be implemented in GIS. Students explore the use of GIS in answering specific problems; discuss the problems of data exchange standards and large data bases; evaluate the use of spatial analysis techniques in the GIS context; and describe applications of GIS in various fields of earth and environmental science.
Same as GGR 18.
Three hours lecture when offered for three credits;
three hours lecture, three hours laboratory when offered for four credits.
Prerequisites of ERS 17 or GGR 17 and one of ERS 1 or 2, GGR 1 or 2, GLY 1 or 2 are required.
Credits: 3 to 4
On Occasion

ERS 21 Applied Conservation
This course is the study of practical applications of conservation theory, including such topics as wildlife management, forest and grassland management, outdoor recreation resource management, soil conservation (including the organic approach) and energy conservation.
Same as GGR 21.
Three hours lecture when offered for three credits;
three hours lecture, three hours fieldwork when offered for four credits.
Prerequisite of ERS 11 of GGR 11 is required.
Credits: 3 to 4
On Occasion

ERS 22 Natural Disasters
This course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed.
Same as GGR 22.
Prerequisites of ERS 1 or GLY 1 and ERS 2 or permission of the instructor.
Credits: 3
On Occasion

ERS 27 Sustainable Cities and Suburbs
Sustainable cities can be joyful, ecological, healthy, and socially just. They also must balance land use, environmental quality, transportation, economic development, taxes, and cultural diversity. Specific course topics include: sustainable and healthy cities, campus ecology, urban sprawl and smart growth, green buildings, and the greening of transportation.
Same as GGR 27.
Credits: 3
On Occasion

ERS 29 Global Climate Change
A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth’s climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations. The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increased in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses.
Same as Gly 29.
Prerequisites of ERS 1 and (GLY 1 or ERS 2) are required.
Credits: 3
On Occasion

ERS 35 Field Studies in Earth Science
This course is designed for students who wish to participate in field-based, experiential learning opportunities in earth science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.
Credits: 1 to 3
On Occasion
ERS 81 Research Topics in Earth Science
This course is an overview of environmental problems from the humanistic and scientific perspectives presented through a series of selected topics and is organized on the basis of student-teacher seminars, discussions and guest lectures. Credits: 3
On Occasion

ERS 85 Literacy in the Experimental Sciences
This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their boarder approaches to science and its meaningful communication. This course provides and overview of how knowledge is acquired and presented in the laboratory sciences. Same as BIO 85 and CHM 86.
Credits: 3
Every Fall

ERS 101 Earth Science I
This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.
For LIU High School Scholars Program students only.
Same as ERS 1 with combined lecture/laboratory.
Credits: 3
On Demand

ERS 102 Earth Science II
Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography.
For LIU High School Scholars Program students only.
Same as ERS 2 with combined lecture/laboratory.
Credits: 3
On Demand

ERS 301 Global Environment I: Atmosphere, Weather, Climate - Honors Core
This course studies earth-sun relationships; elements of meteorology; the global pattern of climate regions; and factors determining patterns of natural vegetation and soil regions. The course emphasizes the influence of human activity on all of these aspects of the natural environment.
Laboratory work included the use and study of maps and United States weather maps; the use of weather recording instruments; and analysis of surface and high altitude pressure and wind systems.
Three hours lecture, three hours laboratory.
Must be in Honors College
Credits: 4
Every Fall

ERS 302 Global Environment II: Earth Materials Dynamic - Honors Core
This course studies earth-sun relationships; elements of meteorology; the global pattern of climate regions; and factors determining patterns of natural vegetation and soil regions. The course emphasizes the influence of human activity on all of these aspects of the natural environment.
Laboratory work included the use and study of map projections and United States weather maps; the use of weather recording instruments; and analysis of surface and high altitude pressure and wind systems.
Three hours lecture, three hours laboratory.
Must be in Honors College
Credits: 4
Every Fall

ERS 422 Earth’s Climate System
Understanding Earth’s climate and its components and any changes, whether natural or human-caused, will enable people to make informed decisions about possible courses of action. In this course, students will learn the basic properties of the Earth’s climate system through traditional readings combined with analysis of real-time or close-to real time environmental events. Thus students will be able to apply what they learn to real life situations. This approach will help students gain new perspectives about climate processes and their effects on people and their ways of life. We will study composition and structure of the atmosphere, as well as the processes responsible for the dynamic behavior of the global climate. Students will be able to see how basic principles of physical science, such as energy transfer, affect the operations of the Earth system. The course will discuss societal implications of science, such as land-use practices and energy from fossil fuels. We will combine textbook reading and hands-on investigations from a manual with observations of current climatic events on the course website. (Believe it or not) This course is appropriate to people with science and non-science backgrounds.
For students in Interdisciplinary Studies B.S., following “Critical Issues for 21st-Century Professionals Track” (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
Every Fall

ERS 423 Global Climate Change: Past, Present, and Future
This course will explore the science behind the study of global climate change from the deep past through to the present and near future to put the current prospect of climate change in perspective. Studying the evidence for past climate will show how the climate system works and the causes of climate change. This will be followed by careful investigation of the climate of the recent past and present and analysis of the natural and anthropogenic forcing mechanisms that are altering our climate today. The course will explore projections of future climate to gain an understanding of the range of possible effects and the major sources of uncertainty. Lastly, the course will delve into the various strategies that could be utilized to reduce greenhouse gases in the atmosphere, geoengineering to alter climate, and adaptation strategies to cope with inevitable changes.
For students in Interdisciplinary Studies B.S., following “Critical Issues for 21st-Century Professionals Track” (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

Environmental Sustainability Courses

EVS 100 Senior Seminar in Environmental Sustainability
This course provides students with a structure of weekly meetings and readings so that students can successfully complete their Environmental Sustainability capstone projects. This capstone seminar will offer student opportunities to initiate independent research, preferably in the context of a recent or concurrent internship experience.
Students will analyze natural processes and their management by relevant institutions, which may include government agencies, private businesses, educational institutions, and/or other nonprofit associations. Students will define relevant environmental, social and economic goals appropriate for the management of their selected natural system and related infrastructures. While most capstones will focus on issues pertinent in the metropolitan New York region, students may also select topics with a larger regional or global scope. Open only to seniors in the Environmental Sustainability concentration of the BA in Interdisciplinary Studies program or with department permission.
Credits: 3
On Occasion

Geography Courses

GGR 1 Human Geography: Man, Environment and Technology
An introduction to human society in its physical environment and a geographical-philosophical consideration of the relationships between human beings and the physical world. The course covers
the evolution of technology as a factor in mankind’s evaluation and use of resources including hunting and gathering, the rise of agriculture, the modern industrial and agricultural revolutions and their impact upon the world. Special sections are offered for students in the Program for Academic Success (P sections).

**Credits:** 3  
**Every Fall and Spring**

### GGR 1P Human Geography: Man, Environment and Technology

Same as GGR 1. For students in the Program for Academic Success.

Four hours lecture/recitation.  
Must be in Program for Academic Success.

**Credits:** 3  
**Every Fall**

### GGR 2 Human Geography: The Cultural and Demographic Environment

The course attempts to explain the differential geographical patterns produced by human beings in their occupancy of the Earth: ethnic, religious, and linguistic factors and their world, social, economic and political impact. The course covers population and settlement geography such as world demographic distribution patterns, problems of population growth and overpopulation and the distribution of human settlement forms across the earth. Special sections are offered for students in the Program for Academic Success (P sections).

**Credits:** 3  
**Every Fall and Spring**

### GGR 2P Human Geography: The Cultural and Demographic Environment

Same as GGR 2. For students in the Program for Academic Success.

Four hours lecture/recitation.  
Must be in Program for Academic Success.

**Credits:** 3  
**Every Spring**

### GGR 3 Earth Science I

This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.

Same as ERS 1.  
Three hours lecture, three hours laboratory.

**Credits:** 4  
**Every Fall, Spring and Summer**

### GGR 11 Introduction to Environmental Sustainability

How can science and public policies create healthier human-environment relationships? Using an interdisciplinary approach, this course explores contemporary (regional and global) environmental threats and innovative, sustainable solutions. Key topics include food and agriculture, water supplies, forest and ocean ecosystems, biodiversity, energy, and climate.

Same as ERS 11.  
**Credits:** 3  
**Annually**

### GGR 12 Meteorology

The earth’s atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes.

Same as ERS 12.  
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

**Prerequisite:** ERS 1 is required  
**Credits:** 3 to 4  
**Every Spring**

### GGR 13 Maps and Air Photographs

The course provides an introduction to maps and the history of cartography, and an introduction to topographic maps and map reading techniques; maps are studied in relationship to the natural and human data they illustrate. Students study stereoscopic air photographs as an aid in understanding the occurrence of natural and human environmental features.

**Credits:** 1  
**On Occasion**

### GGR 14 Political Problem Region

The course is designed to provide an academic understanding of “geopolitical hot-spots” on the earth. Current political problem regions are chosen for detailed treatment; in each case the essential historical, natural, cultural, demographic, social and economic factors behind the problems discussed provide students with an objective basis for judgments on world affairs.

**Credits:** 1  
**On Occasion**

### GGR 16 Techniques of Cartography, Map-Reading, and Air-Photo Interpretation

This course includes the history of maps and mapping; the various types and characteristics of maps; cartographic methods of representing natural and cultural data. Also included is the use of topographic maps, stereo air photographs, and infrared photography as analytical tools in the study of physical and human geography, in land from study, and in resource evaluation. A cartographic project may constitute part of the course; demographics maps of Nassau County are made.

Three hours lecture, two hours open laboratory.

**Credits:** 4  
**On Occasion**

### GGR 17 Introduction to Geographic Information Systems

Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS in addition to an exploration of GIS applications and a presentation of data structures and basic functions. The course covers: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Students construct a GIS project.

Same as ERS 17.  
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

**Credits:** 3 to 4  
**On Occasion**

### GGR 18 Applications and Technical Issues in Geographic Information Systems

Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of error, ways in which geographic and scientific principles and techniques can be implemented in GIS. Students explore the use of GIS in answering specific problems; discuss the problems of data exchange standards and large data bases; evaluate the use of spatial analysis techniques in the GIS context; and describe applications of GIS in various fields of earth and environmental science.

Same as ERS 18.  
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

**Prerequisites of ERS 17 or GGR 17 and one of ERS 1 or 2, GGR 1 or 2, GLY 1 or 2 are required.**  
**Credits:** 3 to 4  
**On Occasion**

### GGR 21 Applied Conservation

This course is the study of practical applications of conservation theory, including such topics as wildlife management, forest and grassland management, outdoor recreation resource management, soil conservation (including the organic approach) and energy conservation.

Same as ERS 21.  
Three hours lecture when offered for three credits; three hours lecture, three hours fieldwork when
offered for four credits. 
Prerequisite of GGR 11 is required. 
Credits: 3 to 4 
On Occasion

**GGR 22 Natural Disasters**
This course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena, such as earthquakes, tsunamis, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed.
Same as GGR 22. 
Prerequisites of ERS 1 or GLY 1 and ERS 2 or permission of the instructor. 
Credits: 3 
On Occasion

**GGR 25 Economic Geography**
This course is a study of the area differentiation of economic activities over the surface of the earth, and the physical and human environmental factors affecting the geographical pattern of economic activity. 
Same as ECO 25. 
Credits: 3 
On Occasion

**GGR 26 Introduction to Urban Geography**
This course examines the history and contemporary process of urbanization. Topics covered include the development of cities in North America and various developing countries; the internal economic, social, and cultural geography of cities; urban governance; and the rise of global cities. Students are introduced to competing theoretical models in urban geography and explore urbanization at various geographic scales from the local to the global. 
Credits: 3 
On Occasion

**GGR 27 Sustainable Cities and Suburbs**
Sustainable cities can be joyful, ecological, healthy, and socially just. They also must balance land use, environmental quality, transportation, economic development, taxes, and cultural diversity. Specific course topics include: sustainable and healthy cities, campus ecology, urban sprawl and smart growth, green buildings, and the greening of transportation. 
Same as ERS 27. 
Credits: 3 
On Occasion

**GGR 28 Quantitative Methods in Geography**
This course is an introduction to quantitative methods in geography. Emphasis is on practical solutions to geographic problems. An analysis of area relations arising in natural situations and in human land use is examined including patterns associated with economic, social, and political aspects of human use of the earth. Topics covered include graph reading, probability distributions, hypothesis testing, statistical independence, nearest neighbor analysis and Poisson models. 
Credits: 3 
On Occasion

**GGR 29 Human Dimension of Climate Change**
Global climate change will shape human societies in profound ways and force us to make difficult choices in the 21st century. The first half of the course will emphasize how mass media, environmentalists, and global warming critics selectively filter the work of scientists and the International Panel on Climate Change, IPCC. The second half of the semester will examine the human impacts of climate change on our economy, cities, ecological systems, and human health systems. 
Credits: 3 
On Occasion

**GGR 30 Political Geography**
The principles of political geography, involving a study of regional differences in political features, and their relationships to physical and cultural phenomena are examined. The territorial growth of states and relationships among states; and the geographical study of the world's major political problems are covered in this course. 
Credits: 3 
On Occasion

**GGR 32 Political Geography**
The principles of political geography, involving a study of regional differences in political features, and their relationships to physical and cultural phenomena are examined. The territorial growth of states and relationships among states; and the geographical study of the world's major political problems are covered in this course. 
Credits: 3 
On Occasion

**GGR 35 Field Studies in Geography**
This course is designed for students who wish to participate in field-based, experiential learning opportunities in Earth Science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied. 
Credits: 1 to 3 
On Occasion

**GGR 43 Geography of the United States of America and Canada**
This course consists of a consideration of the United States of America and Canada and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems. 
Credits: 3 
On Occasion

**GGR 45 Geography of Latin America**
This course consists of a consideration of Latin America and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems. 
Credits: 3 
On Occasion
technological stages and their repercussions on the planet and the various aspects of the natural earth, the course describes human interaction with earth resources. Commencing with the “clean slate” between human beings and the natural environment, the course explores the differences and likenesses of “underdeveloped” and “developed” regions. A space-time perspective is provided on life on the Earth, “traditional” and “modern,” and the influences of “natural” and “man-made” factors. The objective of the course is to provide an integrated understanding of the principles, methods, and applications of human geography. The course considers the problems it has brought; the population explosion and hunger; and the disparity between the “have” and “have not” nations of the world. Must be in Honors College
Credits: 3
Every Fall

GGR 304 Human Geography: The Cultural and Economic Environment - Honors Core
A consideration of the differential world geographical patterns produced by human beings in their occupancy of the Earth: ethnic, racial, religious and linguistic factors and their social, economic and political impact. The course also considers population geography such as world patterns of demographic distribution, problems of population growth, and the problem of “overpopulation,” with detailed treatment of possible solutions to the increasing pressure of human demands on the earth’s limited resources. Must be in Honors College
Credits: 3
Every Fall

GGR 305 Human Geography: Man, Environment and Technology - Honors Core
The objective of the course is to provide an understanding of the geographical mosaic of ways of life on the Earth, “traditional” and “modern,” “underdeveloped” and “developed.” A space-time approach is adopted to consider the relationship between human beings and the natural environment and to describe the development of technology as a factor in the evaluation and use of earth resources. Commencing with the “clean slate” of the natural earth, the course describes human evolution on the planet and the various technological stages and their repercussions through which mankind has “progressed”: the Old Stone Age way of life; the emergence of the Neolithic agricultural revolution and traditional farming; the modern Technological Revolution and the problems it has brought; the population explosion and hunger; and the disparity between the “have” and “have not” nations of the world. Must be in Honors College
Credits: 3
Every Fall

GGR 400 State, Society, and the Individual: Hostile Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium’s topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department. Same as ANT 400, ECO 400, HIS 400, POL 400 and SOC 400.
Credits: 3
On Occasion

Geology Courses

GLY 1 The Dynamic Earth
The Earth's composition and structure and the processes operating on the Earth are studied. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth. Not open to students who have already completed ERS 2. May be used to satisfy the ERS 2 requirement in the Geography, Earth Systems Science, and Environmental Science programs. Three hours lecture, three hours laboratory. Credits: 4

GLY 2 History of the Earth
An outline of the principles and methods used by geologists to reconstruct the history of the Earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments. Three hours lecture, three hours laboratory. Prerequisite of GLY 1 or ERS 2 is required.
Credits: 3
Every Spring

GLY 6 Geology of the New York Region
A study of landforms, structure and geological processes found on Long Island and in the New York region. Field trips are made to geologically significant locations in the region. Prerequisite of GLY 1 or ERS 2 is required.
Credits: 3
On Occasion

GLY 11 Introduction to Marine Geology
This course covers the geology of the ocean floors, including their crystal structure and the tectonic processes involved in their formation, and topographic features that resulted from sedimentation and erosion. In this course, terrestrial processes and climactic change are related to oceanic processes and variability of sediment input. Prerequisite of (GLY 1 or ERS 2) is required.
Credits: 3
On Occasion

GLY 12 Oceanography
The course provides an in-depth study of the origin, transport, and deposition of ocean floor sediments as related to the morphologic features of the ocean floor such as the properties of sea water, water masses, their origin, dynamics, and distribution of air-sea interaction influence on oceanic structure and measurements, techniques, and methods of data processing. Prerequisite of GLY 1 or ERS 2 is required.
Credits: 3
On Occasion

GLY 13 Structural Geology
This course covers the following: geometry of individual structures, rock deformation, major structures of the crust, the structural evolution of continents, and tectonic theories. Three hours lecture, three hours laboratory. Prerequisite of (GLY 1 or ERS 2) is required.
Credits: 4
On Occasion

GLY 14 Geomorphology: The Evolution of Landforms
This course is a comprehensive analysis of landforms and the constructive and destructive forces and processes controlling their growth and development.
decay in various structural, lithologic, geographic and climatic settings. Laboratory work includes study and interpretation of geomorphic features and relations as depicted on topographic maps and air photographs.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 3 to 4

On Occasion

GLY 15 The Geology of Groundwater Resources
The principles that govern the occurrence, amount, and movement of ground water are studied along with the geologic work of ground water and factors affecting the quality of ground water. Study of the problems affecting Long Island and other selected areas in the United States and elsewhere is included.

Prerequisite of GLY 1 or ERS 2 is required.

Credits: 3

On Occasion

GLY 21 Mineralogy
This course covers formation, chemical and physical properties, identification and classification of minerals - their uses and importance for the geologist as part of the human environment.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 1 or ERS 2 or the equivalent is required.

Credits: 4

On Occasion

GLY 22 Igneous and Metamorphic Petrology
This course studies igneous and metamorphic rocks in terms of their classification, chemistry and mineralogy, modes of formation and characteristic tectonic environments. The lab portion concentrates on igneous and metamorphic rock identification of hand specimens through the petrographic microscope.

Three hours lecture, three hours laboratory.

Prerequisites of GLY 21 and GLY 24 are required.

Credits: 4

On Occasion

GLY 23 Environmental Geochemistry
This course studies the chemistry of the Earth and interactions of the solid Earth with the hydrosphere and atmosphere. Topics include the chemistry of soils and soil contamination, isotopic traces of environmental and climatic change, the geologic connection in the carbon cycle, natural geochemical hazards such as lead, arsenic, and radon, and geologic disposal of radioactive waste.

Prerequisites of (GLY 1 or ERS 2) and CHM 3 or permission of instructor are required.

Credits: 3

On Occasion

GLY 24 Optical Mineralogy
This course studies elements of optical crystallography in addition to the principles and use of the petrographic microscope in the study and identification of rock forming minerals in thin sections and fragments.

One hour lecture, three hours laboratory.

Prerequisite of GLY 21 is required.

Credits: 2

On Occasion

GLY 25 Economic Geology
The course studies mineral deposits and the principles of formation, description and classification of the important types of mineral deposits, such as metallic minerals, construction materials, and selected fuels.

Prerequisite of GLY 21 is required.

Credits: 3

On Occasion

GLY 26 Earth Materials: Minerals and Rocks
This course studies the important rock forming and ore minerals and the common igneous, sedimentary, and metamorphic rocks. Topics include: chemistry and structure and identification of the common minerals, igneous textures, volcanoes and volcanic rocks, plutonic rocks, composition of sedimentary rocks, metamorphic processes, metamorphic textures and types of metamorphic rocks, comparison of metamorphic rock textures with their igneous and sedimentary equivalents. Mineral and rock specimens will be studied in hand sample and under the microscope.

Three hours lecture and integrated laboratory with hands-on study of mineral and rock specimens.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 3

On Occasion

GLY 27 Global Climate Change
A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth's climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations. The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses.

Same as ERS 29.

Prerequisites ERS 1 and (GLY 1 or ERS 2) are required.

Credits: 3

On Occasion

GLY 28 Field Geology
This is a field course in techniques of geologic mapping that stresses observation and reasoning from field measurements. Students use air photographs, construct cross sections and geologic maps, and produce geologic reports on a chosen area. The course entails two weeks of study in an area of moderate geologic complexity in the northeastern United States.

Prerequisite of GLY 13 is required.

Credits: 3

On Occasion

GLY 29 Vertebrate Paleontology
This course is designed for students who wish to participate in field-based, experiential learning opportunities in geology in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.

Credits: 1 to 3

On Occasion

GLY 30 Field Studies in Geology
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Same as BIO 254.

Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.

Credits: 3

On Occasion

GLY 31 Paleontology
This course studies the formation and preservation of fossils, evolution, classification of fossils, the use of fossils to interpret ancient environments and to date rock units.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 2 is required.

Credits: 3

On Occasion

GLY 32 Stratigraphy
This course covers the principles of the classification of rocks in space and time, a critical review of paleontological methods and their bearing on age determination, physical relationships or rock units and radiometric methods of dating.

Prerequisite of GLY 2 is required.

Credits: 3

On Occasion

GLY 33 Field Geology
This course covers the origin, transportation, and deposition of sedimentary particles, the conversion of sediments into sedimentary rocks to trace the history of different depositional environments, and the mechanical and microscopic study of sediments and sedimentary rocks. Field trips constitute an integral part of the course.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory/fieldwork when offered for four credits.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 3 to 4

On Occasion

GLY 34 Environmental Geochemistry
This course studies the chemistry of the Earth and interactions of the solid Earth with the hydrosphere and atmosphere. Topics include the chemistry of soils and soil contamination, isotopic traces of environmental and climatic change, the geologic connection in the carbon cycle, natural geochemical hazards such as lead, arsenic, and radon, and geologic disposal of radioactive waste.

Prerequisites of (GLY 1 or ERS 2) and CHM 3 or permission of instructor are required.

Credits: 3

On Occasion

GLY 35 Field Studies in Geology
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Same as BIO 254.

Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.

Credits: 3

On Occasion

GLY 36 Field Studies in Geology
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Same as BIO 254.

Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.

Credits: 3

On Occasion

GLY 37 Field Studies in Geology
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Same as BIO 254.

Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.

Credits: 3

On Occasion

GLY 38 Field Studies in Geology
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Same as BIO 254.

Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.

Credits: 3

On Occasion

GLY 39 Vertebrate Paleontology
This course is designed for students who wish to participate in field-based, experiential learning opportunities in geology in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.

Credits: 1 to 3

On Occasion

GLY 40 Paleontology
This course studies the formation and preservation of fossils, evolution, classification of fossils, the use of fossils to interpret ancient environments and to date rock units.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 2 is required.

Credits: 3

On Occasion

GLY 41 Paleontology
This course studies the formation and preservation of fossils, evolution, classification of fossils, the use of fossils to interpret ancient environments and to date rock units.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 2 is required.

Credits: 3

On Occasion

GLY 42 Stratigraphy
This course covers the principles of the classification of rocks in space and time, a critical review of paleontological methods and their bearing on age determination, physical relationships or rock units and radiometric methods of dating.

Prerequisite of GLY 2 is required.

Credits: 3

On Occasion

GLY 43 Sedimentology
This course covers the origin, transportation, and deposition of sedimentary particles, the conversion of sediments into sedimentary rocks to trace the history of different depositional environments, and the mechanical and microscopic study of sediments and sedimentary rocks. Field trips constitute an integral part of the course.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory/fieldwork when offered for four credits.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 3 to 4

On Occasion
GLY 44 The Ice Age: Pleistocene Geology
This course studies global climactic changes and the resulting geologic changes experienced during the Pleistocene and recent periods. Features found on Long Island are discussed in detail and field trips constitute an integral part of the course.
Prerequisite of (GLY 1 or ERS 2) is required.
Credits: 3

GLY 45 Micropaleontology
This course is a survey of the various important groups of microfossils. This course studies microfossil assemblages through time with emphasis on their use as indicators of geologic time and depositional environment.
Three hours lecture, three hours laboratory.
Prerequisite of GLY 41 is required.
Credits: 4

GLY 46 Paleoecology
Organisms of the past are viewed in relation to past environments, including taphonomy and correction for preservational bias, relations to environment of individuals, populations and communities of the past. Also studied is the significance of trace fossils and fossils as keys to environmental reconstruction.
Three hours lecture, three hours laboratory/fieldwork.
Prerequisites of GLY 2 and GLY 41.
Credits: 4

GLY 47 Plate Tectonics: "Our Wandering Continents"
This course studies the large scale dynamics of the solid Earth through the paradigm of plate tectonics. It covers the history and fundamentals of plate tectonic theory, mechanisms for plate motions, continental deformation resulting from tectonic motions, and discusses some of the frontiers of our theory of the earth. For advanced Geology majors and other students with the necessary background.
Prerequisite of GLY 13 or permission of instructor is required.
Credits: 3

GLY 48 Geophysics Sounding the Earth
This course presents the physical methods used for studies of deep earth structure, shallow crustal exploration, and mineral prospecting. Topics covered include earthquake seismology, reflection and refraction seismology, geomagnetism, isotasy and gravity anomalies, and electromagnetic methods. Exercises with real geophysical data sets and/or student acquired field data form the basis for class projects.
Prerequisites of (GLY 1 or ERS 2), MTH 7 and PHY 3 or permission of instructor are required.
Credits: 3

GLY 50 Engineering and Environmental Geology
The course presents basic geologic problems associated with civil engineering and provides a survey of environmental hazards in geology, such as the impact of earthquakes, volcanic eruptions, and flood and coastal storm damage. Topics also include the relationship between rock materials and soils, the various uses of rock materials in engineering and the engineering properties of rocks, foundation survey methods, principles of soil mechanics as related to engineering structure, and subsurface exploration methods.
Prerequisite of (GLY 1 or ERS 2) is required.
Credits: 3

GLY 81 Research Problems in Geology
This course is a detailed study of some specially chosen research problem in geology and is open only to students with advanced standing in Geology.
Credits: 1 to 3

GLY 100 Geology Tutorial
1) Tutorial may involve writing papers on special topics, followed by group discussion. Themes may include study of environmental problems in geology, geology of the local region, plate tectonics and continental drift, etc. Or, 2) tutorials may be of a research type, with students working on a project under faculty supervision. Or, 3) tutorials may involve a series of field trips to sites of geologic interest. Students are expected to write a report in the case of (2) and (3). This course may be repeated once if the content is different.
Credits: 3

GLY 301 The Dynamic Earth - Honors Core
This course is a study of the Earth's composition and structure and of the processes operating on the earth. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth.
Three hours lecture, three hours laboratory.
Not open to students who have completed GLY 1 or ERS 2.
Must be in Honors College
Credits: 4

GLY 302 History of the Earth - Honors Core
This course is an outline of the principles and methods used by geologists to reconstruct the history of the earth. Topics include the historical development of the crust, the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments.
Three hours lecture, three hours laboratory.
Prerequisite of GLY 301 or GLY 1 or ERS 2 is required.
Economics is a subject area that impacts every industry, culture and individual. It focuses on how people, groups, corporations and countries attempt to allocate limited resources to satisfy humanity’s needs for money, goods and services. The Department of Economics offers the Bachelor of Arts in Economics, an accelerated Bachelor of Arts in Economics/Master of Business Administration (with the College of Management) along with a minor. As an economics major, students learn how to create plans to forecast and address societal issues such as unemployment, inflation and environmental maintenance. Coursework includes money and banking, public finance and taxation, economics and the law, government spending and labor management. Economics faculty members are among the best in the field, with specialties in Asian banking, micro and macroeconomics, work salaries and labor-related data analysis.

In conjunction with the College of Education, Information and Technology, the Department of Economics offers courses which are part of the B.S. in Adolescence Education: Social Studies. This degree will satisfy the requirements for initial certification to teach Social Studies in grades 7 to 12. In addition, the Department offers courses which are part of the concentration in Social Studies for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

### B.A. in Economics

In an increasingly interconnected world, where commerce, employment, banking, investing, currencies and trade affect everyone, an education in economics is more important than ever. Economists grapple with some of the most pressing issues facing society, including globalization and standards of living in the developing world, the impact of public policy on the economy and the balance between environmental goals and economic growth. The 120-credit Bachelor of Arts degree program in Economics is a comprehensive examination of the economies of the United States and the world, led by distinguished professors with backgrounds in a diverse range of economics disciplines.

Graduates of the B.A. in Economics can aspire to careers as lawyers specializing in corporate laws and regulations; industry and financial analysts; policy analysts working for governments and non-governmental organizations; aid workers helping poor countries improve their economies, and diplomats specializing in the relationship between industry and government, to name just a few.

Small classes, faculty with expertise in diverse areas, and a comprehensive examination of the economies of the United States and the world provide students with excellent career preparation.

### Admission Requirements
- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### Elective Economics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 7</td>
<td>Political Aspects of Economics</td>
<td>3.00</td>
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<tr>
<td>ECO 14</td>
<td>Everyday Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 21</td>
<td>Money and Banking</td>
<td>3.00</td>
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<tr>
<td>ECO 22</td>
<td>Economics for Investors</td>
<td>3.00</td>
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<tr>
<td>ECO/ 23</td>
<td>Behavioral Economics</td>
<td>3.00</td>
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<tr>
<td>ECO 25</td>
<td>Economic Geography</td>
<td>3.00</td>
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<td>ECO 32</td>
<td>Economics of American Industry</td>
<td>3.00</td>
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<tr>
<td>ECO 35</td>
<td>Economics of Government</td>
<td>3.00</td>
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<tr>
<td>ECO 36</td>
<td>Health Economics</td>
<td>3.00</td>
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<tr>
<td>ECO 37</td>
<td>The Economics of Obesity</td>
<td>3.00</td>
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<tr>
<td>ECO 38</td>
<td>Sports Economics</td>
<td>3.00</td>
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<tr>
<td>ECO 40</td>
<td>Contemporary Chinese Economy</td>
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<tr>
<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
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<tr>
<td>ECO 42</td>
<td>Economics of Underdeveloped Countries</td>
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<tr>
<td>ECO 43</td>
<td>The Japanese Economy</td>
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<tr>
<td>ECO 44</td>
<td>The Transition Economies of Central Europe and the Former Soviet Union</td>
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<td>ECO 45</td>
<td>Economics of the Middle East</td>
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<td>ECO 46</td>
<td>Current Economic Issues</td>
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<td>ECO 47</td>
<td>Economics and Aging</td>
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<td>ECO 48</td>
<td>Economics and the Law</td>
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<td>ECO 49</td>
<td>Economics of the Environment</td>
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<tr>
<td>ECO 54</td>
<td>History of Economic Thought</td>
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<tr>
<td>ECO 55</td>
<td>American Economic History</td>
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<tr>
<td>ECO 63</td>
<td>Labor Economics</td>
<td>3.00</td>
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<tr>
<td>ECO/ 65</td>
<td>Money and Capital Markets</td>
<td>3.00</td>
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<tr>
<td>ECO 74</td>
<td>Mathematical Economics</td>
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<tr>
<td>ECO 75</td>
<td>Game Theory: Individual Choices and Group Outcomes</td>
<td>3.00</td>
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<tr>
<td>ECO 81</td>
<td>Research Problems in Economics I</td>
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</tbody>
</table>

### Core Requirements

In addition to all major requirements, students pursuing the B.A. in Economics must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits (ECO 10 and 11)
- **Fine Arts** 3 credits
- **History/Philosophy** 6 credits
- **Laboratory Science** 8 credits
- **Language/Literature** 6 credits
- **Mathematics** 3 - 4 credits (MTH 5 or 7)
- **Social Sciences** 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
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<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 61</td>
<td>Microeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 62</td>
<td>Macroeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 73</td>
<td>Intermediate Business Statistics</td>
<td>3.00</td>
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</tbody>
</table>
DUAL DEGREE PROGRAMS

B.A. in Economics/Master of Business Administration

This exciting accelerated degree program offers a 21st century alternative to traditional business education. Designed for today’s interdependent world where economic forces operate in an increasingly complex business environment the 5-year program combines an undergraduate education in economics with a comprehensive MBA preparation in management, marketing, finance and world business. Upon graduation, students will be uniquely equipped for careers in investment banking, international trade and supply chain management.

To further their understanding of international economics, global economic forces and international business planning, students have the option of studying abroad for a junior-year semester at LIU Global’s center in China.

Upon successful completion of the required courses, students are awarded both a Bachelor of Arts in Economics and the Master of Business Administration a full year less than if the degrees were pursued separately. Because students take some graduate courses as undergraduates, this option offers significant savings in time and money.

The combined bachelors and MBA degree program requires the completion of 159 credits 123 undergraduate credits and 36 graduate credits for the MBA.

Admission Requirements
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.A. in Economics/M.B.A. program (master’s degree level) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). In addition, before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:
  - At least a grade of B (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
    - ECO 10 and ECO 11
    - ACC 11 or ACC 12
    - FIN 11 or FIN 12
    - MAN 11
    - MKT 11
    - ECO 72 or QAS 20
  - Minimum GMAT score of 400; and,
  - Meet the same standards for admission to the MBA portion of the program as students who apply from other schools, or who have already completed a bachelor’s degree at LIU Post.

Major Requirements

Required Economics Courses

Grades of B or better in ECO 10, 11 and 72 are required for admission into the M.B.A. portion of this dual program.

Elective Economics Courses

Six of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ECO 7</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 14</td>
<td>3.00</td>
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**Business Courses**

**Required Mathematics Courses**

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>MTH 44</td>
<td>The Transition Economies of Central Europe and the Former Soviet Union</td>
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<tr>
<td>ECO 45</td>
<td>Economics of the Middle East</td>
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<tr>
<td>ECO 46</td>
<td>Current Economic Issues</td>
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<td>ECO 47</td>
<td>Economics and Aging</td>
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<td>ECO 48</td>
<td>Economics and the Law</td>
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<td>ECO 49</td>
<td>Economics of the Environment</td>
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<tr>
<td>ECO 50</td>
<td>History of Economic Thought</td>
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<tr>
<td>ECO 51</td>
<td>American Economic History</td>
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<td>ECO 63</td>
<td>Labor Economics</td>
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<td>ECO/ 65</td>
<td>Money and Capital Markets</td>
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<tr>
<td>FIN 74</td>
<td>Mathematical Economics</td>
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<td>ECO 75</td>
<td>Game Theory: Individual Choices and Group Outcomes</td>
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<td>ECO 81</td>
<td>Research Problems in Economics I</td>
<td>3.00</td>
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<tr>
<td>ECO 82</td>
<td>Research Problems in Economics II</td>
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<td>ECO 400</td>
<td>State, Society, and the Individual: Hoxie Colloquium</td>
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**Elective Undergraduate Business Courses**

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<th>Course</th>
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**Joint Programs with College of Education, Information and Technology**

**B.S. in Early Childhood Education (Birth to Grade 2) With Concentration in Social Studies**

- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 114
- Minimum Graduate Credits: 36
- Minimum Undergraduate Liberal Arts Credits: 87
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

**B.S. in Childhood Education (GRADES 1 to 6) With Concentration in Social Studies**

- Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Social Studies. This 30-credit program consists of courses from Economics, History, Geography, Political Science and Sociology/Anthropology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Social Studies, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Social Studies (Grades 7 TO 12)**

Students seeking to be initially certified to teach Social Studies in secondary schools in New York State should pursue the B.S. in Adolescence Education: Social Studies (Grades 7 to 12). This degree combines courses from Economics, Geography, History, Political Science and Sociology/Anthropology with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**MINORS**

**Minor in Economics**

Undergraduate students pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Economics. A minor adds value to your degree and a competitive edge in the job market by providing additional skills and enhanced knowledge in another field of study.

**Minor in Economics Requirements**

**Required Economics Courses**

- Minimum Total Credits: 18
- Minimum Minor GPA: 2.25
**Economics Courses**

**ECO 5 Current Economic Problems**
This course is a one-semester survey of basic economic principles. Topics include: nature and functioning of American capitalism, the socialist alternative, big business and competition, the role of money, inflation and deflation, the economic system and environmental problems, the economy of the city, the ghetto and other urban problems, the U.S. and the international economy. Not open to students who have taken ECO 11. If, after completion of ECO 5, students wish to major in Economics or Business, they should consult the chair.

Credits: 3  
On Occasion

**ECO 7 Political Aspects of Economics**
This course covers political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels.

Credits: 3  
On Occasion

**ECO 10 Introduction to Microeconomics**
This course discusses the important economic theories and concepts that facilitate understanding economic events and issues. Its main focus is on the choices made by consumers, producers, and governments, and the interactions of these choices. Topics include demand and supply, consumption, production, and non-competitive market products, markets for resources, and welfare.

Credits: 3  
On Occasion

**ECO 11 Introduction to Macroeconomics**
This course focuses on the application of various economic principles in asset allocation and portfolio selection. Emphasis is given to macroeconomic and microeconomic indicators, and the ways they are used to make intelligent investment decisions. The course is also valuable for students interested in pursuing Series 7 and Series 63 certification.

Prerequisite of ECO 5 or 11 is required.

Credits: 3  
On Occasion

**ECO 21 Money and Banking**
This course covers the description and analysis of the monetary and credit systems and appraisal of the contributions of Federal Reserve policy to a program of economic stabilization.

Same as FIN 21.

Prerequisite of ECO 5 or 11 is required.

Credits: 3  
On Occasion

**ECO 22 Economics for Investors**
This course is a "hands-on" application of basic economic principles in asset allocation and portfolio selection. Emphasis is given to macroeconomic and microeconomic indicators, and the ways they are used to make intelligent investment decisions. The course is also valuable for students interested in pursuing Series 7 and Series 63 certification.

Prerequisite of ECO 10 or 11 is required.

Credits: 3  
On Occasion

**ECO 23 Behavioral Economics**
This course describes how the use of evidence from psychology can improve the predictive power of standard economic theories. Standard economic theories represent human beings in ways that are often different from how they really behave. Evidence suggests that human behavior diverges often from standard notions of economic rationality in predictable ways. Predictions about individual behavior are more accurate and the policies of governments are more effective when this evidence is effectively used. This course is a non-technical introduction to the intersection of psychology and economics.

Same as PSY 23.

Credits: 3  
On Occasion

**ECO 25 Economic Geography**
This course is a study of the area differentiation of economic activities over the surface of the earth, and the physical and human environmental factors affecting the geographical pattern of economic activity.

Same as GGR 25.

Credits: 3  
On Occasion

**ECO 32 Economics of American Industry**
This course looks at the factors influencing the behavior of firms. The effects of firms’ choices on the welfare of consumers are examined. Topics include perfect competition, monopoly, oligopoly, monopolistic competition, pricing strategies, antitrust laws, and regulation.

Prerequisite of ECO 10 is required.

Credits: 3  
On Occasion

**ECO 35 Economics of Government**
This course examines the role of government in a market economy, the justification for government intervention, and the design of government policies. Topics include the incidence and effects of taxation, government expenditure programs, public goods, externalities, benefit-cost analysis, efficiency, equity, budget deficits, national debt, and democratic politics.

Prerequisite of ECO 10 or 11 is required.

Credits: 3  
On Occasion

**ECO 36 Health Economics**
This course is an introduction to the field of health economics. Health economics is an active field of microeconomics with a large and growing literature. This course will cover a variety of topics concerning the determinants of health, the supply and demand for healthcare services, the impact of insurance on the demand for healthcare services, and the role of government in healthcare markets and in promoting health behavior.

Prerequisite of ECO 10 is required. ECO 61 is recommended but not required.

Credits: 3  
On Occasion

**ECO 37 The Economics of Obesity**
This course demonstrates how basic economic concepts, principles, and theories can be used to think about and illuminate the issue of obesity in the United States and worldwide. This course will cover a variety of topics concerning the determinants of the demand and supply for food. The impact of obesity on health insurance and healthcare will be analyzed. Government policies that are contributing to the growth in obesity and policies that may help reverse this trend will be described and discussed.

Prerequisite of ECO 11 or ECO 10 is required.

ECO 61 is recommended but not required.

Credits: 3  
On Occasion

**ECO 38 Sports Economics**
This course focuses on the application of various economic models to the sports industry. Specifically the course examines the competitive structure of sports leagues and franchises and their profit maximizing behavior, including methods to maintain an adequate competitive balance between franchises. Professional sports leagues maintain rich data on player (worker) performance providing unique opportunities for analyzing labor markets. These labor markets are very complex in that they operate with a great deal of market power on each side.

The course also examines the public finance aspect of arena construction and the costs and benefits of a city experiences by having a team.

Same as PE 143.

Credits: 3  
On Occasion
ECO 40 Contemporary Chinese Economy  
This course covers a number of aspects of the modern Chinese economy: its history, economic growth, sectoral analysis, foreign trade and investment, economic frictions, challenges and opportunities for the world economy.  
Credits: 3  
On Occasion

ECO 41 International Economics  
This course examines the economic aspects of globalization. Attention is paid to international trade in goods and services, international flows of capital (through international lending and borrowing), and migration. Topics include trade theory, tariffs, and other protectionist policies, trade agreements between nations, the World Trade Organization, balance of payments, exchange rates, and the European Monetary Union.  
Credits: 3  
On Occasion

ECO 42 Economics of Underdeveloped Countries  
This course studies the theories of economic development and offers a comparative and analytical examination of factors that explain growth of various countries and regions.  
Prerequisite of ECO 10 is required.  
Credits: 3  
On Occasion

ECO 43 The Japanese Economy  
Japan is one of the largest single economies in the world, an important U.S. trade partner and a major investor in the U.S. economy. Among the issues discussed are Japan's management system, trade with the U.S. and business opportunities and strategies for international firms.  
Prerequisite of ECO 10 is required.  
Credits: 3  
On Occasion

ECO 44 The Transition Economies of Eastern Europe and the Former Soviet Union  
The historical analysis of the Soviet Union and Eastern European economic systems is studied along with a focus on recent changes and related problems in the region.  
Prerequisite of ECO 10 is required.  
Credits: 3  
On Occasion

ECO 45 Economics of the Middle East  
This course surveys the major economics issues facing countries in the Middle East today: education, health, income distribution, poverty, labor migration, population growth, oil incomes, water supplies and military spending. The economic impact on the socio-political issues of the region will be discussed.  
Prerequisite of ECO 10 or permission of instructor is required.  
Credits: 3  
On Occasion

ECO 46 Current Economic Issues  
This course explains the economics of current issues such as: immigration, air pollution, health care, drugs and crime, college education, educational reform, social security, poverty, growth, deficits, surpluses and debt. Each issue is analyzed in detail and we discuss the possible outcomes for these issues.  
Prerequisite of ECO 10 or 11 is required.  
Credits: 3  
On Occasion

ECO 47 Economics and Aging  
This course focuses on the economic issues and policies impacting the aging and the aged in addition to the market and non-market solutions to the problems of economic security and retirement for the aging portion of our population.  
Prerequisites ECO 10 and 11 or permission of instructor are required.  
Credits: 3  
On Occasion

ECO 48 Economics and the Law  
This course explores the applications of economic knowledge to legal issues: an analysis of major court decisions in selected areas of the law including but not limited to property, contract, environmental law, antitrust, equal employment opportunity, labor law and securities.  
Prerequisites ECO 10 and 11 or permission of instructor are required.  
Credits: 3  
On Occasion

ECO 49 Economics of the Environment  
Focuses on economic issues of vital interest in domestic and global environmental policy. This course demonstrates how solutions to environmental problems exhibit costs as well as benefits and examines ways in which public policy can be crafted to meet environmental concerns while maintaining important economic objectives such as economic growth, increased employment and international competitiveness.  
Prerequisite of ECO 10 is required.  
Credits: 3  
On Occasion

ECO 50 History of Economic Thought  
This course highlights the contributions of leading economists and the relevance of their theories to later periods. Systems of economic thought and consideration of application are compared to address current problems.  
Credits: 3  
On Occasion

ECO 51 American Economic History  
This course is a descriptive and analytical account of economic growth of the United States and institutional and organizational changes that gave rise to rapid growth in living standards.  
Credits: 3

ECO 52 Intermediate Business Statistics  
Every Fall, Spring and Summer  
Credits: 3

ECO 61 Microeconomic Analysis  
This course covers the theory of cost, demand, price, market structures and factor payments with special emphasis on firm economics.  
Prerequisite of ECO 10 is required.  
Credits: 3  
Every Fall

ECO 62 Macroeconomic Analysis  
This course covers income and employment theory that deals with the dynamics of aggregate consumption, investment and government spending in relationship to stability and growth.  
Prerequisite of ECO 11 is required.  
Credits: 3  
Every Spring

ECO 63 Labor Economics  
This course examines historical and institutional forces in industrial relations. Collective bargaining issues and public policy to promote labor-management cooperation, and other problems and issues associated with industrial society are covered.  
Credits: 3  
On Occasion

ECO 64 Money and Capital Markets  
The main goal of this writing-across-the-curriculum course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will therefore be placed on both financial theory and the U.S. institutional structure. The former will include the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates. The latter will include an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and both traditional and new financial instruments will also be evaluated. Use of the Federal Reserve's flow of funds will be integrated into the course as will material from rating agencies and major financial firms. Current events will also be integrated into the course.  
Same as FIN 65.  
Prerequisite of FIN 11 or permission of chair is required.  
Credits: 3  
On Occasion

ECO 72 Statistics  
Topics covered include descriptive statistics, elementary probability theory and probability distributions, sampling, estimation, hypothesis testing. Analysis of variance, regression and correlation analysis and index numbers are introduced.  
Prerequisite of one of the following courses is required: MTH 1, 3, 3S, 4, 4S, 5, 6, 7, 8, 15, or 16.  
Credits: 3  
Every Fall, Spring and Summer

ECO 73 Intermediate Business Statistics
This course is an introduction to the theory and practice of econometrics, with the goal of making students effective consumers and producers of empirical research in economics. Emphasis is placed on intuitive understanding rather than on formal arguments; concepts are illustrated with applications in economics using statistical software (for example, STATA) to estimate models using data sets.

Prerequisite of ECO 72 is required.
Credits: 3
On Occasion

ECO 74 Mathematical Economics
This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.

Prerequisites of ECO 10 or 11 and MTH 6 are required
Credits: 3
On Occasion

ECO 75 Game Theory: Individual Choices and Group Outcomes
This course is an interdisciplinary introduction to game theory, which tries to understand the behavior of a group (of people, businesses, nations, species, etc.) by focusing on the motivations of the individual members of the group. Familiar examples (from politics, international relations, economics, business, biology, etc.) are used to illuminate the general principles of the use of strategy.

Prerequisite of one of the following courses is required: MTH 1, 3, 5, 6, 7, 8, 15, or 16.
Credits: 3
On Occasion

ECO 81 Research Problems in Economics
Guided student research in the field of economics. In special cases, the chairman of the department may permit students to enroll in graduate courses.
Credits: 3
On Occasion

ECO 88 Economics in the World
This is a capstone course that focuses on assisting students in applying economic thinking to situations in the world. Specifically the course will examine recent issues in macroeconomics, applied microeconomics, quantitative analysis and other economic sub-fields. In the world most situations involve imperfect markets with asymmetric information and/or market failures of some type. The analysis and understanding of these imperfect markets requires a deeper level of analysis and reflection, this course will develop this advanced level of critical thinking. Students will utilize economic theory to understand decision-making in these situations and describe the motivations, and actions of the agents involved.

A prerequisite of Senior Status, ECO 10, 11, 61, 62, 72, a pre or co-requisite of ECO 73 and a minimum of 3 additional upper level ECO courses are required.
Credits: 3
On Occasion

ECO 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology. Same as GGR 85, HIS 95, POL 95 and SOC 95.

Prerequisite of Adolescent Education Social Studies major is required.
Credits: 3
Annually

ECO 303 Introductory Microeconomics - Honors Core
The course deals with the theory of supply and demand, theory of the firm, resource allocation and international trade. Students study the application of these concepts to contemporary America and to an economic system of another time and/or place. May be used to fulfill ECO core requirement.

Must be in Honors College
Credits: 3
Every Fall

ECO 304 Introductory Macroeconomics - Honors Core
Topics include economic institutions, national income and product, money and banking and principles of economic growth. Students apply this fundamental background to contemporary America and to an economic system of another time and/or place. May be used to fulfill ECO core requirement.

Prerequisite of ECO 303 is required.
Credits: 3
Every Spring

ECO 400 State, Society, and the Individuals Hoxie Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/ International Studies and Sociology/ Anthropology. The faculty member leading the colloquium topic selects the colloquium’s topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.

Same as ANT 400, GGR 400, HIS 400, POL 400 and SOC 400.

Credits: 3
On Occasion

ECO 422 Economic Issues and Policy
This course presents and uses simple tools of micro- and macroeconomics to analyze current issues and government policy. Examples of tools include supply and demand diagram, measuring elasticity, defining gross domestic product, unemployment rate, etc. Examples of current issues and policy include how growing national debt, the sustainability of our entitlement programs, the role of secondary and higher education in our society.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion
The LIU Post Department of English offers the B.A. in English with specializations in writing or literature. In conjunction with the College of Education, Information and Technology, the Department also offers the B.S. in Adolescence Education: English. This degree will satisfy the requirements for initial certification to teach English in grades 7 to 12. Information about this degree can be found in the College of Education, Information and Technology section. The Department also has a 5-year accelerated program which combines the B.S. in Adolescence Education: English and the M.A. in English (see below). The Department also offers concentrations in English literature or writing for the B.S. programs in Early Childhood (Birth to Grade 2) and Childhood Education (Grades 1 to 6). In addition, the Department of English offers courses which are part of the concentration in American Studies for these degrees. A minor in English is available for undergraduates majoring in other subjects at the University.

Through the systematic study of English, students discover the values underlying the great literature of the past and learn to distinguish and appreciate the contemporary literature most likely to endure. Students studying English learn to evaluate sensibilities both past and present, acquiring a profound knowledge of their own humanity and of the human condition in general. The study of English helps develop fluency of expression, skill in logical analysis, and facility in planning, organizing, and revising. Literature courses, no less than composition courses, give attention to writing to help students perfect their ability to communicate with others.

English majors have many opportunities to participate in clubs, publications and special events. The LIU Post Poetry Center, the longest-running literary center at any university in the metropolitan New York area, sponsors poetry readings and a poetry contest and brings internationally renowned poets to campus. Sigma Tau Delta, the national English Honor Society, maintains an active chapter at LIU Post, and members may submit original work to the national publication. LIU Post also offers a number of annual English awards for scholarship and original prose and poetry. Students may compete for the prizes granted annually by the Academy of American Poets. The English Department also is home to Confrontation, Long Island University's literary magazine, which since 1968 has published both famous and lesser-known writers, including seven Nobel Prize winners.

**B.A. in English**

**Concentration in Literature**

Studying literature is a road map to the world around you. In the LIU Post English Department you will travel the past with such great literary voices as Chaucer and Shakespeare, Dickens and the Brontës. Then you will discover the world through contemporary writers such as James Joyce, Tennessee Williams and Virginia Wolfe. The B.A. in English with a Concentration in Literature offers you an opportunity to explore these great minds of Western civilization, in their own words, on a one-to-one basis. The systematic study of great literature prepares students for a wide variety of careers, including teaching, law, medicine, business and computer science.

In this 120-credit program you will learn to write clearly, to organize and communicate your thoughts and feelings, and to understand what the finest writers of the past and present have said about the enduring issues of identity, morality, spirituality, and material success. Along with a solid grounding in basic composition and a survey of English literature from the Anglo-Saxon period to the 20th century, you can choose from an exciting array of electives that range from "The Bible as Literature" and "The Victorian Rebels" to "The Art of Autobiography" and "The American Novel."

With introductory courses in logic and political science, English is an excellent, traditional pre-law major, and with appropriate introductory sequences in the sciences, English is also an excellent pre-medical or pre-dental major. With a minor in Business or Computer Science, a student who majors in English will prepare especially well for many executive positions in business and government.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Academic Policies**

Students contemplating graduate work in English are advised that many Ph.D. programs require a reading knowledge of one or more foreign languages and are urged to complete foreign language study through courses 11 and 12. Such students are also urged to take an advanced course in History and one of the following: LIN 11 Comparative Linguistics, LIN 12 Descriptive Linguistics, LIN 41 Applied Linguistics, or SPH 51 Phonetics of English.

The Department expects the student to choose English courses from a wide range of figures, genres and periods. Among the major figures regularly offered are Chaucer, Shakespeare and Milton, but the major figure requirement may be met by taking any special-topic course in which an author’s name appears in the title; such a course may not be used to fulfill the genre or period requirement.

The genre distribution requirement may be met by taking any course that names a genre (literary type or mode) in the title. The genres regularly offered include poetry, drama, fiction and autobiography. The literary periods regularly offered cover the whole range of English, American and world literature; however, the period distribution requirement must be met with a course indicating in its title that it is limited in scope to an historical period of British literature or comparative literature. Some courses may count either as genre courses or period courses, but a course may not be used simultaneously to fulfill two distribution requirements.

**Concentration in Writing**

The ability to communicate well is a fundamental requirement for personal and professional success. The 120-credit Bachelor of Arts in English with a concentration in writing is an ideal degree for anyone who wishes to become a professional writer, or who aspires to a career where communication skills are applied. The writing concentration explores various forms of creative expression through course work in literature, creative writing and non-fiction writing. Students pursuing this concentration have the opportunity to take courses in "Creative Writing" (poetry, non-fiction, drama). "Advanced Writing" (business writing, expository) and "Rhetoric/English Language" (logic of conversation, history of the English language, persuasion). The B.A. in English offers students both a strong traditional liberal arts education and many opportunities to explore other disciplines.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.
B.A. in English  
(Program Code: 07046)

Core Requirements
In addition to all major requirements, students pursuing the B.A. in English must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
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<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
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<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
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<tr>
<td>Fine Arts</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
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<tr>
<td>Laboratory Science</td>
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<tr>
<td>Language/Literature</td>
<td>6 credits (satisfied in major)</td>
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<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
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<tr>
<td>Social Sciences</td>
<td>6 credits</td>
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</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Required English Foundation Courses
All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
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<tr>
<td>ENG 85</td>
<td>Disciplinary Literacy in English</td>
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</table>

Required Foreign Language Sequence
Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

Literature Concentration

Required English Literature Courses
All of the following:

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<tr>
<td>ENG 11</td>
<td>British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
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<tr>
<td>ENG 12</td>
<td>British Literature II: Survey Romantic, Victorian, Modern</td>
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Required Major Figure Course
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<td>Chaucer</td>
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<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
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<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 23</td>
<td>Milton</td>
<td>3.00</td>
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<tr>
<th>Course Code</th>
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<tr>
<td>ENG 25</td>
<td>Major Figure</td>
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<tr>
<td>ENG 27</td>
<td>The Life and Fiction of Charles Dickens</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 29</td>
<td>Edward Albee</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
<td>3.00</td>
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<tr>
<td>ENG 134</td>
<td>Byron and His Revolutionary Circle</td>
<td>3.00</td>
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<tr>
<td>ENG 155</td>
<td>O'Neill, Miller, Williams: Forces in Modern American Drama</td>
<td>3.00</td>
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<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
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<td>ENG 161</td>
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Required Historical Period Course
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<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
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<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
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<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
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<td>ENG 15</td>
<td>Modern Drama</td>
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<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
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<tr>
<td>ENG 19</td>
<td>Early English Literature: From the Beginnings to 1485</td>
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<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies, Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
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<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies, Romances</td>
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</tr>
<tr>
<td>ENG 24</td>
<td>Renaissance Drama</td>
<td>3.00</td>
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<tr>
<td>ENG 27</td>
<td>The Life and Fiction of Charles Dickens</td>
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<td>Contemporary Literature</td>
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<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
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<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
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<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
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<td>ENG 58</td>
<td>The Victorian Period</td>
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<td>ENG 67</td>
<td>Classical Literature in Translation</td>
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<td>ENG 68</td>
<td>Mythology</td>
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</tr>
<tr>
<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
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<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
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<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
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</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature and Theory</td>
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<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
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<tr>
<td>ENG 110</td>
<td>The Black Diaspora: African-American Literature in Context</td>
<td>3.00</td>
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<td>ENG 111</td>
<td>The English Renaissance</td>
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<td>Modern British Literature</td>
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<tr>
<td>ENG 113</td>
<td>The Eighteenth-Century English Novel</td>
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<td>ENG 114</td>
<td>The Nineteenth-Century English Novel</td>
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<td>ENG 115</td>
<td>The World Novel in English</td>
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<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
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<td>ENG 133</td>
<td>Eighteenth-Century Writers on Writing</td>
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<td>ENG 134</td>
<td>Byron and His Revolutionary Circle</td>
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<td>ENG 135</td>
<td>Renaissance and Revolution: The Making of the Modern World</td>
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<td>ENG 136</td>
<td>The Victorian Rebels</td>
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<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
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<tr>
<td>ENG 140</td>
<td>The Bloomsbury Group</td>
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<tr>
<td>ENG 151</td>
<td>Survey of American Writers to the Civil War</td>
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<tr>
<td>ENG 152</td>
<td>The American Novel</td>
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<tr>
<td>ENG 153</td>
<td>Contemporary American Drama</td>
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<tr>
<td>ENG 163</td>
<td>Literature of New York</td>
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<td>ENG 165</td>
<td>American Colonial Literature</td>
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<tr>
<td>ENG 251</td>
<td>American Writers Since the Civil War</td>
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Required Genre Course
One of the following:

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<th>Course Code</th>
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<td>ENG 13</td>
<td>The Short Story</td>
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<td>ENG 15</td>
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<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
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Page 207
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
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<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
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<td>ENG 24</td>
<td>Renaissance Drama</td>
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<td>ENG 27</td>
<td>The Life and Fiction of Charles Dickens</td>
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<td>ENG 29</td>
<td>Edward Albee</td>
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<td>ENG 35</td>
<td>Childhood and Literature</td>
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<td>ENG 36</td>
<td>Adolescent Literature</td>
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<td>ENG 51</td>
<td>Greek Drama</td>
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<td>ENG 68</td>
<td>Mythology</td>
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<tr>
<td>ENG 78</td>
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<td>Small World: Literature of the Academic Life</td>
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<td>Byron and His Revolutionary Circle</td>
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<td>Gender, Sexuality and Literature</td>
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<td>Gender and the English Language</td>
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<td>O'Neill, Miller, Williams: Forces in Modern American Drama</td>
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<td>Freak Shows and the Modern American Imagination</td>
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<td>ENG 159</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
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<td>Hawthorne and James: From Romance to Realism</td>
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<td>American Autobiography</td>
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<td>Writing in a Digital Age: Multimodal Rhetoric and Composition</td>
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<td>Editing and Professional Writing</td>
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<td>ENG 188</td>
<td>Writing in the Workplace: The Rhetoric of Professional Communication</td>
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<td>ENG 190</td>
<td>Writing with Sound</td>
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<tr>
<td>ENG 191</td>
<td>Reading and Writing Comics</td>
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<tr>
<td>ENG 164</td>
<td>American Drama</td>
<td>3.00</td>
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</table>

**Required Upper-Level English Literature Courses**

Three courses/nine credits from all 100- or 200-level ENG courses or ENG 389 or 390

**Elective English Courses**

Two courses/six credits from all ENG courses excluding ENG 1, 2, 3, 303 and 304 ENG 25, 44, 47, 48, 100, 359 and 360 may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.

**Writing Concentration**

**Required Creative Writing Courses**

Any two courses/six credits of the following:

- ENG 182 Introduction to Creative Writing
- ENG 182 Creative Non-Fiction
- ENG 282 Fiction Writing
- ENG 283 Poetry Writing
- ENG 284 Drama Writing
- ENG 285 Screenwriting

**Required Advanced Writing Courses**

Any three courses/nine credits of the following:

- ENG 6 Writing in Business
- ENG 7 World Literature: From Antiquity to the Renaissance (must be WAC format)
Admission Requirements

Professional Teaching Certification without taking After completion of three years of professional Education to teach English to grades 7 to 12.

Students will be awarded Initial Teaching Certification Requirements; and successfully pass all licensure tests (LAST, ATS-W and CSTs), requirements, satisfy the New York State Teaching separate. After the completion of the degree less than if the two degrees were pursued together.

Adolescence Education: English (Grades 7 to 12)/M.A. in English requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, an English grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of English.

B.S. in Adolescence Education:
English/M.A. in English [Program Code: 33210]

Core Requirements
In addition to all major requirements, students pursuing the B.S. in Adolescence Education: English/M.A. in English must satisfy all Core curriculum requirements as follows:

**Required Undergraduate Shakespeare Course**

One of the following:

- **ENG 21**: Shakespeare: Comedies and Histories, Non-Dramatic Poetry 3.00
- **ENG 22**: Shakespeare: Tragedies and Romances 3.00

Elective Undergraduate English Courses Writing

One of the following:

- **ENG 181**: The Art of Expository Writing 3.00
- **ENG 182**: Introduction to Creative Writing 3.00
- **ENG 183**: Creative Non-Fiction 3.00
- **ENG 184**: Writing and Healing 3.00
- **ENG 185**: Theories of Writing and Composing 3.00
- **ENG 186**: Writing in a Digital Age: Multimodal Rhetoric and Composition 3.00
- **ENG 187**: Editing and Professional Writing 3.00
- **ENG 188**: Writing in the Workplace: The Rhetoric of Professional Communication 3.00
- **ENG 189**: Experimental Fiction Writing 3.00
- **ENG 190**: Writing with Sound 3.00
- **ENG 191**: Reading and Writing Comics 3.00
- **ENG 192**: Technical Writing 3.00
- **ENG 193**: Writing Young Adult Fiction 3.00

**B.S. in Adolescence Education: English / M.A. in English**

B.S. in Adolescence Education: English (Grades 7 to 12) and the M.A. in English in five years, a full year less than if the two degrees were pursued separately. After the completion of the degree requirements, satisfy the New York State Teaching Certification Requirements; and successfully pass all licensure tests (LAST, ATS-W and CSTs), students will be awarded Initial Teaching Certification by the New York State Department of Education to teach English to grades 7 to 12. After completion of three years of professional teaching experience, you will be eligible for Professional Teaching Certification without taking additional coursework.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.S. in Adolescence Education: English (Grades 7 to 12)/M.A. in English requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, an English grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of English.

**Major Requirements**

**Required Undergraduate English Courses**

All of the following:

- **ENG 3**: Grammar and the Structure of English 3.00
- **ENG 10**: Introduction to Literature 3.00
- **ENG 151**: Survey of American Writers to the Civil War 3.00
- **ENG 251**: Survey of American Writers Since the Civil War 3.00

**Required Undergraduate English Literature Course**

One of the following:

- **ENG 11**: British Literature: Survey of Medieval, Renaissance, Neo-Classical 3.00

**Diversity**

One of the following:

- **ENG 68**: Mythology 3.00
- **ENG 102**: African Postcolonial Literature 3.00
- **ENG 103**: Irish Literary Renaissance 3.00
- **ENG 104**: History of Irish Literature 3.00
- **ENG 105**: Native American Literature 3.00
- **ENG 107**: Postcolonial Literature 3.00
- **ENG 108**: African-American Literature of the Twentieth Century 3.00
- **ENG 109**: American Slave Narratives 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

**ACCELERATED PROGRAMS**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110</td>
<td>The Black Diaspora: African-American Literature in Context</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 115</td>
<td>The World Novel in English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
<td>3.00</td>
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<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 141</td>
<td>The Literature of the Working Class</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish American Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 163</td>
<td>The Literature of New York</td>
<td>3.00</td>
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<tr>
<td>ENG 25, 44, 47, 48, 95, 100, 359 and 360</td>
<td>may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.</td>
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**Required Graduate Research and Criticism Course**

**MUST BE TAKEN PRIOR TO STUDENT-TEACHING SEMESTER**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ENG 710</td>
<td>Research and Criticism</td>
<td>3.00</td>
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**Required Undergraduate Education Courses**

<table>
<thead>
<tr>
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<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
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<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
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<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
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<tr>
<td>EDI 17</td>
<td>Psychology and Development of the Adolescent</td>
<td>3.00</td>
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<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
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<tr>
<td>EDI 35B</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 English</td>
<td>3.00</td>
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<td>EDI 38</td>
<td>Supervised Student Teaching in Adolescence Education (Grades 7-12)</td>
<td>6.00</td>
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<td>EDI 50</td>
<td>Pre-student Teaching Seminar: Critical Issues in Education</td>
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<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
<td>3.00</td>
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<tr>
<td>EDS 75A</td>
<td>Lit Assess &amp; Inst Cslm Tch 5-12</td>
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<td>HE 205A</td>
<td>Adolescent Health-Risk Wrkshp</td>
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**Required Graduate English Courses**

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<tr>
<td>ENG 699</td>
<td>Text(s) in Context</td>
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<tr>
<td>ENG 706</td>
<td>The Critical Tradition: An Introduction to Literary Theory</td>
<td>3.00</td>
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**Elective Graduate English Courses**

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<tr>
<td>ENG 781</td>
<td>Classical Rhetoric</td>
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</tr>
<tr>
<td>ENG 782</td>
<td>Theories of Persuasion: Ancient and Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 783</td>
<td>Eighteenth-Century Writers on Writing</td>
<td>3.00</td>
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<tr>
<td>ENG 784</td>
<td>Structure of English</td>
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</tr>
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<td>ENG 785</td>
<td>Linguistics of Contemporary English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 786</td>
<td>Stylistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 787</td>
<td>Introduction to Linguistics</td>
<td>3.00</td>
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<tr>
<td>ENG 788</td>
<td>History of the English Language</td>
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<td>ENG 789</td>
<td>Historical Linguistics</td>
<td>3.00</td>
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<tr>
<td>ENG 790</td>
<td>Sociolinguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 791</td>
<td>Language Acquisition</td>
<td>3.00</td>
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<tr>
<td>ENG 792</td>
<td>Applied Linguistics</td>
<td>3.00</td>
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<tr>
<td>ENG 793</td>
<td>Language and Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 794</td>
<td>Varieties of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 795</td>
<td>Pragmatics and Discourse</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 799</td>
<td>Cultural Linguistics</td>
<td>3.00</td>
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</table>

Six courses/eighteen credits from any of the following nine areas of study (maximum one course/three credits from each area):

- Classical/Early Literature and Language
- Rhetoric/English Language

**Literature of the Renaissance**

<table>
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<th>Course Title</th>
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<td>ENG 713</td>
<td>Literature of the English Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 714</td>
<td>Shakespeare</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 715</td>
<td>Shakespeare's Late Plays</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 716</td>
<td>Jacobean and Caroline Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 717</td>
<td>Metaphysical and Cavalier Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 718</td>
<td>Seventeenth-Century Prose Style</td>
<td>3.00</td>
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<tr>
<td>ENG 719</td>
<td>Milton</td>
<td>3.00</td>
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</table>

**Literature of the Restoration and Eighteenth Century**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENG 720</td>
<td>18th-Century Literature and Life</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 721</td>
<td>The Romantic Movement</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 722</td>
<td>Studies in Victorian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 723</td>
<td>Gerard Manley Hopkins</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 724</td>
<td>The Gothic</td>
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</table>

**Romantic and Victorian British Literature**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 725</td>
<td>American Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 726</td>
<td>Late 19th-Century American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 727</td>
<td>Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 746</td>
<td>American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 774</td>
<td>American Colonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 775</td>
<td>Naturalist Gothic and American Realism</td>
<td>3.00</td>
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</table>

**Seventeenth- to Nineteenth-Century American Literature**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENG 729</td>
<td>Modern Poetry</td>
<td>3.00</td>
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<tr>
<td>ENG 730</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 731</td>
<td>Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 732</td>
<td>Modern British Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 733</td>
<td>Twentieth-Century American Literature I: 1900-1945</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 734</td>
<td>Twentieth-Century American Literature II: 1945-2000</td>
<td>3.00</td>
</tr>
</tbody>
</table>
American and Cultural Studies

Eng 735 Contemporary American Drama 3.00
Eng 736 Twenty-First Century Literature 3.00
Eng 744 Ibsen, Shaw, Chekhov: Makers of Modern Theatre 3.00
Eng 745 American Drama 3.00
Eng 747 African-American Literature in the Twentieth Century 3.00

Ethnic and National Literatures

Eng 737 Comparative Literature 3.00
Eng 746 American Slave Narratives 3.00
Eng 747 African-American Literature in the Twentieth Century 3.00
Eng 748 Drama in Ireland from the Irish Literary Revival to the Present 3.00
Eng 749 Native-American Literature 3.00
Eng 750 Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature 3.00
Eng 751 Postcolonial Literature and Theory 3.00

American and Cultural Studies

Eng 733 Twentieth-Century American Literature I: 1900-1945 3.00
Eng 734 Twentieth-Century American Literature II: 1945-2000 3.00
Eng 735 Contemporary American Drama 3.00
Eng 745 American Drama 3.00
Eng 746 American Slave Narratives 3.00
Eng 747 African-American Literature in the Twentieth Century 3.00
Eng 749 Native-American Literature 3.00
Eng 761 The Art of Melancholy 3.00
Eng 762 The Poetics of Time and Memory 3.00
Eng 763 Gender, Sexuality and Literature 3.00
Eng 764 Magic Realism 3.00
Eng 765 Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture 3.00
Eng 766 The Jazz Age: 1920s American Literature and Culture 3.00
Eng 767 Sex, Drugs and Rock ‘n’ Roll: 1950s American Literature and Culture 3.00
Eng 768 The Bloomsbury Group 3.00
Eng 769 American Nightmares: Film Noir and the Age of Uncertainty 3.00
Eng 770 Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present 3.00
Eng 771 In Cold Blood: Understanding Horror in Art and Culture 3.00
Eng 772 English Nonsense Literature 3.00
Eng 773 Erotica 3.00
Eng 774 American Colonial Literature 3.00
Eng 775 Naturalist Gothic and American Realism 3.00

Pedagogy

Eng 700 Drama in the Classroom 3.00
Eng 701 American Literature in the Classroom 3.00
Eng 702 Literature in English in the Classroom 3.00
Eng 703 Composition and Writing Pedagogy 3.00
Eng 704 European, English, and American Literature in the Classroom 3.00

Special Topic, Internship and Independent Study Graduate Elective Courses

Special topics, internship and independent study courses may be used to satisfy any of the above requirements. See graduate advisor for more information.

Required Graduate Thesis Courses

Eng 707 Thesis I: Research 3.00
Eng 708 Thesis II: Writing 3.00

Credit and GPA Requirements

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 108

Minimum Graduate Credits: 36
Minimum Undergraduate Liberal Arts Credits: 60
Min. Undergraduate English Major GPA: 3.00
Min. Undergraduate Education Major GPA: 2.75
Min. Undergraduate Cumulative GPA: 3.00
Min. Graduate GPA: 3.00

Joint Programs with College of Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in English Literature

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in English Literature. This 30-credit concentration consists of courses in American and English Literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in English Literature, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Early Childhood Education (Birth to Grade 2) With Concentration in English Writing

B.S. in Childhood Education (Grades 1 to 6) With Concentration in English Writing

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in English Writing. This 30-credit concentration consists of courses in grammar, various forms of writing along with literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in English Writing, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: English (Grades 7 to 12)

Students seeking to be initially certified to teach English in secondary schools in New York State should pursue the B.S. in Adolescence Education: English (Grades 7 to 12). This degree combines 36 credits of English with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree
MINORS

Minor in English

The 21-credit minor in English is available for those students who wish to develop an interest in English in addition to their major field. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in English Requirements

Required English Literature Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 11</td>
<td>British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 12</td>
<td>British Literature II: Survey Romantic, Victorian, Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 15</td>
<td>Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 19</td>
<td>Early English Literature: From the Beginnings to 1485</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 20</td>
<td>Chaucer</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
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<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
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<tr>
<td>ENG 23</td>
<td>Milton</td>
<td>3.00</td>
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<td>ENG 24</td>
<td>Renaissance Drama</td>
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<td>ENG 25</td>
<td>Major Figure</td>
<td>3.00</td>
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<td>ENG 27</td>
<td>The Life and Fiction of Charles Dickens</td>
<td>3.00</td>
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<tr>
<td>ENG 29</td>
<td>Edward Albee</td>
<td>3.00</td>
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<td>ENG 32</td>
<td>Contemporary Literature</td>
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<td>ENG 35</td>
<td>Childhood and Literature</td>
<td>3.00</td>
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<td>ENG 36</td>
<td>Adolescent Literature</td>
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<td>ENG 41</td>
<td>The Art of Poetry</td>
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<td>ENG 42</td>
<td>The Art of Autobiography</td>
<td>3.00</td>
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<td>ENG 44</td>
<td>Emerging Writers and Popular Traditions</td>
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<td>ENG 47</td>
<td>Literary Forms and Genres</td>
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<td>Ideas and Themes in Literature</td>
<td>3.00</td>
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<td>ENG 49</td>
<td>English Drama</td>
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<td>ENG 50</td>
<td>Great Plays</td>
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<td>ENG 51</td>
<td>Greek Drama</td>
<td>3.00</td>
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<td>ENG 52</td>
<td>The Bible as Literature</td>
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<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
<td>3.00</td>
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<td>ENG 55</td>
<td>The Romantic Period</td>
<td>3.00</td>
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<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
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<td>ENG 67</td>
<td>Classical Literature in Translation</td>
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<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
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<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
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<td>ENG 100</td>
<td>Seminar in English</td>
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<td>ENG 102</td>
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<td>ENG 103</td>
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<td>History of Irish Literature</td>
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<td>ENG 105</td>
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<td>ENG 107</td>
<td>Postcolonial Literature</td>
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<td>ENG 108</td>
<td>African-American Literature of the Twentieth Century</td>
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<td>American Slave Narratives</td>
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<td>ENG 110</td>
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<td>ENG 251</td>
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<tr>
<td>ENG 359</td>
<td>Honors Advanced Elective</td>
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</table>
### Required Rhetoric/English Language

- **Elective English Courses**
  - Two courses/six credits from all ENG courses excluding ENG 1, 2, 303 and 304 and their equivalents

### Credit and GPA Requirements

- Minimum Total Credits: 21
- Minimum Minor GPA: 2.25

### Minor in Writing

The 21-credit minor in Writing is available for those students who wish to develop their writing skills more fully in addition to their major field. The writing minor can add value to your degree and a competitive edge in the job market.

#### Minor in Writing

**Required Creative Writing Courses**

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<tr>
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<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
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<tr>
<td>ENG 182</td>
<td>Introduction to Creative Writing</td>
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<tr>
<td>ENG 282</td>
<td>Fiction Writing</td>
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<tr>
<td>ENG 283</td>
<td>Poetry Writing</td>
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<tr>
<td>ENG 284</td>
<td>Drama Writing</td>
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**Required Advanced Writing Course**

- **One of the following:**
  - ENG 6: Writing in Business
  - ENG 181: The Art of Expository Writing
  - ENG 184: Writing and Healing
  - ENG 185: Theories of Writing and Composing
  - ENG 186: Writing in a Digital Age: Multimodal Rhetoric and Composition
  - ENG 187: Editing and Professional Writing
  - ENG 188: Writing in the Workplace: The Rhetoric of Professional Communication
  - ENG 189: Experimental Fiction Writing
  - ENG 190: Writing with Sound
  - ENG 191: Reading and Writing Comics
  - ENG 192: Technical Writing
  - ENG 193: Writing Young Adult Fiction

### Required Literature Courses

- **One of the following in WAC format only:**
  - ENG 10: Introduction to Literature
  - ENG 13: The Short Story
  - ENG 16: The Modern Novel
  - ENG 17: Modern Poetry
  - ENG 19: Early English Literature: From the Beginnings to 1485
  - ENG 20: Chaucer
  - ENG 23: Milton
  - ENG 24: Renaissance Drama
  - ENG 25: Major Figure
  - ENG 27: The Life and Fiction of Charles Dickens
  - ENG 29: Edward Albee
  - ENG 32: Contemporary Literature
  - ENG 35: Childhood and Literature
  - ENG 36: Adolescent Literature
  - ENG 41: The Art of Poetry
  - ENG 42: The Art of Autobiography
  - ENG 44: Emerging Writers and Popular Traditions
  - ENG 47: Literary Forms and Genres
  - ENG 48: Ideas and Themes in Literature
  - ENG 49: English Drama
  - ENG 50: Great Plays
  - ENG 51: Greek Drama
  - ENG 52: The Bible as Literature
  - ENG 54: Eighteenth-Century Literature and Life

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<td>The Romantic Period</td>
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<td>ENG 58</td>
<td>The Victorian Period</td>
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<td>ENG 67</td>
<td>Classical Literature in Translation</td>
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<td>ENG 68</td>
<td>Mythology</td>
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<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
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<td>ENG 100</td>
<td>Seminar in English</td>
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<td>ENG 102</td>
<td>African Postcolonial Literature</td>
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<td>Irish Literary Renaissance</td>
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<td>History of Irish Literature</td>
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<td>African-American Literature of the Twentieth Century</td>
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**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.25
English Courses

ENG 1 Writing I: Composition and Analysis
English 1 is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations. This course is required. Writing 1, an introduction to composition, teaches an understanding of writing in various disciplines through the interpretation and analysis of texts. Students will learn conventions of academic writing. Additionally, students will learn how to adapt in response to different rhetorical situations, genres, purposes, audiences, and other issues of context. Writing 1 is a course that provides the foundation for understanding how to make meaning from texts. This course is required of all students unless exempted by Advanced Placement credit or successful achievement on the SAT examination in writing. Students exempted by assessment or department proficiency examination must take an upper-level English course in substitution after completing ENG 2. Special sections are offered for students in the Program for Academic Success (P sections), for non-native speakers (F sections), and for students identified as needing more personalized attention (S sections). No Pass/Fail option.
Credits: 3
Every Fall, Spring and Summer

ENG 1F Writing I: Composition and Analysis
Same as ENG 1. For international students. No Pass/Fail option.
Credits: 3
Every Fall and Spring

ENG 1P Writing I: Composition and Analysis
Same as ENG 1. For students in the Program for Academic Success.
No Pass/Fail option.
Four hours lecture/recitation.
Must be in Program for Academic Success.
Credits: 3
Every Fall

ENG 1S Writing I: Composition and Analysis
Same as ENG 1. For students in the Program for Academic Success.
Must be in Program for Academic Success.
Credits: 3
Every Fall

ENG 2 Writing II: Research and Argumentation
Writing II, a course in research and argumentation, focuses on scholarly research and the citation of information supporting sustained, rhetorically effective arguments. Building on the work of Writing I, this course addresses sensitivity to complex rhetorical and stylistic choices. Students will learn to use sources and resources effectively and ethically, including library holdings and databases, in service of scholarly arguments grounded in research. This course is required for all students unless exempted by Advanced Placement credit. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections).
No Pass/Fail option.
Prerequisite of ENG 1 is required.
Credits: 3
Every Fall, Spring and Summer

ENG 2F Composition Argument and Analysis
Same as ENG 2. For international students.
No Pass/Fail option.
Prerequisite of ENG 1 is required.
Credits: 3
Every Fall and Spring

ENG 2P Writing II: Research and Argumentation
Same as ENG 2. For students in the Program for Academic Success.
No Pass/Fail option.
Four hours lecture/recitation.
Prerequisite of ENG 1 is required. Student must also be in Program for Academic Success.
Credits: 3
Every Spring

ENG 3 Grammar and the Structure of English
This course will examine the structures of the English language from both descriptive and prescriptive points of view. We will discuss why certain structures have been deemed to be more correct than others that are also in common use, and how correctness differs from grammaticality. We will examine why the use of certain structures constitutes “good” or “bad” grammar, and look into how these standards have emerged and changed over time. Topics will include sentence structure and phrase structure rules, style, word classes, constituency, parts of speech, sentence relatedness, and usage. Special sections are offered for students in the Program for Academic Success (P sections).
Prerequisites of ENG 1 and ENG 2 are required.
Credits: 3
Annually

ENG 3P Grammar and the Structure of English
Same as ENG 3. For students in the Program for Academic Success.
Must be in Program for Academic Success.
Credits: 3
Every Fall

ENG 4 Writing in Business
This course is an in-depth instruction in the format and style appropriate for writing in a wide variety of business situations. Writing assignments include letters, memos, resumes, and a substantial formal report involving research.
Prerequisites of ENG 1 and ENG 2 are required.
Credits: 3
On Occasion

ENG 7 World Literature I: From Antiquity to the Renaissance
This course provides an introduction to the foundations of Western culture reflected in a series of literary masterpieces that demonstrate evolutions of thought from Antiquity to the Renaissance. Some sections might also integrate non-Western texts into this survey to enlarge the scope of analysis. The course’s main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perceptions of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are selected both for their stylistic innovations and their insights into basic social issues that still confront us today. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor.
Same as WLT 7.
Prerequisites of ENG 1 and ENG 2 are required.
Not open to students who have taken ENG 303.
Credits: 3
Every Fall, Spring and Summer

ENG 8 World Literature II: From the Enlightenment to the Present
This course provides an introduction to some of the world’s most brilliant literature from the late seventeenth century to the present. Its scope traditionally includes: the Enlightenment (1660-1770); the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945); and the Contemporary Period (1945-Present). Its purpose is to examine literary masterpieces for their insights into human nature and society. Although texts are primarily drawn from the Western tradition, the course can also feature literary works from non-Western cultures as well, to focus on issues of cultural exchange. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor.
Same as WLT 8.
Prerequisites of ENG 1 and ENG 2 are required.
Not open to students who have taken ENG 304.
Credits: 3
Every Fall, Spring and Summer

ENG 10 Introduction to Literature
This course is designed to provide an understanding of the ways in which writers employ and respond to the conventions of the major literary genres through the study of significant representative texts. Throughout the semester, works of literature from a wide variety of genres will be read in order to provide a basic knowledge of literary language, techniques and forms. Literary works will be evaluated through class discussion,
oral presentations and written critical essays. While providing a general critical framework for analyzing literature, this course will also furnish students with a vocabulary of critical terms and an overview of the different literary techniques and forms used in various genres. 

**Prerequisites of ENG 1 and ENG 2 are required.**

**Credits:** 3  
**Every Fall and Spring**

**ENG 11 British Literature: Survey Medieval, Renaissance, Neo-Classical**

The course begins with such Old English works as Beowulf in translation. Middle English selections from Chaucer are taught in the language. Such other medieval works as Sir Gawain and the Green Knight and The Second Shepherds' Play will be read in the original or in translation as appropriate to the students. Later authors may include Spenser, Sidney, Marlowe, Shakespeare, Jonson, Herbert, the Cavalier Poets, Bunyan, Dryden, Milton, Pope, Swift, and Congreve. All readings will be considered in literary and historical contexts to help students understand the cultural and philosophical influences that shaped them. 

Same as WLT 11.  
**Prerequisites:** ENG 1 and 2 or the equivalent; ENG 10 for students majoring in English or English for Adolescence Education.  
**Credits:** 3  
**Every Fall**

**ENG 12 British Literature II: Survey Romantic, Victorian, Modern**

This survey of British literature from the late eighteenth century to the mid-twentieth century. The course will look at the Romantic rebellion against Neo-Classical norms, then the Victorian recoil from Romantic excess, the Modernist rejection of Victorian strictures, and the way Modernism plants the seeds of the Post-Modern rejection of its self-satisfaction. Representative authors that might be read include Gray, Blake, Austen, the Wordsworths, Coleridge, the Shelleys, Byron, Keats, the Brontës, Carlyle, Dickens, Tennyson, the Brownings, Ruskin, the Rossettis, Wilde, Hardy, Yeats, Eliot, Joyce, Woolf, Auden, Beckett, and Pinter. While the focus of the course will be primarily on close reading of literary texts, the historical, cultural, and philosophical contexts will be discussed with attention to changing ideas about identity, gender, class, and culture during the period. 

**Prerequisites:** ENG 1 and 2 or the equivalent; ENG 10 for students majoring in English or English for Adolescence Education.  
**Credits:** 3  
**Every Spring**

**ENG 13 The Short Story**

This course offers an introduction to the short story and its development since the nineteenth century. What are some of the characteristics and conventions of short fiction? How do we understand a short story differently in the context of a collection? What are some of the challenges of this format? These readings will enable us to examine various literary genres as well as major artistic movements, including Romanticism, Realism, Naturalism, Modernism, Postmodernism, Postcolonialism, and Minimalism. Some possible authors include Hawthorne, Poe, Twain, Flaubert, Chekov, James, Joyce, Lawrence, Mansfield, Faulkner, Kafka, Hemingway, O'Connor, Walker, Beattie, Carver, and Lahiri. 

**Credits:** 3  
**On Occasion**

**ENG 15 Modern Drama**

What caused the major revolution in playwriting that occurred in the second half of the nineteenth century? Audiences were both shocked and fascinated to find that, instead of watching lavish musical revues and broadly comic farces, they were now peering into the homes of stage characters whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many marriages. Other playwrights from different countries, followed, among them August Strindberg, Oscar Wilde, George Bernard Shaw and Anton Chekhov. Each of them added distinctive elements, each forging his own artistic signature. And the presentation of dramatic situations close to real-life experiences continued to develop through the first half of the twentieth century, expressed in different styles in the works of Eugene O'Neill, Arthur Miller and Tennessee Williams. Readings include the major works of the period as students explore the variety of philosophical approaches and their relationship to the anatomy of the plays, as well as different staging and performance practices. 

Same as WLT 15.  
**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**  
**Credits:** 3  
**On Occasion**

**ENG 17 Modern Poetry**

The subject of this course is poetry of the first half of the twentieth century - a literary moment usually referred to as "Modernism." This was the era of T.S. Eliot, Ezra Pound, Edna Vincent Millay, and e. e. cummings, as well as the period that saw the birth of jazz, the development of cinema, the rise of the American metropolis, and the horrors of two World Wars. It was a time of great literary freedom, and consequently also a period of great literary uniqueness. We could also think of this period as a time of great and deliberate difficulty in literature, and in particularly in poetry. The readings will be motivated by this combination of peculiarity and difficulty. By looking carefully at individual poems we will work to understand the major themes and typical methods of each poet. 

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**  
**Credits:** 3  
**On Occasion**

**ENG 19 Early English Literature From the Beginnings to 1485**

The period known to historians of literature as the Middle Ages, approximately 1100-1500, was a time of great artistic innovation in England. In this course, students read the popular types of medieval literature - such as the chivalric romance, the fabliau or erotic comic tale, the beast fable, the lyric poem, the narrative ballad, the debate, and the drama - in terms of the intellectual context of the period. Beliefs about love, sex, marriage, religion, social and political relationships, art, beauty, money, and power affect the way writers of any age express themselves artistically, and it will be the work of this course to develop greater understanding of medieval thought processes as reflected in their literature. 

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**  
**Credits:** 3  
**On Occasion**
ENG 20 Chaucer
Geoffrey Chaucer (1340–1400) is usually considered the greatest English writer of his age, and his collection of short tales in verse, The Canterbury Tales, as one of the masterpieces of medieval literature. The Canterbury Tales tells the story of a group of travelers who journey from London to Canterbury in a diverse group, entertaining themselves along the way with a tale-telling competition. Because the members of the group are from different social and economic backgrounds, the kinds of stories they tell differ also. Like other medieval writers and readers, Chaucer knew the typical tale types of his time: the chivalric romance, the fabliau or exotic comic tale, the beast fable, the debate, the legend or saint's life. Unlike many of his contemporaries, he combined them in this single work. In the process of reading selected stories from Chaucer's great collection, students will acquire an understanding of the Middle Ages as it shaped one of its greatest literary innovators.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry
What made William Shakespeare the greatest writer in the English language? What are the special features that distinguish his work? Is there a unique "Shakespearean" perspective on display in his writing? This course attempts to answer these questions by focusing on the two kinds of drama - comedy and history - that he mastered early and continued to re-conceptualize throughout his career. It explores in detail six of Shakespeare's plays, such as Twelfth Night and Richard II, paying close attention to the unique qualities that have transformed his drama into the most respected and frequently produced works of world literature. Readings might also include selections from Shakespeare's narrative poems and sonnets.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Fall

ENG 22 Shakespearean Tragedies and Romances
This course provides an introduction to Shakespeare's later career and focuses on the two major genres - tragedies and romances (or late comedies) - that he perfected during the second decade of his involvement with London's thriving commercial theater. The sequence of readings (which consists of six plays, such as King Lear and The Winter's Tale) demonstrates the continuing evolution of his drama from the late Elizabethan to Jacobean periods. Its aim is to provide students with a thorough understanding of Shakespeare's plays by closely examining the brilliant nuances of language, characterization, and plot that have secured Shakespeare's unrivaled reputation. Students will also be challenged to explore his richly ambivalent and subtle portrayal of characters confronting with the existential extremes of failure and fulfillment, death and restoration.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 23 Milton
Together with Chaucer and Shakespeare, Milton is one of the three giants of English literature. He is perhaps more challenging than the other two to readers in this century because he deals directly with a wealth of cultural and religious knowledge that is no longer familiar to the educated reader in the way he could expect it to be in his own day. And unlike the other major figures, he addresses an educated audience exclusively. Indeed, he has perhaps co-opted even the biblical heritage in some ways since his vision of the fall of the bad angels has become part of the popular imagination, supplanting the curious surrealism of the Book of Revelation itself. And he is the paramount influence in the subsequent history of poetry in English until Hopkins. Furthermore, he was a practical man of his age intimately involved with the political and religious upheavals of the tumultuous seventeenth century. He is among the earliest advocates of no-fault divorce, and he left a private theological work with a rationalist view of Scripture that is centuries ahead of its time.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 24 Renaissance Drama
From the end of the sixteenth century in England, commercial drama attained a new power, sophistication, and status. It suddenly distinguished itself from the largely anonymous traditions of trade guild production and religious festival in the Middle Ages. A new attention to the interests of its paying audiences sharpened its encounter with contemporary language and life. During this period, despite being condemned as morally corrupting influences, the first permanent theaters were constructed and the entertainment industry was born. Played out against a background of social change and energized by a restless new encounter with the world, theater became - at this crucial moment in Western history - instrumental in shaping the way we view ourselves today. This course provides an introduction to six masterpieces of early modern English drama by a diverse group of playwrights that includes Christopher Marlowe, Thomas Kyd, William Shakespeare, John Marston, Ben Jonson, Thomas Dekker, John Fletcher, Thomas Middleton, and John Webster.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 25 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 27 The Life and Fiction of Charles Dickens
Charles Dickens was the most popular English novelist of the nineteenth century. In this course, we will trace the growing maturity and complexity of his intellectual and artistic development - for example, his progress from an early absolutist view of morality, in which good and evil are schematically opposed, to a view of the moral defects in even the best of his characters. We will also examine Dickens' social consciousness. England was the first and, in the nineteenth century, the greatest industrial power in the world. But the social conditions England's industrial machine created for the working class and the poor were almost unspeakable. Dickens denounced these injustices fiercely and was one of the loudest, most influential voices in a time of rapid economic and social change. Dickens was trained as a journalist in his early twenties, and he was a lifelong devotee of the theater, and we will look at both influences in his writing. In addition, we will look closely at the disjunctions and discontinuities in his often-sprawling novels where one often discovers pathos succeeded by comic cavorting and keen psychological portrayals following on the heels of melodrama.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 29 Edward Albee
A study of the major works of one of America's
greatest living playwrights, three time Pulitzer Prize winner Edward Albee. Since the production of The Zoo Story in 1959, Edward Albee has created excitement and controversy on stage. His audiences are captivated by his sophisticated characters, witty dialogue and comedy that borders on absurdity. Yet his plays challenge cultural icons such as romantic love and dignified dying. He has also probed the values of suburban living, the problems posed by the elderly, and the trials faced by both children and parents in the family structure, all done with a nimble sense of comedy. The course will consist of discussions of selected works, viewing them from both a dramatic and theatrical perspective.

Readings will include The Zoo Story, Who’s Afraid of Virginia Woolf?, A Delicate Balance, Three Tall Women, and The Goat.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 36 Adolescent Literature

This course provides an overview of literature written for and about culturally diverse adolescents (young adults) and emphasizes literary, socio-cultural, and psychological approaches to texts, focusing particularly on adolescent identity development. Students will read and analyze adolescent literature in a variety of genres. Class sessions will include lecture, book discussions, and student engagement.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 41 The Art of Poetry

This course inquires into the nature and art of poetry. Why does poetry matter? How does it work? Does poetry do anything? Should it? To conduct this inquiry as poets and critics of poetry do, we will closely read and interpret many poems, across time and genre. We will ask how poets use structural choices, musical tools, and shaping devices to create and convey complex experiences. Students will learn to read with understanding, perception, and enjoyment; to recognize the relationships among a poem's form, its devices, and its content; and to write clear, meaningful critical explications of poems. This course is a short immersion in a lifelong, sustaining question: How do I read this poem?

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 42 The Art of Autobiography

This course examines the art of autobiography in a comparatist context from its origins in St. Augustine's Confessions to recent expressions in such a work as the Nigerian writer Wole Soyinka's Ake: The Years of Childhood. In tracing the landmarks of this genre, the writer will cover such works as Cellini's Life, Franklin's Autobiography, Rousseau's Confessions, Gosse's Father and Son, Satre's The Words, and Anais Nin's early diary Linotte. Literary structures are studied as they emerge in the evolution of the genre. Standards of authenticity and what "they claim" are also evaluated. Various critical approaches are considered with respect to the genre of "life-writing" along with the different cultural contexts which have affected its development.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 44 Emerging Writers and Popular Traditions

This is a special topics course with a focus on new emerging writers and popular genres or traditions. The topic will concern writers whose status as noteworthy or great authors has not yet been established or genres and traditions with a significant overlap with popular culture. Traditions or genres that might be offered under this number include: Science Fiction and Fantasy, Romance, Detective Fiction, the Western, or Literature of Nonsense. This course may be taken more than once if the topic is different. Courses offered under this number automatically fulfill the requirement of a course outside the mainstream of British and American literature specified as part of the early childhood, childhood concentrations in literature.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 47 Literary Forms and Genres

This course is a close analysis of a particular form or genre illustrated by literary works; for example, contemporary poetry, science fiction, the Gothic novel. This course may be taken more than once if topic duplication is avoided.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 48 Ideas and Themes in Literature

This course is a close analysis of a body of literature bound together by a common factor or concern, for example comic literature, literature of the East, the middle class in society, the Industrial Revolution. This course may be taken more than once if topic duplication is avoided.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 49 English Drama

This course allows the student to explore the rich English dramatic tradition, one of the earliest and most vibrant in the Western world. Readings will trace its beginning in early medieval times through its extraordinary development in the time of Shakespeare and his contemporaries and record the shocking close of the theatres during the Puritan Commonwealth. Though its progress was interrupted, English drama rebounded with new energy in 1660 and continued to develop new and interesting dramatic types: sexually-charged comedies, and sentimental comedies, as well as the
ENG 50 Great Plays
This course aims to engage the student in the consideration of the unique qualities of performed work. The interrelationship of drama to religious practices, the establishment of ritual and the demand for entertainment coalesce into something that is a distinctive ingredient of every culture. The broad perspective considers both Greek tragedy and comedy, juxtaposed with medieval farce; as well as blood-curdling Renaissance tragedies and sexually charged Restoration comedies, proletarian morality plays and compelling views of modern emancipated life. All of these provide a rich landscape against which we consider the unique qualities of drama, as well as the ways in which performance reaches a broad audience. What is the relationship of the playwright to his or her audience? What are the most effective ways to convert the viewers and readers to the playwright’s value scheme? Readings may include works of Sophocles, Aristophanes, Shakespeare, Ibsen, Chekhov and O’Neill. Same as WLT 50.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 51 Greek Drama
The creation of the great Dionysian festival in the fifth century in Athens marks the emergence of the western tradition of drama. Initially providing the context for the performance of tragedy and later comedy, the yearly festival in Athens brought citizens together to witness the dramatization of philosophical, cultural, and political issues crucial in the development of Athenian democracy. Greek drama is characterized by an intense engagement with themes such as the meaning of human and divine justice, the conflict between tyranny and democracy, the subordination of women, the limitations of human knowledge, the problems of interpersonal conflict and war, the nature of wisdom, and human vulnerability to suffering and misfortune. Engaging closely with the fervor generated by the political turmoil, ideological conflict, and cultural crisis that swept through Greece in the latter half of the fifth century, the drama of Aeschylus, Sophocles, Euripides, and Aristophanes forms the foundation for many of the enduring questions reflected upon subsequently in the western literary imagination. The course will cover representative works by each of the authors mentioned above.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 52 The Bible as Literature
This course is study of the Bible as a literary masterpiece. The course covers such works as Genesis, Exodus, Job, Psalms, Ecclesiastes, the Song of Solomon, Isaiah, the Gospels, and the Epistles of Paul.
Same as WLT 52.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 54 Eighteenth-Century Literature and Life
From 1660 to 1800, London was the center of English literature. London was also the largest and busiest city in Europe, a hub of finance and commerce, as well as fashion, culture, aristocratic social life, and theaters and galleries, but it was also home to hundreds of thousands of people living in extreme poverty, often dying of starvation. Perhaps because of this friction, writers, as well as visual and musical artists, produced works of fierce energy: some heatedly passionate, some wildly comic, most of them deeply provocative. Writings include satirical attacks on the establishment, fanciful tales of exotic lands, successful strategies for young lovers, plays glorifying criminals, poems of advice and self-justification and discussions of what constitutes genuine happiness. Readings will include selections from Jonathan Swift, John Gay, Alexander Pope, Susannah Centlivre, and Samuel Johnson.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 55 The Romantic Period
This course focuses on the works of seven major writers of the late eighteenth and early nineteenth centuries. Leading colorful lives in a time of revolutionary fervor, the poets William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon Lord Byron, Percy Bysshe Shelley, and John Keats forged a new poetic idiom while working in a variety of new ways. Among prose works of the period, William Blake’s prose poem, The Marriage of Heaven Hell, and Mary Wollstonecraft Shelley’s novel Frankenstein provide a new mythology for understanding the relationship of God and humanity.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 58 The Victorian Period
Moved by the social and aesthetic concerns of their time, authors of the Victorian period worked to represent in their writing the minuitia of what it meant to be alive in 19th-century Britain. Literature moved from the concerns of the Romans with sublimity and the apocalypse to a realism interested in such matters as class, money, morals, and manners. In this course the works of the major novelists and poets of the time will be read closely, but they will also be explored in light of the vast and exuberant changes that were influencing these authors’ lives and those of everyone around them. This course will revolve around such topics as the modern city and industrialization, gender and sexuality, and religion and science. Authors read will include Tennyson, Browning, Arnold, Hopkins, the Rossettis, George Eliot, Dickens, the Brontës, Conrad, and Wilde.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 67 Classical Literature in Translation
Beginning with the Iliad and the Odyssey written during the eighth-century Renaissance in Greece, the classical tradition provides the foundation for many of the pervasive themes found in the western literary tradition. Characterized by an intense engagement with many of the archetypal myths of Greek oral culture that preceded them, Homer’s epics had a profound impact upon the tragedies written in the fifth century in Athens and reflected a similar engagement with mythic tradition. By the same token, many of the themes reflected in epic and tragedy find expression in the original material generated by comedy and serve as a constant point of reference for the philosophical and rhetorical traditions also developing at the time. In addition, the presence of pervasive themes concerning all aspects of the human condition, in tandem with the literary forms generated during this period, extends well beyond the Greek world and can also be found in classical eastern texts producing their own unique genres. The literary forms generated in the era of classical Greece also came to have a profound influence on the literature generated in the Roman period. Either through a comparative analysis of eastern and western texts and/or an examination of Greek and Roman ones, this course will examine the literary forms and themes found in classical literature.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

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non-majors.
Credits: 3  
On Occasion

ENG 68 Mythology
This course will acquaint students with various approaches to myth (including the popular, literary, psychological, folkloric, and anthropological) and the theoretical conflicts and overlaps that exist among disciplines. Students will examine past and current trends in the study of mythology and consider the relevance of myth for ancient as well as contemporary peoples. Selected myths, legends, and folktales from within and outside of the Indo-European group will be considered.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion

ENG 78 The English Novels Nineteenth and Twentieth Centuries
The novel is an eighteenth-century invention which flourished during the nineteenth and twentieth centuries. In England, the mainstream tradition of the novel is realism: a depiction of life as it really is, with the kinds of details we readers are familiar with as we move through our world today, subject to familial, social, historical, cultural, and economic forces. Many of the works we will read in this course will be realist novels, but we will trace in them influences of Romanticism, the Gothic, and symbolism. We will also explore the “breaking” of form and artistic convention practiced by the Modernist novelists of the early 20th century and their successors. We will examine a number of themes the novels have in common: love of various kinds; the conflict between the individual’s needs and desires and those of the family or of society; the place of the past in people’s lives; the sexual and social “codes” the characters in these novels must master to succeed in life and achieve happiness; the role of social class and money in shaping the characters’ fates and values. Moving outside the relatively comfortable sphere of national territory, we will also explore the mythology and practice of colonialism.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion

ENG 99 Research in English
This course is a coordinated program of readings, conferences, and research, culminating in a written thesis of approximately 4,000 words. This is not a regular classroom class. A student must arrange through the Department Chair to work with a particular faculty member before registering for this course.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion

ENG 100 Seminar in English
Small groups of students meet to discuss, analyze, do research on, and report orally and in papers read before the group on selected topics in literature. Topics chosen each term by the instructor. This course may be taken more than once if content is different.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion

ENG 101 Internship
This is a career-oriented course with placement and supervised work in a professional setting in law, publishing, public relations, or the like to provide skills from academic course work. This course is not a regular classroom course. A student will usually have completed EEE 1. A student must arrange through the Department Chair to work with a particular faculty member before registering for this course.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion

ENG 103 Irish Literary Renaissance
Writing in the early twentieth century, social and literary critic Douglas Hyde observed that “the Irish race is at present in a most anomalous position, imitating England and yet apparently hating it. How can it produce anything good in literature, art, or institutions as long as it is actuated by motives so contradictory?” The movement now called the Irish Literary Renaissance is an attempt to resolve that contradiction; its goal was to question the influence of English literature on Irish writers, and develop a specifically Irish literature for an independent Irish nation. This course will be a writing intensive study in cultural context of the major Irish writers involved.  
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.  
Credits: 3  
On Occasion
ENG 104 History of Irish Literature

“Nothing in Ireland is ever over.” Novelist Elizabeth Bowen’s words remind readers that, in order to understand the Irish literary present, it is necessary to understand the Irish literary past. While some works of Irish literature are included in British literature anthologies, this course will focus on the ways in which Irish literature is not a subdivision of English literature. Instead, Irish literature can be read as defining the national character as separate from, and often in opposition to, British political power and artistic influence. The course surveys the literature of Ireland from the early myths and sagas of the eighth century, through the poets and balladayers of the seventeenth and eighteenth century, to the dramatists of the Irish Literary Renaissance of the early twentieth century, and concluding with contemporary works of fiction and poetry. We will read representative works of well-known authors such as Jonathan Swift, William Butler Yeats, John Millington Synge, and James Joyce, as well as newer works by twentieth-century writers.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 105 Native American Literature

This course will examine works by Native Americans from the 1970s to the present. We will look at how writers and artists construct personal and collective identities, how they relate to specific events and general trends in North American history, and how they interact with dominant European-American cultures and other groups. We will also explore what “native” means and how it coincides with the changing definitions of “nation” and “culture.” The class will also look at the changing field of literature in general and how literature and literary study are affected by other media, including film and video, music recording, radio and television, and above all, the internet. The political dimension of the works sometimes seems inescapable, but the results are often unpredictable, well balanced, funny, and remarkably beautiful.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 107 Postcolonial Literature

Through a close reading of both European and non-European literary and theoretical works, this course will explore the central economic, political, and psychological problems left in the wake of the period of decolonization in the third quarter of the twentieth century. Issues addressed in the class will include: the impact of colonialism upon the psyches of colonizer and colonized alike, the representation of colonized cultures in European consciousness along with challenges to those representations, the instrumental role of paradigms of gender in patterns of colonial domination, the interrelationship between racial, sexual, and economic forms of oppression, and the issue of cultural authenticity as it relates to language and emergent postcolonial identities.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 108 African-American Literature of the Twentieth Century

For African Americans, the twentieth century began with an exodus from the South in the hopes of finding greater opportunity and freedom. Yet this journey was shaped by an ongoing struggle against racism, violence, and socio-economic disenfranchisement. In part, this course examines the artistic response to the social conditions facing African Americans in the twentieth century. With a specific emphasis on the Harlem Renaissance, the Black Arts Movement, and Black Feminism, this class investigates the impact of African-American literature on American culture more broadly. How do these movements relate to and differ from other artistic and cultural trends at the time? How do African-American writers interrogate notions of race and ethnicity? Through texts, visual arts, and music, this course challenges us to evaluate the role that racism continues to play in contemporary American culture.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 109 American Slave Narratives

An examination of narratives concerning African-American slaves - some autobiographical, some fictional. How, we will ask, did various representations of slaves not only serve abolitionist goals but also address changing attitudes toward race, gender, law, property, and national identity? The course also considers the literary-rhetorical aspects of the writings and analyzes the blending of literary and historical discourse, leading to questions about what role the "construction" of the African-American past plays in acts of collective memory. Readings may include the following: The Interesting Narrative of the Life of Olaudah Equiano, The Narrative of the Life of Frederick Douglass, Jacobs’s Incidents in the Life of a Slave Girl, Stowe’s Uncle Tom’s Cabin, Melville’s Benito Cereno, Twain’s Huckleberry Finn, Chesnutt’s Conjure Woman tales, and Morrison’s Beloved.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 110 The Black Diaspora: African-American Literature in Context

This course examines varying perspectives on the black experience. Most writers - blacks, whites, and "passers" - are from the United States, but England, Russia, France, and the West Indies share the stage. We begin and end with autobiography, moving from the personal persona of Frederick Douglass to the confessional of Jamaica Kincaid. Cultural differences and diverse points of view are addressed: blacks writing about blacks, whites writing about blacks, and "passers" avoiding racial themes. In attempting to define the black experience, we pose the crucial question - does culture trump color? Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 111 The English Renaissance

The early modern period of English culture was a time of unprecedented social change during which the very concepts of the universe, society, and national and personal identity were renegotiated. Astronomers saw chaos in the stars. Believers murdered each other in the name of religion. Nation states consolidated power and became colonial empires. Individuals, turning inward, confronted with renewed energy the question of what it meant to be human. The purpose of this course is to examine the astounding variety of literary forms (such as lyric poetry, drama, epic, and essay) and philosophical perspectives that were invented during the reigns of Henry VIII, Elizabeth I, and James I. Students will be encouraged to rediscover this brave new world of renaissance and revolution in the “golden age” of English literature. To that end, it emphasizes the literary, historical, and cultural contexts for understanding the work of such key authors as Sir Thomas Wyatt, Christopher Marlowe, Sir Walter Raleigh, Edmund Spenser, William Shakespeare, John Donne, Sir Francis Bacon, and Ben Jonson.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 112 Modern British Literature

At the beginning of the twentieth century, Great Britain was the richest and most powerful nation on earth and had experienced remarkable stability and peace for many decades. Yet revolutionary change was coming: England would fight two catastrophic wars within the next twenty-five years, its empire would begin to collapse, its wealth would disintegrate, and its young would question every inherited value, including articles of religious faith, traditional institutions, and customary perspectives.
The literature written during this century reflects these changed realities, and it is rich, provocative, challenging and disturbing. It performs distinctly modern experiments with some of the traditional components of literature: the use of myth, the rendering of human consciousness, the operations of narrative point of view, and the reverberation of form. This course will explore the value of the past and the collapse of traditional sources of meaning and authority; changing gender roles and family structures; the bitter legacy of World War I (the first war of mass destruction); sex as a liberating yet sometimes destructive force; and the brutal exploitation that colonialism and capitalism engendered. We will see the shock of the new in this literature, as well as both the terror and excitement of change.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 113 The Eighteenth-Century English Novel

Often described as the period in which the genre of the novel was created and developed into a dominant form of literature for an educated reading public, the eighteenth century was a turbulent period of struggle between various ideological forces that would transform British society. As a period that gave rise to what would become the modern experiments with some of the traditional components of literature the use of myth, the rendering of human consciousness, the operations of narrative point of view, and the reverberation of form, this course will explore the value of the past and the collapse of traditional sources of meaning and authority; changing gender roles and family structures; the bitter legacy of World War I (the first war of mass destruction); sex as a liberating yet sometimes destructive force; and the brutal exploitation that colonialism and capitalism engendered. We will see the shock of the new in this literature, as well as both the terror and excitement of change.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 115 The World Novel in English

In the second half of the twentieth century, the novel emerged as the preferred form of literary presentation in English-speaking areas apart from the central axis of Britain and the United States. Writers in Australasia, South and East Asia, Canada, the Caribbean, and Africa stopped "looking back," and instead reoriented the novel to discuss political developments, historical movements, and personal recognitions based upon local materials or regional circumstances. This course will examine six to eight novels from a number of different areas, in many different styles, with a particular focus on the works as expressions of contemporary realities, intentions, and needs; we will look at how the use of English by these authors changes the former imperial language into a supple, useful, and beautiful vehicle for personal expression and group identity.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 116 W.B. Yeats Poet in a Revolutionary Time

Many critics assert that William Butler Yeats (1865-1939), Irish poet, statesman, dramatist, mythologist, cultural activist and nationalist, produced the finest poems written in English in the 20th century. While heavily influenced by Celtic (pre-Christian) mythology and folk tales, Yeats’ work was also affected by the revolutionary tenor of his times, and in particular, by Ireland’s struggle to achieve political independence from England. Many of Yeats’ finest poems are political in nature, but there are many other themes which preoccupied him all his life and which are resolved differently in different poems. We will examine all of these themes. Students will have ample practice in this course in reading and interpreting short poems.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 131 Small World Literature of the Academic Life

Borrowed from the title of a novel by David Lodge, the title of this course, "Small World," captures its focus on the college campus as microcosm. The life of the university is often contrasted with "real" life, the world to which students will graduate when they earn their degrees. For professional academics, however, the world of the campus is the real world, and for the students who pass through this world, its reality shapes their life for four years, and possibly for a lifetime. This course examines the academic life as it is depicted in literature. The works chosen will examine the way in which the university setting functions in various literary genres at various periods in history, but with special emphasis on the late twentieth century. The students and professors who populate these pages will enable the students enrolled in the course, and their professor, to engage in a discussion of their common enterprise: living and working, whether for four years or for a whole career, in the little universe of the college.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 133 Eighteenth-Century Writers on Writing

This course acquaints students with the theory and practice of writing in the eighteenth century. The first half of the course is devoted to examining different theories of writing and its relationship to philosophy, science, and literary criticism of the Enlightenment. In the second half of the course, students use these theories as lenses to examine modern discourse practices, including political speeches, literary texts, advertisements, and food packaging.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credites: 3
On Occasion

ENG 134 Byron and His Revolutionary Circle

Byron, Shelley, Mary Shelley, and her mother Mary Wollstonecraft will form our revolutionary circle. Wollstonecraft’s A Vindication of the Rights of Woman will introduce her daughter’s Frankenstein; or The Modern Prometheus, Byron’s “Prometheus” and Manfred, and Shelley’s Prometheus Unbound.
Other works by Byron and Shelley, especially the former's Don Juan, will be examined to see what light they shed on the Romantic rebel who seemingly defies both secular and religious dogma. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 135 Renaissance and Revolution The Making of the Modern World
Astounding changes occurred - beginning around 500 years ago - in the social, cultural, and intellectual life of Western Europe and the Americas that have had a lasting impact on our sense of self. Technological advances and theoretical innovations changed the very nature of the way in which individuals came to conceive of themselves and their environment. Copernicus and Galileo transformed our conception of the universe. Magellan helped remap the world. Leonardo DaVinci and Michelangelo produced a more compelling reflection of the material world. Machiavelli redefined politics and Montaigne explored the vagaries of human consciousness. This interdisciplinary course provides an introduction to some of the highlights of Renaissance culture and traces their impact on the literature, philosophy, and theater of the time.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 136 The Victorian Rebels
When the Victorians are thought of today, many stereotypes come to mind: they were sexually repressed; their architecture and furniture was overly elaborate and fanciful; their literature is long and dull. In this course these stereotypes will be explored, but they will also be largely exploded. The literature of powerful women and early feminists will be considered; the writings and paintings of sexual radicals of all stripes will be explored; and the poetry and criticism of political and social revolutionaries will be studied. Finally, this course will prove that all the good rebellions of today have revolutionaries will be studied. Finally, this course will prove that all the good rebellions of today have
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 137 Magic Realism
The term "magic realism" was originally used by the German art critic Franz Roh to describe painting that exhibited an altered representation of reality but has since come to be associated with literature with fantastic elements that defy rational explanation. Some other qualities of magical realism fiction include: the deadpan presentation of fantastic events, the use of symbolism and sensuous detail, non-linear narratives, and the use of implausible events to provide social and political commentary. Through a close reading of several representative works from the tradition, we will explore the unique blend of realism and fantasy that gives magical realism its distinctive signature. Some major themes addressed in the course will include: problems of human identity caused by the misuse of political power, the presentation of utopian alternatives to oppressive political systems, and the use of the supernatural to represent the inner psychic landscape of human experience.
Authors covered in the class will include: Marquez, Rushdie, Okri, Allende, Morrison, Rhys, and Roy.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 138 Gender, Sexuality and Literature
Gender and sexuality are - and always have been - culturally constructed. This means that our ideas of what a "woman" is, or a "heterosexual," have changed drastically throughout history. Our understanding of these identities has everything to do with forces in our society and next to nothing to do with the bodies we are born in. Literature plays an important role in exploring how gender has been constructed historically, and certain seminal texts have themselves caused cultural shifts in what these terms mean. To serve as a foundation, this course will consider a range of theoretical approaches, from psychoanalysis to queer studies to performance studies and beyond. Works by such authors as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Anaïs Nin, Jean Genet, Radcliffe Hall, Andre Lorde, Jeannette Winterson and others will also be studied.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 139 Gender and the English Language
In this course, we will look at the ways in which our use of language reflects and sustains our cultural attitudes about gender. We will begin by looking at how linguistic phenomena are linked to social ones, and go on to consider how gender roles are enacted through our use of and attitudes toward language - for example, in how we organize our conversations, the degree to which we use indirectness or politeness strategies, and the amount of talking time we occupy and how we do so. We will encounter a number of different ways of analyzing and interpreting our data, and debate the merits of each based on our own experiences as English speakers.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 140 The Bloomsbury Group
Virginia Woolf wrote that "in or about December 1910, human character changed." Although Woolf was writing about Roger Fry's hugely influential Post-Impressionist art exhibition, she was also thinking of her own literary practice, and of the patterns of behavior exhibited by the artists, writers and lovers who "belonged" to the Bloomsbury Group, that iconoclastic collection of people who lived in and around the Bloomsbury section of London in the early days of the twentieth century. This course will trace the ideas and experiments - visual, literary, sexual - enacted by figures such as Virginia Woolf, Lytton Strachey, E.M. Forster, Roger Fry, Vanessa Bell, Clive Bell, Duncan Grant and some of their many other London and Cambridge associates.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 141 The Literature of the Working Class
Since the invention of capitalism three centuries ago, workers have been writing and telling stories about their experiences. The industrial proletariat, slaves, unskilled workers, and unpaid domestic laborers have generated a rich literature addressing their struggle to live, express themselves and find happiness in economic and social environments that often present challenges to their physical survival and undermine their psychological well-being. Through the examination of a wide range of genres that include fiction, drama, poetry, music, folk tales, memoirs and manifestos, this course will explore the experience of workers in the industrial world across a wide variety of cultures. The treatment of workers' struggles will cut across race, gender, continents and cultures in an effort to identify commonalities of experience shaping the perspectives of manual laborers.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 142 Leadership and Literature
Through its ability to dramatize questions of character as they manifest themselves in moments of crisis, literature illustrates the importance of self-knowledge in fair-minded and effective leadership. By focusing on works of literature that present both negative and positive examples of leadership, this course explores themes such as rigor and
flexibility in decision-making, responsibility, the
development and implementation of a vision,
ethics, motivating others, the use and abuse of
language and the tendency toward narcissism
inherent in the exercise of power. What is good
leadership? What role does self-knowledge and
reflection play in being a successful leader? Each
work will be examined for the way it dramatizes
leadership in action. Literary texts will be
supplemented by readings that explicitly address
problems of leadership.
Prerequisite of ENG 10 required for all English
majors. Prerequisite of ENG 1 & 2 required for all
non-majors.
Credits: 3
On Occasion

ENG 153 Contemporary American Drama
Contemporary American Drama has been
invigorated by creative and cultural forces that have
emerged over the last five decades to challenge the
theatrical establishment of the early twentieth
century. It thus assumes a unique identity. The
popular American themes of free expression of
individuality and a belief in a bright future now
extend beyond Broadway, finding voice in off-
Broadway houses and alternative and regional
theatres. The style, structure and conventions of
earlier American plays have often been retooled;
orthodox theatre architecture sometimes modified;
and the demographics of theatre on stage and in
the audience have been expanded. These practices
reflect the creative fire that has produced plays with
bold new contours. Readings will include Edward
Albee’s Who’s Afraid of Virginia Woolf?, Sam
Shepard’s True West, August Wilson’s Ma Rainey’s
Black Bottom, and David Mamet’s Glengarry Glen
Ross.
Prerequisite of ENG 10 required for all English
majors. Prerequisite of ENG 1 & 2 required for all
non-majors.
Credits: 3
On Occasion

ENG 154 American Poetry
This course will present a relatively broad and fairly
rapid survey of major American poets. We will
dwell mainly on three large historical periods: the
nineteenth century of Emily Dickinson and Walt
Whitman; the early twentieth century of Robert
Frost, Hart Crane, Marnianne Moore, and Wallace
Stevens; and the contemporary period (today),
when there are more American poets being
published than ever before. (These twenty-first
century poets will probably be represented by
figures like Robert Pinsky and Louise Glck.) In
order even to begin grasping this historical range
and poetic diversity, we’ll need to move at a pace of
about one poet per week, but we’ll hope to sustain a
fairly serious engagement with each of our poets in
turn, while thinking about how each of them
imagines (or re-imagines) the idea of America and
American discourse.
Prerequisite of ENG 10 required for all English
majors. Prerequisite of ENG 1 & 2 required for all
non-majors.
Credits: 3
Every Fall

ENG 135 Contemporary American Fiction
An intensive study of three playwrights who
changed the course of American drama and
branded it with a distinctively American quality.
Eugene O’Neill, the son of the country’s leading
actor, knew early-century American drama
intimately and decided to set out in a completely
different direction. He rejected the popular
melodramas; instead, he wrote searing personal
tragedies and attempted to capture in his work the
quality of ancient Greek tragedy. He wrote of
prostitutes, farmers, young wives and domineering
fathers. He created new theatrical styles and wrote
Long Day’s Journey into Night, often called the
greatest American play. Arthur Miller broke
theatrical ground in completely different ways: he
experimented with surrealism in Death of a
Salesman, now an American classic. In the body of
his work, he continued to probe questions of guilt,
individual perceptiveness and moral responsibility,
and he continued to master a range of theatrical
styles. Tennessee Williams, a genteel Southern
rebel, abandoned the predominantly realistic
tradition, feeling it was exhausted and called for a
“plastic theatre” in which every scene was crafted as
a living sculpture. These three playwrights
established the uniqueness of American drama in
the early twentieth century. Readings in the course
will include the major works of the three
playwrights.
Prerequisite of ENG 10 required for all English
majors. Prerequisite of ENG 1 & 2 required for all
non-majors.
Credits: 3
On Occasion

ENG 156 Irish-American Fiction
Beginning with the mid-nineteenth-century wave of
emigration due to the Great Famine in Ireland, the
Irish became a formidable presence in American
life and in American fiction as well. We will read
representative samples of nineteenth- and early
twentieth-century fiction as a foundation for the
major focus of the course, which is the
contemporary novel of the Irish American
experience. For our purposes, we will define Irish
American fiction not by the ethnicity of the novelist
but rather as fiction which examines the
connections between Ireland and America, the
influence of the Irish past in the lives of the
American characters, the search for a precarious
balance between being Irish and being American.
Possible authors include Tom McHale, J. P.
Donleavy, John Gregory Dunne, Mary Gordon,
Alice McDermott, William Kennedy, and Pete
Hamill.
Prerequisite of ENG 10 required for all English
majors. Prerequisite of ENG 1 & 2 required for all
non-majors.
Credits: 3
On Occasion

ENG 157 American Modernism and the Art of
Making it New
Something radical happened in the early twentieth
century. Painters moved toward abstraction. Composers embraced atonality. And writers created a new literary aesthetic through fragmentation, stream of consciousness, and other experiments with language. So what were some of the social, cultural, and political forces that brought about these changes? How were twentieth-century artists rejecting the practices of the Victorian era? How were they responding to drastic changes in technology and science? And how were they challenging audiences to be new readers, viewers, and listeners? This class will examine this period (1907-1929) in American literature, art, and culture. We will read fiction, poetry, and drama, study visual art (Duchamp, Balla, Boccioni, Picasso, Matisse, Cézanne), listen to music (Ravel, Stravinsky, Schoenberg, Ellington), and do research on historical and social context, including topics such as lynching memorabilia, nineteenth- and twentieth-century etiquette manuals, World War I propaganda, and Diaghilev's Les Ballets Russes. This interdisciplinary approach will not only provide a richer understanding of the writings of Gertrude Stein, Eugene O'Neill, Ernest Hemingway, Willa Cather, T. S. Eliot, Jean Toomer, Nella Larsen, e. e. cummings, Wallace Stevens, William Carlos Williams, Ezra Pound, H. D., William Faulkner, and F. Scott Fitzgerald, for example, but it will also challenge us to think critically about the social and cultural changes shaping modernism.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**
**Credits: 3**
**On Occasion**

**ENG 160 Hawthorne and James: From Romance to Realism**

An concentrated analysis of the points of contact between two major American writers, Nathaniel Hawthorne and Henry James. Two representative works that speak to each other - Rappaccini's Daughter and Daisy Miller - are introduced to show the difference between Hawthornian romance and Jamesian realism. After examining Hawthorne's Puritan-oriented works (such as "Young Goodman Brown" and The Scarlet Letter), as well as his novel about transcendentalism, The Blithedale Romance, the course examines how James' more realistic novels, such as Washington Square and The Portrait of a Lady, take up where Hawthorne left off. We see how they represent not only the "deeper psychology," but also issues related to nineteenth-century feminism and consumer capitalism. The moral, social, and aesthetic views of both writers are explored, and James' novels such as The Beast in the Jungle and The Aspern Papers are read in order to demonstrate the intersecting interests of the writers: how the realist and cosmopolitan literature James produced never escaped the influence of Hawthorne's more provincial romances.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**
**Credits: 3**
**On Occasion**

**ENG 159 Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present**

This course seeks to explore some of the rich historical materials treating aspects of the human body as it has been viewed, exhibited, analyzed, and objectified in the nineteenth and twentieth centuries. We will examine some key primary works, fiction, film, photography, and a selection of interpretive studies that consider the social and cultural construction of bodies in America. The readings in this course are intended not to add up to some neat thesis but to raise questions of interpretation and meaning. From the history of freak shows and blackface minstrelsy to more contemporary displays of female and male bodies, these readings - both primary and secondary - will challenge us to think about some of the forces that have shaped - and continue to shape - the ways in which we think about the body.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**
**Credits: 3**
**On Occasion**

**ENG 161 Melville**

Covering Melville's exotic travel narrative about the South Seas (Typee), his famous novel about the pursuit of a great whale (Moby-Dick), his gothic urban novel Pierre, his story of convicts on the Mississippi (The Confidence Man), as well as his shorter works such as "Bartleby the Scrivener," Benito Cereno, and Billy Budd, this course examines Herman Melville's journey as a writer interested in "forms" of all kinds: aesthetic, novelistic, social, cultural, legal, and historical. We will analyze Melville experiments in narrative construction, and will relate this to the ideological implications of history writing and to the power structures such writing serves. In addition, we will consider other aspects of the work: Melville's view of race and non-Western culture; the connections between slavery in the South and the economic conditions in the industrial North; nature's law and man's law; national identity and the notion of a national literature for America. Melville will be also be discussed in relation to his contemporaries: Emerson, Poe, and Hawthorne.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**
**Credits: 3**
**On Occasion**

**ENG 162 American Autobiography**

An exploration of autobiographies and quasi-autobiographies that tell the story of Americans from the early colonial period right up to the twentieth century. Discussions will revolve around the aesthetics of autobiography, the mixture of fiction and fact, and the construction of different "selves" that typify various strains of American intellectual thought as well as various cultural and social circumstances within different eras of American history. Approximately six works are chosen from such autobiographies as the following: Mary Rowlandson's History of Captivity, Benjamin Franklin's Autobiography, Harriet Jacob's Incidents in the Life of a Slave Girl, Henry David Thoreau's Walden, Mark Twain's Life on the Mississippi, Adams' The Education of Henry Adams, Gertrude Stein's Autobiography of Alice B. Toklas, Ernest Hemingway's Moveable Feast, Henry Miller's Tropic of Capricorn, Malcolm X's Autobiography, and Paul Auster's The Invention of Solitude.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**
**Credits: 3**
**On Occasion**

**ENG 163 Literature of New York**

An examination of literary works set in New York that explore the city as the site of material ambition, romance, cultural diversity, wealth, poverty, and alienation. Discussions will revolve around the way the literature invites sociological as well as psychological analysis of the city's impact on human lives. Among the five or six works to be read in the course are such New York stories as the following: Melville's "Bartleby: A Story of Wall Street," James' Washington Square, Rilts' How the Other Half Lives, Calvan's The Rise of David Levinsky (or H. Roth's Call It Sleep), Wharton's House of Mirth, Dreiser's Sister Carrie, Fitzgerald's The Great Gamby, Salinger's Catcher in the Rye, Auster's City of Glass, Wolfe's Bonfire of the Vanities, Delillo's Cosmopolis, P. Roth's The Dying
Animal, and Morrison's Jazz. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 164 American Drama
The course will focus on the distinctly American essence of the plays that have shaped our dramatic tradition. Viewing American drama from its eighteenth-century origins to the mid-twentieth century, we will trace the American playwright's ability to create native characters, to address topics of particular national interest, and to present themes particularly relevant to the American psyche, while simultaneously sharing in the lively currents of international theatre. Consideration will be given to the cultural and historical forces that fostered the creation of new genres, including vaudeville and tent shows. These and sparkling comedies of manners, sensational melodramas, and domestic dramas all contributed to the development of American drama during the first century and a half of its existence. With the emergence of Eugene O'Neill, Arthur Miller, and Tennessee Williams in the twentieth century, American drama attained and continues to hold a highly respected position on the world stage. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 165 American Colonial Literature
This course examines writing in America before 1800 (roughly the period between the European “discovery” and the first products of an officially independent United States). We will examine the written evidence to find who the settlers were, what they expected or wanted or demanded, how they reacted to what they found, and what models of expression they developed to record their experiences. Readings will emphasize the variety of viewpoints that described America life and the terrific energy that writers brought to their tasks. We will also examine critical models of interpretation in both historical and contemporary forms. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 181 The Art of Expository Writing
This course explores what it means to write effectively through a consideration of purpose, audience, context, and genre. In particular, we will pay attention to the strategic deployment of pathetic, ethical, and logical appeals as well as other relevant rhetorical principles that aid us in creating and understanding “good writing.” Class will be conducted in a workshop format whenever possible with emphasis on the composing and revision process. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 182 Introduction to Creative Writing
This course introduces students to a variety of literary genres, including short fiction, poetry, drama, and screenwriting, and helps them develop the analytical and technical skills to be better readers, writers, and critics. The lecture/workshop format of the course is designed to help students recognize that good writing and reading is a process. Students will be given numerous exercises (on character, dialogue, plot, etc.) and will distribute one scene and one longer work to the class for constructive feedback. By studying established writers, reading student work, and receiving lots of feedback from the instructor and peers, students will develop proficiency in various literary techniques and style. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 183 Creative Non-Fiction
This workshop, in which students present their original writing and learn how to give and receive feedback on their work, explores nonfiction genres such as biography, autobiography and memoir, travel writing, and journal writing but particular emphasizes the essay and its elastic form governed by an aesthetic and epistemology distinct from traditional academic writing and argument. Academic writing often teaches students to defend assertions through logical appeal and to establish authority by eliminating the word “I.” The creative nonfiction emphasizes the role of the writer’s point of view to the narrative personas that tentatively explores questions and ideas. In this class, we will consider the value of this latter sensibility and how to cultivate it in our writing as well as the history that enabled and the theory that explains this genre. We will also give attention to the role/form of the nonfiction in the evolving Web 2.0 environment. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 184 Writing and Healing
“Be kind, for everyone you meet is fighting a great battle.” This quote, often attributed to Philo of Alexandria, points to the commonality of suffering and the importance of empathy in human interaction. How do we cope with and make sense of the painful dimensions of our existences? This creative nonfiction class uses the recent scholarship examining the connection between psychological/social/physical healing and the creation of meaning that occurs through the writing process to help students explore the therapeutic dimension of storytelling for both writer and audience and to craft narratives in which painful experiences, including physical illness, become meaningful on both personal and social levels. Emphasis is placed on fostering a supportive but critical writing community to aid the creative meaningmaking process of shaping private stories into public ones. This course is appropriate for those earnestly interested in effecting healing through writing about personal experiences and sharing their stories with others. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 185 Theories of Writing and Composing
This course will acquaint students with the history of writing studies and introduce some of the theoretical strands, including overlaps and controversies, that inform the contemporary practice of teaching writing. The course will also treat practical implementation of composing theory and help students become aware of their own writing process and writing standards as well as the political and ethical dimensions of teaching and assessing writing and communication. Some of the topics that may be covered are the origin and history of composition and rhetoric and the process and post-process movements, including the influence of rhetoric, WAC, ESL and linguistics, collaborative learning, expressionism, cognitivism, social constructivism, social epistemology, critical pedagogy, new media/digital literacy, and assessment. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credit: 3
On Occasion

ENG 186 Writing in a Digital Age: Multimodal Rhetoric and Composition
What counts as writing? From an early age we are taught to view writing in a certain way, perhaps as words on a page. However, for many people the so-called “digital age” has changed this definition because suddenly we are able to more easily combine images, sounds, colors, and gestures alongside our words. But how are these combinations different in online and digital writing from previous writing genres like the book, maps, or sheet music? This course will explore the theories of multimodality and give students experience composing in online, digital, and multimodal environments. Throughout, students put into practice ideas of rhetorical choice, audience,
ENG 189 Experimental Fiction Writing
With the rise of digital humanities and the popularity of graphic novels as vehicles of fiction and memoir, fiction writing continues to push on the boundary of what it means to tell a story. This course will continue to foreground the important of character, conflict, and the craft of fiction writing, while simultaneously opening up a space for experimentation with form, hyperlinking, and the inclusion of sound and image. Students will spend the beginning of the course engaging in smaller projects of experimentation before developing a longer piece through a series of workshops and revisions. Students’ final portfolios should include their fully-developed, revised pieces, as well as the inclusion of at least one other piece developed from one of the earlier exercises, a proposal for a future experimental piece, and a plan for future publication/analysis of publication venues. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 190 Writing with Sound
This course is divided into three sections. The first involves the use of sound in the writing process, in stages of invention, composing/drafting, and revision. In the second section of the course, student will take a critical, cultural approach to artifacts of sound, research and understanding ways in which a single sound, like airplane engines, sirens, or silences, influence people, practices, and spaces. Finally, the last section of the course will ask students to compose two projects using sound, such as text-to-sound translation, sound design installation, or audio-essay. In addition to taking a critical and design approach this course will ask students to investigate assumptions, differences, and idiosyncratic ways of “knowing” their world through sound. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 191 Reading and Writing Comics
Comics can be traced back to hieroglyphics and some of the earliest combinations of pictures and writing systems. This course will explore some of that history as well as introduce terms theorists and comic creators use for understanding, analyzing, and discussing different comics and graphic novels. Finally, the course will allow students to engage in two projects for making their own comics—a memoir/memory comic strip sequence and a more in-depth piece of short fiction, memoir, or translation of a technical piece of writing. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 192 Technical Writing
Technical writing and technical communication are sometimes defined as acts of writing that accomplish a specific task whether that task involves composing a tutorial or set of instructions, redesigning a website, reporting on data collected about a problem, or describing an art exhibition to the public. Technical writing involves a heightened sense of audience, rhetorical purpose, design usability/accessibility, and style. In this course students will practice composing for different situations, audiences, and modes of delivery, as well as assessing popular examples of technical writing. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 193 The Young Adult Novel
The young adult novel has emerged as a dominant force in twenty-first century publishing. With the help of highly successful film adaptations, these books have both captivated teenage audiences and muscled their way into the adult reading market. What explains this immense popularity? How does teen fiction differ from adult fiction in terms of theme, characterization, and content? And what skills and writerly techniques can we use to work most effectively within this genre? By considering market trends, researching teenage audiences, and reading several novels, we will explore young adult fiction with the goal of producing our own work in this genre. We will craft plots, write scenes, experiment with voice, develop effective dialogue, and do a range of exercises to tap into our inner teen. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 194 Videogame Narrative
Storytelling within a videogame can vary drastically from other forms of short fiction. In this course students will explore what it means to create multiple endings and pathways, work within nonlinear story arcs, and retain a narrative that is immersive and character-driven. The course will focus on analysis of popular videogame narratives as well as an introduction to the fiction writing aspects of creating a videogame narrative. Prerequisites: Eng 1 and 2. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3
On Occasion

ENG 201 The English Language
On Occasion
Many of us are unfamiliar with fundamental aspects of the English language that we use for everyday communication as well as in our academic and creative work. In this course, the English language will take center stage as we investigate the structures, sounds, history, variation and use of the English language. We will look into the unique history of English as well as its affinities with languages such as German, Dutch, and French. We will examine the differences between the varieties of English that exist within the U.S. and around the world, the so-called Global Englishes. We will also consider English in diverse contexts of use to see how speakers draw inferences in conversation and how our use of the language speaks to our attitudes toward class, gender and other sociocultural variables. Finally, the course will consider the ways in which specialized knowledge of the English language can be drawn upon by educators, creative writers and scholars of literature.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3
On Occasion

ENG 204 Theories of Persuasion: Ancient and Modern

This course examines the different theories of persuasion from ancient times to early twentieth century. Throughout the semester students learn how to write persuasively using the ethical and emotional techniques of classical Greece, the theological strategies of the Middle Ages, the psychological techniques of the Enlightenment, and the stylistic and grammatical techniques of the early twentieth century.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3
On Occasion

ENG 205 Sex, Drugs, and Damnations Letter Writing through the Renaissance

The purpose of the course is to introduce students to epistolary traditions from classical times through the Renaissance. Throughout the course, students examine the contents, the formal structure, and the style of the letter according to such genres as theological, moral, political, and personal. Students will also examine contemporary letter-writing methods and techniques through the lens of ancient epistolary theory.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3
On Occasion

ENG 207 Theories of Academic Literacy

This seminar focuses on alternative theories of reading, writing, and literacy to prepare writing tutors. This course will also examine definitions of intellectual work in various disciplines as well as the literacy needs of students from a range of cultures, language backgrounds, and life experience.

Pass/No Pass grading only.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 0
Every Fall and Spring

ENG 251 American Writers Since the Civil War

After the Civil War, realist depictions of upper-and-middle-class life in American literature soon gave way to a darker, more fragmented vision of the world. How did American writing move from the fiction of William Dean Howells, who was celebrated as the greatest living writer at his seventy-fifth birthday party in 1912, to T.S. Eliot's nightmarish portrait of modern life in The Waste Land ten years later? What were some of the social, cultural, and political forces that shaped such a change? How were American writers influencing and/or responding to other artistic media such as painting, photography, film, and music? This course examines these types of questions as we survey four literary movements since 1865: Realism, Naturalism, Modernism, and Postmodernism. We will not only make connections across the boundaries of social class, gender, race, and culture, but we will also interrogate the notion of "American" literature itself.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3
Every Spring

ENG 282 Fiction Writing

The course builds on the skills of ENG 182 with a particular emphasis on short fiction. We will focus on published readings, exercises, and workshops of your writings. Students will produce two long stories, which will be read by the entire class and instructor. By the end of the semester, the student will accumulate a portfolio of work, a significant portion of which will be a sophisticated revision of one story. This course may be taken more than once if the topic is different.

Prerequisites of ENG 1, 2, & 182 are required.

Credits: 3
On Occasion

ENG 283 Poetry Writing

This poetry workshop will involve constructive critical analysis of student writing as well as discussion on poems by canonical, established and emerging poets. Knowledge of craft, established in ENG 182, will be strengthened; articulation of poetics, for one's own and others' work, will be stressed. Emphasizing revision, workshops will address choices in form, layout, lineation, musicality, syntax, diction, figurative language, and reading/performance. By semester's end, students will have created a portfolio of no less than six thoroughly developed, revised poems. This course may be taken more than once if the topic is different.

Prerequisites of ENG 1, 2, & 182 are required.

Credits: 3
On Occasion

ENG 284 Drama Writing

Through a series of varied weekly playwriting exercises, this course aims to acquaint students with the range of dramaturgical demands placed on the working playwright. Each is gradually more complex in both length and dramatic situation, eventually leading to a multi-character piece. Each piece is given a roundtable reading in which every student participates, and several students will have the opportunity to have their work "performed" through moved readings. This course may be taken more than once if the topic is different.
Prerequisites of ENG 1, 2, & 182 are required.
Credits: 3
On Occasion

ENG 285 Screenwriting

Some sections of this course will focus on television writing (in both sixty- and thirty-minute formats), and other sections will deal primarily with writing feature-length films. In either case, this course will help students understand the format, structure, and stylistic conventions of screenplay writing. They will learn how to develop characters and offer a rich visual landscape through dialogue. As with any advanced writing course, it will use a lecture/workshop format, and we will study current film and television writing as models. This course may be taken more than once if the topic is different.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 303 World Literature I - Honors Core

This course is an Honors version of the same material covered in ENG 7 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 303 may not take ENG 7.
Student must be in Honors College.
Not open to students who have taken ENG 7.
Credits: 3
Every Fall

ENG 304 World Literature II - Honors Core

This course is an Honors version of the same material covered in ENG 8 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 304 may not take ENG 8.
Student must be in Honors College.
Not open to students who have taken ENG 8.
Credits: 3
Every Spring

ENG 359 Australian Literature

This course examines modern Australian writing in a variety of forms: fiction, poetry, and drama. In some cases, Australian literature takes up some of the same issues as other settler societies—the U.S., Canada—and in others, it responds to specific conditions of environment, resources, and geopolitical status. Everywhere, however, Australian cultural expression delivers lively, challenging, and often beautiful engagement with age-old questions and new ones—kangaroo optional.
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.
Credits: 3
On Occasion

ENG 360 The Horse in Literature

Digby

From the ancient Greek world of Plato and Aesop to the wilderness of the American West, the horse has generated brilliant literary works of every genre in literature. This seminar will take an historic and genre-based approach to the themes, symbols and narratives centered on the horse in literature. Students will read short fiction, novels, plays and poetry.
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.
Credits: 3
On Occasion

ENG 421 Writing in the Workplaces: the Rhetoric of Professional Communication

Scheckter

Much of the writing we do in college is modeled on academic writing, which often privileges complexity and inquiry and presumes an intellectual detachment from practical communication. This description of academic writing is not meant to be pejorative, nor is it meant to imply an invidious comparison with workplace writing. Quite the contrary. A rhetorical space free from quotidian concerns that fosters the free play of ideas and intellectual development is arguably the cornerstone of the university education. But writing that is steeped in true communication with real audiences to produce concrete effects may look very different and require different considerations than writing that privileges the demonstration of intellectual development. As such, the study of professional writing provides a rich opportunity to discover the relevance and power of rhetoric. This course will focus on exploring the differences as well as overlaps between academic writing and writing in the workplace in order for us to become more attuned generally to the rhetorical principles of purpose, audience, and context in communication. With these considerations in mind, we will practice 'professional' or 'business' writing and analyze and discuss the rhetorical principles that seem to govern these genres.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

ENG 422 Dorothy L Sayers: From Detective Mysteries to Mysteries of Faith

Dorothy L Sayers is a major, influential British writer of the earlier twentieth century. First coming to prominence as the creator of the detective Lord Peter Wimsey, she also worked as a dramatist, theorist, and verse translator. Her writings illustrate the importance of work as creative activity (for women as well as for men), the development of deeper themes in detective fiction, the modern failure to understand sin, and techniques of adaptation and translation. Probable texts include early and late mystery novels, the philosophical work The Mind of the Maker, secular and religious plays, and part of Sayers's translation of Dante. Focusing on connections among poetry, fiction, drama, philosophy, theology, translation, history, and related studies, this course gives students a broad understanding of how humanists think and write, the sort of knowledge that broadens understanding and helps students devise creative solutions to many problems in the real world.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

SST 1 Reading and Interpretation

This course helps students develop reading comprehension and academic writing with emphasis on the writing process, library research, and accessing newer forms of information technology.
Not for English major credit. There are special sections for non-native speakers.
Pass/No Pass option is not available.
Credits: 3
Every Fall and Spring

SST 1F Reading and Interpretation

Same as SST 1. For international students.
No Pass/No Pass option available.
Credits: 3
Every Fall and Spring
DEPARTMENT OF FOREIGN LANGUAGES

Phone: 516-299-2385
Fax: 516-299-2997
Chair: Professor Rosario-Velez
Professors: Codelo, DeVivo
Associate Professors: Frouman-Smith, Gunther
Adjunct Faculty: 12

The mastery of a foreign language enables students to deepen their understanding of another culture while learning to appreciate diverse influences on American culture. The study of a foreign language develops communication skills, heightens cultural awareness, improves career opportunities and encourages precision in thought and expression. Courses are multi-faceted and encompass foreign cultures, literature, grammar, history, art and music. Our professors have a wealth of expertise as published authors, researchers, travelers and educators.

The Department of Foreign Languages offers a B.A. in Spanish. In conjunction with LIU Post's College of Education, Information and Technology, the Department offers excellent preparation for careers as French, Italian and Spanish teachers for grades 7 to 12 through its B.S. degrees in Adolescence Education. Concentrations in French, Italian and Spanish are offered for students pursuing undergraduate degrees in early childhood and childhood education.

For non-majors, minors in French, Hebrew, Italian, Japanese, Linguistics, Russian, Russian Area Studies and Spanish are available. The Department's Critical Language program allows students to received individualized tutoring in languages including Arabic, Chinese, Dutch, Hindi, Modern Greek, Portuguese, Turkish, Vietnamese and Yiddish. Study of critical languages is helpful to students pursuing degrees in political science, sociology, geography, history, business administration and economics.

B.A. in Spanish

Spanish is the primary language of many of the world’s major countries and societies and is widely spoken in the United States. Fluency in this critical language is increasingly essential in the public and private sectors. The Bachelor of Arts program in Spanish language and literature at LIU Post will teach you to speak, read and write fluently in Spanish, and will acquaint you with the rich history and magnificent literature and culture of Spain and Latin America.

Fluency in Spanish will open doors to rewarding careers in countless fields. Spanish-speakers are increasingly in demand in such diverse fields as business, education, health care, government agencies, the media, the financial sector and travel and tourism. An undergraduate education in Spanish adds tremendous value to a graduate degree in business, education, law, medicine, public administration or other field.

Students who graduate from the Bachelor of Arts program in Spanish at LIU Post receive special recognition for acquiring skills in this language. Those who earn an overall grade of C or higher in all coursework, will receive a special certificate and a permanent notation on their diploma and transcript that reads “Citation of Achievement in a Foreign Language.”

As a foreign language student at LIU Post, you may be eligible to join honor societies that will link you with peers throughout the country and world. Sigma Delta Pi is the National Collegiate Hispanic Honor Society and Phi Sigma Iota is the International Foreign Language Honor Society, both of which recognize outstanding academic ability.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Spanish Language and Literature
(Program Code: 07038)

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Spanish Language and Literature must satisfy all Core curriculum requirements as follows:

- POST 101 First-Year Composition 1 credit
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits (SPA 3 and 4)
- Mathematics 3 - 4 credits
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Spanish Language and Literature Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 3</td>
<td>3</td>
<td>Intermediate Spanish I</td>
</tr>
</tbody>
</table>

Elective Spanish Language and Literature Courses

Six courses/eighteen credits from all SPA courses numbered 11 through 49, 85, 99, 385, 386, 389, 390. One WLT course may be used to satisfy this requirement (excluding WLT 7, 8 and 20 through 24).

Required Second Language Courses

Four courses/twelve credits from one of the following languages:

French

- FRE 1  Elementary French I  3.00
- FRE 2  Elementary French II 3.00
- FRE 3  Intermediate French I 3.00
- FRE 4  Intermediate French II 3.00

German

- GER 1  Elementary German I  3.00
- GER 2  Elementary German II 3.00
- GER 3  Intermediate German I 3.00
- GER 4  Intermediate German II 3.00

Hebrew

- HEB 1  Elementary Modern Hebrew I  3.00
- HEB 2  Elementary Modern Hebrew II 3.00
- HEB 3  Intermediate Modern Hebrew I 3.00
- HEB 4  Intermediate Modern Hebrew II 3.00

Italian

- ITL 1  Elementary Italian I  3.00
- ITL 2  Elementary Italian II  3.00
- ITL 3  Intermediate Italian I  3.00
- ITL 4  Intermediate Italian II  3.00

- ITL 11 Selected Readings in Early Italian Literature  3.00

LIU Post Undergraduate Bulletin 2017 - 2018
### Joint Programs with College of Education, Information and Technology

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in French**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in French. This 30-credit concentration consists of courses in French culture, language and literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in French, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Childhood Education (Grades 1 to 6) with Concentration in Spanish**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Spanish. This 30-credit concentration consists of courses in Spanish culture, language and literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Spanish, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: French (Grades 7 to 12)**

Students seeking to be initially certified to teach French in secondary schools in New York State should pursue the B.S. in Adolescence Education: French (Grades 7 to 12). This degree combines 36 credits of French with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Italian (Grades 7 to 12)**

Students seeking to be initially certified to teach Italian in secondary schools in New York State should pursue the B.S. in Adolescence Education: Italian (Grades 7 to 12). This degree combines 36 credits of Italian with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Spanish (Grades 7 to 12)**

Students seeking to be initially certified to teach Spanish in secondary schools in New York State should pursue the B.S. in Adolescence Education: Spanish (Grades 7 to 12). This degree combines 36 credits of Spanish with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

### Credit and GPA Requirements

**Minimum Total Credits:** 120

**Minimum Liberal Arts Credits:** 90

**Minimum Major GPA:** 2.00

**Minimum Cumulative GPA:** 2.00

### Minor in French

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in French. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in French Requirements**

For students initially placed in FRE 1 or above

**FRE 4:**

Four courses/twelve credits from all FRE courses excluding FRE 1C, 2C, 7, 51, 52, 53, 54, 359 and 360

**OR**

For students initially placed into FRE 3:

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 3</td>
<td>3.00</td>
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<tr>
<td>FRE 4</td>
<td>3.00</td>
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</tbody>
</table>

**AND**

Four courses/twelve credits from all FRE courses excluding FRE 1, 1C, 2, 2C, 3, 4, 7, 51, 52, 53, 54, 359 and 360

**Credit and GPA Requirements**

**Minimum Total Credits:** 18

**Minimum Minor GPA:** 2.25

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### Table: Japanese Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 1</td>
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<tr>
<td>JPN 2</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN 3</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN 4</td>
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### Table: Russian Courses

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<th>Credits</th>
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<tbody>
<tr>
<td>RUS 1</td>
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<tr>
<td>RUS 2</td>
<td>3.00</td>
</tr>
<tr>
<td>RUS 3</td>
<td>3.00</td>
</tr>
<tr>
<td>RUS 4</td>
<td>3.00</td>
</tr>
</tbody>
</table>
**Minor in French Area Studies**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in French Area Studies. Students completing this area studies minor will be able to communicate in French and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of French heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

**Minor in French Area Studies Requirements**

**Required French Area Studies Courses**

*All of the following:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 1</td>
<td>Elementary French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 2</td>
<td>Elementary French II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 3</td>
<td>Intermediate French I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 4</td>
<td>Intermediate French II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective French Area Studies Courses**

*One course/three credits from the following:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRE 33</td>
<td>18th-Century French Literature</td>
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<tr>
<td>FRE 34</td>
<td>French Poetry of the 19th Century</td>
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</tr>
<tr>
<td>FRE 35</td>
<td>19th-Century French Prose</td>
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<tr>
<td>FRE 36</td>
<td>French Poetry of the 20th Century</td>
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</tr>
<tr>
<td>FRE 37</td>
<td>20th-Century Prose Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 38</td>
<td>19th-Century French Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 39</td>
<td>20th-Century French Theatre</td>
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</tr>
<tr>
<td>FRE/ 55</td>
<td>French Literature of the 17th, 18th, and 19th Centuries</td>
<td>3.00</td>
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<td>WLT 56</td>
<td>French Literature of the 20th Century</td>
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</tr>
<tr>
<td>FRE/ 70</td>
<td>Contemporary Culture and Civilization of France</td>
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<tr>
<td>FRE 85</td>
<td>Disciplinary Literacy in French</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 99</td>
<td>Seminar in French Literature: Special Topics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Minor in German**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in German.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in German Requirements**

**Required German Courses**

Six courses/eighteen credits from all GER courses excluding GER 1C, 2C, 7, 51, 52, 53, 54, 359, 360

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

**Minor in Hebrew**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Hebrew.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Hebrew Requirements**

**Required Hebrew Courses**

Four courses/twelve credits from all HEB courses excluding HEB 1C and 2C

**AND**

Two courses/six credits from all HEB courses excluding HEB 1, 1C, 2, 2C, 3 and 4

**OR**

*For students initially placed in HEB 1 or above HEB 4:*

Four courses/twelve credits from all HEB courses excluding HEB 1, 1C, 2, 2C, 3 and 4

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

**Minor in Italian**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Italian.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Italian Requirements**
For students initially placed in ITL 1 or above ITL 4:  
Four courses/twelve credits from all ITL courses excluding ITL 1C, 2C, 7, 51, 52, 53, 54, 359 and 360  
AND  
Two courses/six credits from all ITL courses excluding ITL 1, 1C, 2, 2C, 3, 4, 7, 51, 52, 53, 54, 359 and 360  
OR  
For students initially placed into ITL 3:  
All of the following:  
ITL 3 Intermediate Italian I 3.00  
ITL 4 Intermediate Italian II 3.00  
AND  
Four courses/twelve credits from all ITL courses excluding ITL 1, 1C, 2, 2C, 3, 4, 7, 51, 52, 53, 54, 359 and 360

**Credit and GPA Requirements**  
Minimum Total Credits: 18  
Minimum Minor GPA: 2.25

**Minor in Italian Area Studies**  
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Italian Area Studies. Students completing this area studies minor will be able to communicate in Italian and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of French heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

**Minor in Italian Area Studies Requirements**  
**Required Italian Area Studies Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ITL 7</td>
<td>Introduction to Italian Culture</td>
<td>1.50</td>
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<tr>
<td>ITL 11</td>
<td>Selected Readings in Early Italian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Selected Readings in Modern and Contemporary Italian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 23</td>
<td>Advanced Italian Grammar and Composition I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 24</td>
<td>Advanced Italian Grammar and Composition II</td>
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<tr>
<td>ITL 25</td>
<td>Advanced Italian Conversation</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 26</td>
<td>Italian Culture and Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 27</td>
<td>Italian Culture and Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 30</td>
<td>Dante, Petrarch (Petrarch), and Boccaccio</td>
<td>3.00</td>
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<tr>
<td>ITL 31</td>
<td>Italian Literature of the Renaissance and the Baroque Period</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 32</td>
<td>Italian Literature of the 18th Century</td>
<td>3.00</td>
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<tr>
<td>ITL 33</td>
<td>The Contemporary Italian Novel</td>
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<tr>
<td>ITL 35</td>
<td>The Italian Novel from Manzoni to the Voce Period</td>
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<td>ITL 36</td>
<td>Pirandello and the Modern Theatre</td>
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<td>ITL/W 62</td>
<td>The Italian Poetic Heritage</td>
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<td>LT</td>
<td>Italian Art</td>
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<tr>
<td>ITL 70</td>
<td>Contemporary Culture and Civilization in Italy</td>
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<td>ITL 85</td>
<td>Disciplinary Literacy in Italian</td>
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<td>ITL 99</td>
<td>Seminar in Italian Literature: Special Topics</td>
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<td>MUS 23</td>
<td>Music in Western Civilization III</td>
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<td>POL 27</td>
<td>European Political Theory II</td>
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<td>POL 65</td>
<td>Politics of the European Union</td>
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<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
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<tr>
<td>WLT 22</td>
<td>Short Works of Italian Literature</td>
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**Elective Italian Area Studies Courses**

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<th>Code</th>
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</thead>
<tbody>
<tr>
<td>ART 67</td>
<td>The Art of the Baroque</td>
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<tr>
<td>ART 70</td>
<td>Modern Art</td>
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<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
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<tr>
<td>GGR 52</td>
<td>Geography of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 37</td>
<td>The Making of the Superhero</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 39</td>
<td>Horror in Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Students with demonstrated proficiency in Italian may be placed in ITL 3 or 4. These students will need to complete additional Italian Area electives to satisfy the minor.

**Credit and GPA Requirements**  
Minimum Total Credits: 18  
Minimum Minor GPA: 2.25

**Italian for Music Majors**  
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Italian for Musicians. ITL 15, a required course for the minor, provides music majors the tools to master the proper pronunciation of the Italian Language. It will focus on speaking, listening, as well as writing and reading skills, using materials selected from the music culture. The minor will prepare students to communicate in Italian with the correct pronunciation.

**Minor in Japanese**  
Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Japanese. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Japanese Requirements**  
**Required Japanese Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 1</td>
<td>Elementary Japanese I</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN 2</td>
<td>Elementary Japanese II</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN 3</td>
<td>Intermediate Japanese I</td>
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<tr>
<td>JPN 4</td>
<td>Intermediate Japanese II</td>
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</tr>
<tr>
<td>JPN 11</td>
<td>Introduction to Japanese Literature I</td>
<td>3.00</td>
</tr>
<tr>
<td>JPN 12</td>
<td>Introduction to Japanese Literature II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**  
Minimum Total Credits: 18  
Minimum Minor GPA: 2.25

**Minor in Linguistics**  
Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Linguistics. A minor adds value to your degree and a competitive edge in the job market by providing...
Minor in Linguistics Requirements
Required Linguistics Courses
Six courses/eighteen credits from all LIN courses

Required English Grammar Course
ENG 3 Grammar and the Structure of English 3.00

Credit and GPA Requirements
Minimum Total Credits: 21
Minimum Minor GPA: 2.25

Minor in Russian
Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Russian.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Russian Requirements
Required Russian Courses
Six courses/eighteen credits from all RUS courses excluding RUS 1C, 2C, 7, 38, 47, 48, 49, 70, 359, 360

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor in Russian Area Studies
Undergraduate students who are pursuing a major in another subject area can apply 15 credits of elective courses toward a minor in Russian Area Studies. This minor combines courses from taken from Foreign Languages, Economics, Geography, History and Political Science.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Russian Area Studies Requirements
Required Russian Area Studies Courses*
All of the following:
RUS 1 Elementary Russian I 3.00
RUS 2 Elementary Russian II 3.00
RUS 3 Intermediate Russian I 3.00
RUS 4 Intermediate Russian II 3.00

Elective Russian Area Studies Courses*
One course/three credits from the following:
ART 70 Modern Art 3.00

Credit and GPA Requirements
Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor in Spanish
Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Spanish.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Spanish Requirements
For students initially placed into SPA 1 or above
SPA 4:
Four courses/twelve credits from all SPA courses excluding SPA 1C, 2C, 7, 51, 52, 53, 54, 359 and 360

AND
Two courses/six credits from all SPA courses excluding SPA 1, 1C, 2, 2C, 3, 4, 7, 51, 52, 53, 54, 359 and 360

OR
For students initially placed into SPA 3:
All of the following:
SPA 3 Intermediate Spanish I 3.00
SPA 4 Intermediate Spanish II 3.00

AND
Four courses/twelve credits from all SPA courses excluding SPA 1, 1C, 2, 2C, 3, 4, 7, 51, 52, 53, 54, 359 and 360

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor in Spanish for Health Professionals
The program will prepare students to communicate with the Hispanic population to meet the challenges of today’s health care programs and the complexities faced by both providers and patients.

Minor in Spanish for Health Professionals Requirements
For Students Placing into Spanish 1
All of the following:
SPA 1 Introductory Spanish I 3.00
SPA 2 Introductory Spanish II 3.00
SPA 3 Intermediate Spanish I 3.00
SPA 4 Intermediate Spanish II 3.00

SPA 15 Spanish Medical Terminology and Conversation 1
SPA 16 Spanish Medical Terminology and Conversation 2

For Students Placing into Spanish 3*
All of the following:
SPA 3 Intermediate Spanish I 3.00
SPA 4 Intermediate Spanish II 3.00
And six credits of the following Spanish area electives:

- SPA 7: Introduction to Spanish Culture
- SPA 11: Introduction to Peninsular Literature
- SPA 12: Introduction to Spanish-American Literature
- SPA 23: Advanced Spanish Grammar and Composition I
- SPA 24: Advanced Spanish Grammar and Composition II
- SPA 25: Advanced Spanish Conversation
- SPA 26: Culture and Civilization of Spain
- SPA 27: Culture and Civilization of Hispanic America
- SPA 29: Advanced Grammar and Writing Skills
- SPA 30: The Picaresque Novel
- SPA 31: 20th-Century Spanish-American Novel
- SPA 32: Spanish Literature of the Middle Ages and the Renaissance
- SPA 33: Theatre of the Golden Age
- SPA 35: Cervantes
- SPA 36: 19th-Century Spanish Literature
- SPA 37: Spanish Literature of the 20th Century
- SPA 38: Spanish-American Literature I
- SPA 39: Spanish-American Literature II
- SPA 40: Seminar in Spanish and Spanish-American Literature
- SPA 41: Applied Linguistics Seminar
- SPA 42: Contemporary Spanish Literature
- SPA 43: The Contemporary Spanish Theatre
- SPA 44: Spanish-American Women Writers
- SPA 45: The New Novel in Latin America
- SPA 46: Literary Translation (Spanish to English)
- SPA 47: Latin-American Women Poets
- SPA 48: Latino Literature in America
- SPA 49: Contemporary Culture and Civilization in Spain
- SPA 70: Spanish Literature from Middle Ages to the 19th Century
- SPA 72: Spanish Literature from Middle Ages to the 19th Century
- SPA 73: Hispanic Literature of the 20th Century
- SPA 85: Disciplinary Literacy in Spanish
- SPA 99: Seminar in Spanish Literature: Special Topics
- WLT 23: Short Works of Spanish Literature

*Students with demonstrated proficiency in Spanish may be placed in SPA 4 or above. These students will need to complete additional Spanish Area electives to satisfy the minor.

**Credit and GPA Requirements**

- Minimum Total Credits: 18
- Minimum Minor GPA: 2.25

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**Minor in Hispanic Area Studies**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Hispanic Area Studies. Students completing this area studies minor will be able to communicate in Spanish and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of Hispanic heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

**Minor in Hispanic Area Studies Requirements**

Required Hispanic Area Studies Courses*

All of the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 29</td>
<td>Advanced Grammar and Writing Skills</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 30</td>
<td>The Picaresque Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 31</td>
<td>20th-Century Spanish-American Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 32</td>
<td>Spanish Literature of the Middle Ages and the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 33</td>
<td>Theatre of the Golden Age</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 35</td>
<td>Cervantes</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 36</td>
<td>19th-Century Spanish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 37</td>
<td>Spanish Literature of the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 38</td>
<td>Spanish-American Literature I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 39</td>
<td>Spanish-American Literature II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 40</td>
<td>Seminar in Spanish and Spanish-American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 41</td>
<td>Applied Linguistics Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 42</td>
<td>Contemporary Spanish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 43</td>
<td>The Contemporary Spanish Theatre</td>
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<td>3.00</td>
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<tr>
<td>SPA 48</td>
<td>Latino Literature in America</td>
<td>3.00</td>
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<tr>
<td>SPA 70</td>
<td>Contemporary Culture and Civilization in Spain</td>
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<td>SPA 71</td>
<td>Contemporary Culture and Civilization in Latin America</td>
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<tr>
<td>SPA/ WLT 72</td>
<td>Spanish Literature from Middle Ages to the 19th Century</td>
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</tr>
<tr>
<td>SPA/ WLT 73</td>
<td>Hispanic Literature of the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 85</td>
<td>Disciplinary Literacy in Spanish</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 99</td>
<td>Seminar in Spanish Literature; Special Topics</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 23</td>
<td>Short Works of Spanish Literature</td>
<td>1.50</td>
</tr>
<tr>
<td>WLT 37</td>
<td>The Making of the Superhero</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 39</td>
<td>Horror in Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Students with demonstrated proficiency in Spanish may be placed in SPA 3 or 4. These students will need to complete additional Hispanic Area electives to satisfy the minor.

**Credit and GPA Requirements**
- Minimum Total Credits: 15
- Minimum Minor GPA: 2.25

**Foreign Language Certificate of Achievement**

The Department of Foreign Languages offers a great variety of elective courses for students who wish to continue language study begun on the secondary level and who may need foreign language study for future graduate studies and professional needs. Some academic departments strongly encourage foreign language study for these purposes.

Students desiring first and second year foreign language study that develops skills in speaking, listening, reading and writing normally elect courses numbered 1, 2, 3 and 4.

The Department also offers various courses of literature in translation and culture and civilization given in English for students who wish to fulfill humanities requirements or to include them among their free electives.

Students who study four semesters of a foreign language (French, German, Hebrew, Italian, Japanese, Russian, Spanish) at LIU Post may receive special diploma recognition in the form of transcript notation and a certificate to accompany the diploma.

**Eligibility:**
- Successfully complete 12 credits at LIU Post in one foreign language
- Achieve a minimum grade of C in the target language courses*

*AP, Life Experience, Critical Languages and transfer credits are not applicable.

**Critical Language Program**

This non-degree program includes instruction in languages such as Arabic, Armenian, Chinese, Dutch, Modern Greek, Hindi, Hungarian, Korean, Norwegian, Persian, Polish, Brazilian-Portuguese, Serbo-Croatian, Swahili, Swedish, Turkish, Vietnamese, and Yiddish in a special tutorial program for a limited number of highly motivated undergraduate students. The program is essentially self-instructional, using effective text/technology courses in conjunction with a native speaker of the language who serves as a tutor. These courses cannot be used to make up foreign language entrance deficiencies or to fulfill Core requirements.

Up to three years of instruction in Levels 1, 2, 3, 4, 11 and 12 will be provided (3 credits for each course). These languages are useful for students who are planning specialized studies in the politics, economics, history, business administration, sociology and geography of the areas in which they are spoken. The courses are excellent electives for students of linguistics, comparative language and foreign language.
Armenian Courses

AMN 1 Elementary Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

AMN 2 Elementary Armenian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of AMN 1 is required.
Credits: 3
Every Semester

AMN 3 Intermediate Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of AMN 2 is required.
Credits: 3
Every Semester

AMN 4 Intermediate Armenian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of AMN 3 is required.
Credits: 3
Every Semester

AMN 11 Advanced Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of AMN 4 is required.

Arabic Courses

ARA 1 Elementary Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 1 is required.
Credits: 3
Every Semester

ARA 2 Elementary Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 1 is required.
Credits: 3
Every Semester

ARA 3 Intermediate Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 2 is required.
Credits: 3
Every Semester

ARA 4 Intermediate Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 3 is required.
Credits: 3
Every Semester

ARA 11 Advanced Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 4 is required.
Credits: 3
Every Semester

ARA 12 Advanced Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of ARA 4 is required.
Credits: 3
Every Semester

Chinese Courses

CHN 1 Elementary Chinese I
This course covers the essentials of Chinese structure, simple oral expressions and writing. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Fall

CHN 2 Elementary Chinese II
This course is a continuation of CHN 1. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of CHN 1 is required.
Credits: 3
Every Spring

CHN 3 Intermediate Chinese I
This course is a structural review, practice in oral expression and writing in addition to selected readings. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of CHN 2 is required.
Credits: 3
Every Fall

CHN 4 Intermediate Chinese II
This course emphasizes readings in Chinese civilization and culture and includes a review of
major structural and composition forms and intensified oral expression. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of CHN 3 is required. 
Credits: 3 
Every Spring

CHN 11 Advanced Chinese I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of CHN 4 is required. 
Credits: 3 
Every Semester

DUT 2 Elementary Dutch II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of DUT 1 is required. 
Credits: 3 
Every Semester

DUT 3 Intermediate Dutch I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of DUT 1 is required. 
Credits: 3 
Every Semester

French Courses

FRE 1 Elementary French I
This course covers the essentials of French structure, simple oral expression and writing. 
Credits: 3 
Every Semester

FRE 1C French for Travelers I
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in French speaking countries. Limited to students with no French-speaking ability. 
Given in French. 
Prerequisite of FRE 1 with a C- or better is required. 
Credits: 3 
On Occasion

FRE 2 Elementary French II
This course is a continuation of French 1. 
Prerequisite of FRE 1 with a C- or better or the equivalent is required. 
Credits: 3 
Every Semester

FRE 2C French for Travelers II
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in French speaking countries. Limited to students with some French-speaking ability. 
Given in French. 
Prerequisite of FRE 1C with a C- or better or the equivalent is required. 
Credits: 3 
On Occasion
This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. Companion course for French 24.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 24 Advanced French Grammar and Composition II
This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. French 24 may be taken before French 23.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 25 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 26 French Culture and Civilization I
This course presents an analysis of social, political, philosophic and aesthetic movements in France from the Middle Ages through the Great Revolution.
In French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 27 French Culture and Civilization II
This course is a survey of intellectual, political, social, aesthetic and philosophical currents in 19th- and 20th-century France. French 27 may be taken before French 26.
In French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 30 French Literature of the Middle Ages and the Renaissance
This course is a study of literary genres, including chanson de geste, lai, roman courtois, forms of troubadour poetry, lyric poetry of the late Middle Ages, and the Pleiade.
Prerequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 32 French Classical Theatre
This course is a study of the sources and development of French theatre in the 17th century. Emphasis is on the works of Corneille, Racine and Moliere.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 33 18th-Century French Literature
This course covers readings of major prose works from 18th-century France. The writings of Montesquieu, Voltaire, Diderot and others are analyzed.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 34 French Poetry of the 19th Century
This course is a study of Romantic, Symbolist and Parnassian poetry.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 35 19th-Century French Prose
This course covers readings from the novel and short story in 19th-century French literature with an analysis of the main writers, works from Chateaubriand to Zola.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 36 French Poetry of the 20th Century
This course covers the readings and is an analysis of the French poetry of the 20th century from Francis Jammes and Guillaume Apollinaire to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 37 20th-Century Prose Literature
This course is a study of the novelists and short-story writers from Anatole France to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 38 19th-Century French Theatre
This course is a study of the Romantic, Realist, Naturalist and Post-Romantic French theatre.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 39 20th-Century French Theatre
This course covers the readings and is an analysis of the works of the major playwrights from Claudel to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 40 French Literature of the 17th, 18th, and 19th Centuries
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire.
Same as WLT 55.
In English.
Credits: 3
On Occasion

FRE 41 French Culture and Civilization III
This course provides an analysis of social, political, philosophic and aesthetic movements in France from the French Revolution through the 19th century.
In French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 42 French Culture and Civilization IV
This course provides an analysis of social, political, philosophic and aesthetic movements in France from the French Revolution through the 19th century.
In French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 43 French Literature of the 17th, 18th, and 19th Centuries
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire.
Same as WLT 55.
Given in English.
Credits: 3
On Occasion

FRE 44 Advanced French Conversation and Composition
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 45 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 46 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 47 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 48 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 49 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 50 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 51 Intermediate French Conversation for Non-majors I
This course provides conversational adequacy in French for frequently encountered social, everyday situations and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 51 is required.
Credits: 3
On Occasion

FRE 52 Intermediate French Conversation for Non-majors II
This course provides conversational adequacy in French for frequently encountered social, everyday situations and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 51 is required.
Credits: 3
On Occasion

FRE 53 Intermediate French Conversation for Professionals I
This course is primarily designed for the non-language major to provide intensive oral practice in French through the use of dramatization, both impromptu and prepared, class discussion and oral reports.
Prerequisite of FRE 51 is required.
Credits: 3
On Occasion

FRE 54 Intermediate French Conversation for Professionals II
This course is primarily designed for the non-language major to provide intensive oral practice in French through the use of dramatization, both impromptu and prepared, class discussion and oral reports.
Prerequisite of FRE 53
Credits: 3
On Occasion

FRE 55 French Literature of the 17th, 18th, and 19th Centuries
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire.
Same as WLT 55.
Given in English.
Credits: 3
On Occasion

FRE 56 French Literature of the 17th, 18th, and 19th Centuries
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire.
Same as WLT 55.
Given in English.
Credits: 3
On Occasion
FRE 56 French Literature of the 20th Century
This course surveys French literature and its development in the 20th century. Lectures and readings include major trends and authors such as Gide, Mauriac, Ionesco, Beckett, Malraux, Proust, Anouilh, Sarre and Camus.
Same as WLT 56.
Given in English.
Credits: 3
On Occasion

FRE 70 Contemporary Culture and Civilization of France
This course is a panoramic view of French life, thought and the arts with respective historical, social and economic backgrounds, national character and regional differences. A free elective for all majors.
Given in English.
Credits: 3
On Occasion

FRE 85 Disciplinary Literacy in French
The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in French. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural.
Prerequisite or co-requisite of FRE 24 or the equivalent is required.
Credits: 3
Every Fall

FRE 99 Seminar in French Literature: Special Topics
Study of a major author, genre, or literary movement, as determined by the instructor. Course may be taken more than once if topic is different.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Every Fall

German Courses

GER 1 Elementary German I
This course covers the reading of simple texts and elements of oral expression.
Credits: 3
Every Fall

GER 1C German for Travelers I
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German speaking countries. Limited to students with little or no German-speaking ability.
Given in German.

GER 2 Elementary German II
This course is a continuation of German 1. Intensive reading and building of active vocabulary. Prerequisite of GER 1 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

GER 2C German for Travelers II
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German-speaking countries. Limited to students with some German-speaking ability.
Given in German.
Prerequisite of GER 1C with a C- or better grade or the equivalent is required.

GER 3 Intermediate German I
This course is a structural review. It includes readings on German culture and contemporary trends.
Prerequisite of GER 2 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

GER 4 Intermediate German II
This course is a review of major problems of structure especially as syntax applies to Prerequisite of GER 3 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

GER 7 Introduction to German Culture
This course presents the basic elements of German culture through an introduction to German language, literature, music, theater, and history.
Given in English.
Credits: 1.50
On Occasion

GER 8 Reading German Fluently
This course is intended for students who wish to acquire a thorough reading knowledge of German in order to pass master's or doctoral language qualifying examinations or to read German texts. A thorough introduction to German grammar is presented.
Credits: 3
On Occasion

GER 10 Introduction to German Literature
A course designed to give the student a first opportunity to read, in the original, sizeable excerpts from great works of German literature.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 11 Survey of German Literature
This course is the reading and discussion of complete texts of representative works of German poetry, drama and narrative fiction.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 23 Advanced German Grammar and Composition I
This course is a complete review of German grammar, practice in essay writing and a detailed study of idioms and style. Companion course for German 24.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 24 Advanced German Grammar and Composition II
This course is a complete review of German grammar, practice in essay writing and a detailed study of idioms and style. Companion course for German 23.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 25 Advanced German Conversation
This course is intensive oral practice and expression.
Credits: 3
On Occasion

GER 26 German Culture and Civilization I
This course is an analysis of social, political and cultural movements in German and Austrian history from the Middle Ages through 1848. German 27 may be taken before German 26.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 27 German Culture and Civilization II
This course is a study of modern Germany from the Bismarck era to the present with a special focus on a reunited Germany and its new role in European and world affairs. A parallel study of Austria from the final years of Hapsburg rule to the present is included.
Prerequisite of GER 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

GER 32 18th-Century German Literature
In this course, representative works of Lessing, Goethe, Schiller, and other contemporaries leads to an understanding of the periods of Enlightenment, Storm and Stress, Classicism and the beginning of Romanticism.
Prerequisite or co-requisite of GER 4 or the
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 33</td>
<td>19th-Century German Literature</td>
<td>3</td>
<td></td>
<td>This course covers the Romantic movement, its works and aesthetic ideas in addition to the transition to Realism. Representative works of such writers as Kleist, Novalis, E.T.A. Hoffmann, Eichendorff, Heine, Grillparzer, Buchner, Hebbel, Keller are studied. Prerequisite or co-requisite of GER 24 or the equivalent is required.</td>
</tr>
<tr>
<td>GER 34</td>
<td>Twentieth-Century German Literature</td>
<td>3</td>
<td>GER 51</td>
<td>A study and analysis of Goethe's major works includes an emphasis on his plays and poetry. Prerequisite or co-requisite of GER 24 or the equivalent is required.</td>
</tr>
<tr>
<td>GER 35</td>
<td>Goethe</td>
<td>3</td>
<td></td>
<td>This course is a detailed analysis of outstanding poems from the Middle Ages to the present. Prerequisite or co-requisite of GER 24 or the equivalent is required.</td>
</tr>
<tr>
<td>GER 37</td>
<td>German Lyric Poetry</td>
<td>3</td>
<td></td>
<td>This course is a structural review with practice in oral expression and writing in addition to selected readings of short works. Prerequisite of HEB 1C with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>GER 39</td>
<td>Advanced Scientific German</td>
<td>3</td>
<td></td>
<td>Syntax patterns and terminology characteristic of the German used in scientific and technical works and periodicals is studied. Assignments are adapted to the student's special field. Prerequisite of GER 4 with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>GER 41</td>
<td>Applied Linguistics Seminar</td>
<td>3</td>
<td></td>
<td>Application of linguistic science to the German language is studied along with advanced structural analysis and an introduction to etymology and semasiology. If possible, should be preceded by Linguistics 12. Required of prospective German teachers.</td>
</tr>
<tr>
<td>GER 51</td>
<td>Beginning German Conversation I</td>
<td>1.50</td>
<td>GER 50</td>
<td>This course is designed for the student to be expressive in social and everyday situations.</td>
</tr>
<tr>
<td>GER 52</td>
<td>Beginning German Conversation II</td>
<td>3</td>
<td>GER 51</td>
<td>This course is designed for the student to be expressive in social and everyday situations. Prerequisite of GER 51 is required.</td>
</tr>
<tr>
<td>GER 53</td>
<td>Intermediate German Conversation I</td>
<td>3</td>
<td>GER 52</td>
<td>This course is a continuation of GER 52. The course provides intensive oral practice. Prerequisite of GER 52 is required.</td>
</tr>
<tr>
<td>GER 54</td>
<td>Intermediate German Conversation II</td>
<td>3</td>
<td>GER 53</td>
<td>This course is a continuation of GER 53. The course provides intensive oral practice. Prerequisite of GER 53 is required.</td>
</tr>
<tr>
<td>GER 65</td>
<td>The German Novel in the 20th Century</td>
<td>3</td>
<td></td>
<td>This course covers the reading and analyses of important novelists of the last century; e.g. Mann, Hesse, Kafka, Rilke, Doeblin, Musil, Brock, Grass, Boell, Kant, Seghers. Same as WLT 65.</td>
</tr>
<tr>
<td>GER 70</td>
<td>Contemporary Culture and Civilization in Germany &amp; Austria</td>
<td>3</td>
<td></td>
<td>This course examines Germany and Austria today: historical, political, social background, national character, regional differences, art and folklore. A special focus is on a reunited Germany and the &quot;new&quot; Europe. Ample use of audiovisual materials. A free elective for all majors. Given in English.</td>
</tr>
</tbody>
</table>

**Greek Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 1</td>
<td>Elementary Classical Greek I</td>
<td>3</td>
<td>HEB 3</td>
<td>This course covers the foundations of Greek grammar, stressing vocabulary, simple sentence building and the reading of elementary prose. Greek cultural heritage in language and literature is considered.</td>
</tr>
<tr>
<td>GRK 2</td>
<td>Elementary Classical Greek II</td>
<td>3</td>
<td>HEB 4</td>
<td>Greek grammar, more complicated sentence structure, broadening of vocabulary and reading of graded text of Xenophon's Anabasis. Antiquities are covered. Prerequisite of GRK 1 is required.</td>
</tr>
</tbody>
</table>

**Hebrew Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEB 1</td>
<td>Elementary Modern Hebrew I</td>
<td>3</td>
<td>HEB 1C</td>
<td>The fundamentals of modern Hebrew grammar and basic language patterns are covered in this course. No previous knowledge of Hebrew is required.</td>
</tr>
<tr>
<td>HEB 1C</td>
<td>Hebrew for Travelers I</td>
<td>3</td>
<td>HEB 1</td>
<td>Given in Hebrew. Prerequisite of HEB 1C with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>HEB 2</td>
<td>Elementary Modern Hebrew II</td>
<td>3</td>
<td>HEB 1</td>
<td>This course is a continuation of Hebrew 1 with selected readings. Prerequisite of HEB 1 with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>HEB 2C</td>
<td>Hebrew for Travelers II</td>
<td>3</td>
<td>HEB 2</td>
<td>This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in Israel. Limited to students with some Hebrew-speaking ability. Given in Hebrew. Prerequisite of HEB 1C with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>HEB 3</td>
<td>Intermediate Modern Hebrew I</td>
<td>3</td>
<td>HEB 2</td>
<td>This course is a detailed review with practice in oral expression and writing in addition to selected readings of short works. Prerequisite of HEB 2 with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>HEB 4</td>
<td>Intermediate Modern Hebrew II</td>
<td>3</td>
<td>HEB 3</td>
<td>This course is a review of major structural problems, composition, continued practice in oral expression, readings in culture and literature of contemporary Israel. Prerequisite of HEB 3 with a C- or better grade or the equivalent is required.</td>
</tr>
<tr>
<td>HEB 25</td>
<td>Advanced Conversational Hebrew I</td>
<td>3</td>
<td>HEB 4</td>
<td>This course is intensive in oral practice and expression, oral reports on assigned topics, vocabulary expansion, and a study of the basic phonetics of Hebrew. Prerequisite of HEB 4 with a C- or better grade is required.</td>
</tr>
</tbody>
</table>
HEB 26 Advanced Conversational Hebrew II
This course is designed to provide intensive oral practice in Hebrew through the use of dialogues, impromptu and prepared class discussions, and oral reports in addition to teaching students to read Hebrew without vowels.
Prerequisite of HEB 25 or the equivalent is required.
Credits: 3
On Occasion

HEB 32 Contemporary Hebrew Literature I
Representative works of such writers as Agnon, Bellow, Barash, Meged, and Shamir are examined. This course is designed to introduce the student to the best in traditional and contemporary Hebrew literature.
Given in Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 33 Contemporary Hebrew Literature II
This course is a continuation of Hebrew 32. Selections from outstanding Hebrew essayists of the last century are read.
Given in Hebrew.
Credits: 3
On Occasion

HEB 34 Wisdom Literature World Literature
A reading and discussion of two books of the Old Testament, Ecclesiastes and Proverbs, that are part of the Wisdom literary tradition in ancient Israel and in neighboring cultures.
Given in Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 35 Modern Hebrew Poetry
This course examines the modern poetry of Israel with an emphasis on the works of Bialik, Tchernichowsky and Schneur.
Given in Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 36 Old Testament Literature
A reading and discussion of two books of the Old Testament, Esther and Ruth, along with a critical study of these Hebrew texts from the standpoint of language, history and content are covered in this course.
Given in Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 37 The Book of Genesis
This course is a concentrated study of Genesis against the background of ancient Near Eastern narrative, law and custom. Also included is a discussion of the major themes and concepts in Genesis: God, creation, the world, humankind and the Hebrew people.

HEB 38 Biblical Hebrew Literature
This course is a critical study of the literature from the standpoint of language and history.
Given in Hebrew.
Credits: 3
On Occasion

HEB 40 Jewish Culture in America
In this course, the modern American Jew is seen through the works of contemporary writers. An examination of writings explores the role of Jews in America, their relationship to the majority group and the resolutions of their anomalies. The works are approached topically; the immigrant culture, the literature of conflict and the alien as presented by authors Kazin, Bellow, Malamud and Roth.
Given in English.
Credits: 3
On Occasion

HEB 41 Holocaust Literature
The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. The course is a critical study of the literature from the standpoint of language and history.
Given in English.
Credits: 3
On Occasion

HEB 42 Contemporary Hebrew Literature
The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. This course is a critical study of the literature from the standpoint of language and history.
Same as WLT 42.
Given in English.
Credits: 3
On Occasion

HEB 43 Masterpieces of Yiddish Literature
The major authors of modern Yiddish literature from the Golden Age of Mendele Moykher Sforim, Sholem Aleichem and I.L. Peretz to the present are studied. The major works of Eastern European cultural centers and the United States are covered. Yiddish literature is included under a Hebrew course since many writers of Yiddish literature also wrote in Hebrew and translations are either Hebrew or Yiddish.
Same as WLT 43.
Given in English.
Credits: 3
On Occasion

HEB 45 Medieval Hebrew Literature
This course studies selections from post biblical works in prose and poetry. The readings are from medieval literature with special reference to Solomon Ibn Gabirol, Moses Ibn Ezra, Judah Halevi and Moses Maimonides.
Same as WLT 45.
Given in English.
Credits: 3
On Occasion

HEB 47 The Book of Genesis
This course is a concentrated study of Genesis against the background of ancient Near Eastern narrative, law and custom. Also included is a discussion of the major themes and concepts in Genesis: God, creation, the world, humankind and the Hebrew people.
Given in English.
Credits: 3
On Occasion

HEB 49 Jewish Mysticism and Hasidism
This course is a study of the Jewish mystical tradition and its writings with special emphasis on the Zohar, Kabbalah and the mystical teachings of the Hasidic masters.
Given in English.
Credits: 3
On Occasion

HEB 50 Jewish Culture in America
In this course, the modern American Jew is seen through the works of contemporary writers. An examination of writings explores the role of Jews in America, their relationship to the majority group and the resolutions of their anomalies. The works are approached topically; the immigrant culture, the literature of conflict and the alien as presented by authors Kazin, Bellow, Malamud and Roth.
Given in English.
Credits: 3
On Occasion

Hindi Courses

HIN 1 Elementary Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

HIN 2 Elementary Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 1 is required.
Credits: 3
Every Semester

HIN 3 Intermediate Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 2 is required.
Credits: 3
HIN 4 Intermediate Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 3 is required.
Credits: 3
Every Semester

HIN 11 Advanced Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 4 is required.
Credits: 3
Every Semester

HIN 12 Advanced Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 4 is required.
Credits: 3
Every Semester

Hungarian Courses

HUN 1 Elementary Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

HUN 2 Elementary Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 1 is required.
Credits: 3
Every Semester

HUN 3 Intermediate Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 2 is required.
Credits: 3
Every Semester

HUN 4 Intermediate Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 3 is required.
Credits: 3
Every Semester

HUN 11 Advanced Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

HUN 12 Advanced Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

Italian Courses

ITL 1C Italian for Travelers I
This course introduces students to vocabulary, expressions and oral practice needed for practical situations in Italy. Limited to students with little or no Italian-speaking ability.
Given in Italian.

Prerequisite of ITL 1 with a C or better grade or the equivalent is required.
Credits: 3
Every Fall, Spring and Summer

ITL 2C Italian for Travelers II
This course continues vocabulary, expressions and oral practice needed to deal with practical situations in Italy. Limited to students with some Italian-speaking ability.
Given in Italian.

Prerequisite of ITL 1C with a C or better grade or the equivalent is required.

ITL 3 Intermediate Italian I
This course is a review of structure, practice in oral expression, writing and select readings of short works from modern authors.

Prerequisite of ITL 2 with a C or better grade or the equivalent is required.
Credits: 3
Every Fall

ITL 4 Intermediate Italian II
This course emphasizes reading Italian original prose and reviewing major problems in structure, composition, intensified oral expression.

Prerequisite of ITL 3 with a C or better grade or the equivalent is required.
Credits: 3
Every Spring

ITL 5 Special Intensive Italian
Primarily for premedical students, this is an intensive course in the essentials of grammar, reading, translation and conversation.
Credits: 4
On Occasion

ITL 6 Scientific Readings in Italian
This course concentrates on specialized readings in Italian that are selected from medical texts.
Credits: 3
On Occasion

ITL 7 Introduction to Italian Culture
This course presents the basic elements of Italian culture through an introduction to Italian language, music, theatre and history.
Given in English.
Credits: 1.50
On Occasion

ITL 8 Beginning Italian Conversation I
These courses are recommended for non-majors.
Each course provides conversational adequacy in the Italian needed frequently for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.

Credits: 1.50
On Occasion

ITAL 11 Selected Readings in Early Italian Literature
This is a course designed to give the student an introduction to the outstanding works of Italian literature through the reading of sizeable excerpts or brief selections.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 12 Selected Readings in Modern and Contemporary Italian Literature
This course is devoted to readings of complete texts of selected novels and plays from the last two centuries of Italian literature. Some poetic excerpts are included. ITL 12 may be taken before ITL 11.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 15 Italian Music Terminology and Conversation
This course provides music majors the tools to master the proper pronunciation of the Italian Language. It will focus on speaking, listening, as well as writing and reading skills, using materials selected from the music culture.
A prerequisite of ITL 3 is required.
Credits: 3
On Occasion

ITAL 18 Contemporary Culture and Civilization in Italy
This seminar explores Italy's contemporary culture through the lens of the Italian Cinematographic Comedy, a genre that is deeply ingrained in the country's cultural history. From the Middle Ages to the twenty-first century, Italians have displayed an uncanny talent for narrating the comic aspects of life through short stories, novels, plays, and films. The Italian comedic genius thrives when it deals with situations that in most cultures would be treated as tragedies. However, despite their irreverent approach to the facts of life, Italian comedies aim at very serious goals. By showing how laughing and crying so often go hand in hand, they unveil the contradictions hidden in human existence. Italian cinema, in particular, utilizes the comic style in order to deal with social issues of the utmost importance: war and peace, economic booms and crises, Italian laws, the condition of women, the class struggle, mafia's ruthless power, and so on.
Credits: 3
On Occasion

ITAL 23 Advanced Italian Grammar and Composition I
This course is an in-depth review of Italian grammar and syntax focusing on review exercises, writing and composition.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 24 Advanced Italian Grammar and Composition II
This course is an in-depth review of grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structures, stylistics and composition. ITL 24 may be taken before ITL 23.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 25 Advanced Italian Conversation
This course covers intensive oral practice and expression, oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Italian.
Credits: 3
On Occasion

ITAL 26 Italian Culture and Civilization I
Outstanding moments in the geographical, intellectual, historical, political and aesthetic developments of Northern Italy and the Italian Peninsula until the end of the 18th century are studied.
Given in Italian.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 27 Italian Culture and Civilization II
This course covers the political, social, educational, economic and spiritual aspects and problems of 19th and 20th century Italy. ITL 27 may be taken before ITL 26.
Given in Italian.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

ITAL 30 Dante, Petrarcha (Petrarch), and Boccaccio
This course is a biographical and historical introduction to the three masters. Selected readings are from Dante's Vita Nuova and La Divina Commedia, Petrarcha's Canzoniere, and Boccaccio's Decameron.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

ITAL 31 Italian Literature of the Renaissance and the Baroque Period
Major writers from the 15th through the 17th centuries are studied with special emphasis on the work of Ariosto and Tasso.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

ITAL 32 Italian Literature of the 18th Century
Selected readings from the works of Goldoni, Parini, and Alfieri are studied.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

ITAL 33 The Contemporary Italian Novel
This course is a study of major contemporary novelists including Moravia, Bassani, Lampedusa, and Bevilacqua.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

ITAL 35 The Italian Novel from Manzoni to the Voce Period
After analysis and evaluation of the impact of Manzoni's Promessi Sposi, the course concentrates on a study of the novels of Verga, D'Annunzio and selected major figures of the Voce movement.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

ITAL 36 Pirandello and the Modern Theatre
This course is a study of the works of the major playwrights of the novecento from Pirandello to the present including Chiarelli, Ugo Bettì, Buzzati, and Diego Fabbri.
Credits: 3
On Occasion

ITAL 51 Beginning Italian Conversation I
These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed frequently for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.
Credits: 1.50
On Occasion

ITAL 52 Beginning Italian Conversation II
These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed frequently for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.
Prerequisite of ITL 51 is required.
Credits: 3
On Occasion

ITAL 53 Intermediate Italian Conversation I
These courses are designed primarily for the non-language major. These courses provide intensive
oral practice in Italian through the use of dramatizations, both impromptu and prepared, class discussions and oral reports.

**Prerequisite of ITL 52 is required.**

**Credits: 3**

**On Occasion**

**ITAL 54 Intermediate Italian Conversation II**

These courses are designed primarily for the non-language major. These courses provide intensive oral practice in Italian through the use of dramatizations, both impromptu and prepared, class discussions and oral reports.

**Prerequisite of ITL 53 is required.**

**Credits: 3**

**On Occasion**

**ITAL 62 The Italian Poetic Heritage**

This course covers a selection of the best in Italy's vast poetic heritage with a special emphasis on Dante, Petrarch, Boccaccio, Ariosto, Tasso, and Leopardi.

Same as WLT 62.

**Given in English.**

**Credits: 3**

**On Occasion**

**ITAL 70 Contemporary Culture and Civilization in Italy**

This course surveys Italian life, thought, folklore, and art; historical, social, and economic backgrounds; and analyzes the national character by focusing on regional differences. Ample use of audiovisual materials. A free elective for all majors.

**Given in English.**

**Credits: 3**

**On Occasion**

**ITAL 85 Disciplinary Literacy in Italian**

The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in Italian. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural.

**Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Fall**

**ITAL 99 Seminar in Italian Literatures Special Topics**

Study of a major author, genre, or literary movement, as determined by the instructor. Course may be taken more than once if topic is different.

**Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**On Occasion**

**Japanese Courses**

**JPN 1 Elementary Japanese I**

This course covers the essentials of Japanese structure, simple oral expressions and writing.

**Credits: 3**

**Every Fall**

**JPN 1C Japanese for Travelers I**

This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with little or no Japanese-speaking ability.

**Given in Japanese.**

**Prerequisite of JPN 1C with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Spring**

**JPN 2C Japanese for Travelers II**

This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with some Japanese-speaking ability.

**Given in Japanese.**

**Prerequisite of JPN 1C with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Spring**

**JPN 3 Intermediate Japanese I**

This is a review of structure, practice in oral expression, writing and selected readings.

**Prerequisite of JPN 2 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Fall**

**JPN 4 Intermediate Japanese II**

This course emphasizes readings in Japanese civilization and culture and includes a review of major problems in structure and composition in addition to intensified oral expression.

**Prerequisite of JPN 3 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Spring**

**JPN 11 Introduction to Japanese Literature I**

This course surveys the literature of Japan from its origins to the present day.

**Prerequisite of JPN 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Fall**

**JPN 12 Introduction to Japanese Literature II**

This course surveys the literature of Japan from its origins to the present day.

**Prerequisite of JPN 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Spring**

**Korean Courses**

**KOR 1 Elementary Korean I**

This course is part of Critical Languages Program.

Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Credits: 3**

**Every Spring**

**KOR 2 Elementary Korean II**

This course is part of Critical Languages Program.

Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of KOR 1 is required.**

**Credits: 3**

**Every Semester**

**KOR 3 Intermediate Korean I**

This course is part of Critical Languages Program.

Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of KOR 2 is required.**

**Credits: 3**

**Every Semester**

**KOR 4 Intermediate Korean II**

This course is part of Critical Languages Program.

Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of KOR 3 is required.**

**Credits: 3**

**Every Semester**

**KOR 11 Advanced Korean I**

This course is part of Critical Languages Program.

Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language requirements.

**Prerequisite of KOR 3 is required.**

**Credits: 3**

**Every Semester**
**Latin Courses**

**LAT 1 Elementary Latin I**  
This course covers the fundamentals of Latin grammar and syntax. This course stresses vocabulary building, Latin borrowings in English and reading simple Latin prose.  
*Credits: 3*  
*On Occasion*

**LAT 2 Elementary Latin II**  
This course is a continuation of Latin I. The course includes more intensive reading and an introduction to Roman civilization.  
*Prerequisite of LAT 1 or the equivalent is required.*  
*Credits: 3*  
*On Occasion*

**LAT 3 Intermediate Latin I**  
This course is a review of Latin grammar and syntax and stresses advanced sentence structure. The readings are from Cornelius Nepos, Cicero, Pliny, Phaedrus, and Catullus in addition to an overview of the foundations of Roman civilization.  
*Prerequisite of LAT 2 or the equivalent is required.*  
*Credits: 3*  
*On Occasion*

**LAT 4 Intermediate Latin II**  
This course is a continuation of LAT 3 with the addition of selections from medieval Latin.  
*Prerequisite of LAT 3 or the equivalent is required.*  
*Credits: 3*  
*On Occasion*

**LAT 11 Latin Literature I**  
Readings from Cicero's Correspondence, Ovid's Metamorphoses, Virgil's Aeneid, Tacitus, Germania and selections from Sallust and Livy.  
*Prerequisite of LAT 4 or the equivalent is required.*  
*Credits: 3*  
*On Occasion*

**LAT 12 Latin Literature II**  
Readings from Cicero's Correspondence, Ovid's Metamorphoses, Virgil's Aeneid, Tacitus, Germania and selections from Sallust and Livy.  
*Prerequisite of LAT 4 or the equivalent is required.*  
*Credits: 3*  
*On Occasion*

**Linguistics Courses**

**LIN 11 Comparative Linguistics**  
This course is an introduction to both historical and descriptive linguistics and the evolution and distribution of the Indo-European group. Included is an analysis of languages more familiar to Western society such as Latin, German, French and a comparison with languages less familiar to Western society such as Chinese, Nahuatl and Tahitian.  
*Credits: 3*  
*On Occasion*

**LIN 12 Introduction to Descriptive Linguistics**  
This course is an introduction to structural linguistics as applied to the study of English and other modern languages. Included in this course are the problems of the phoneme and morpheme.  
*Credits: 3*  
*On Occasion*

**LIN 15 Sociolinguistics**  
This course is an introduction to sociolinguistic concepts: the study of language variation due to social variables such as dialects, registers, sociolects, ideologies of language by emphasizing English. Also, this course covers bilingualism, diglossia and languages in contact.  
*Credits: 3*  
*On Occasion*

**LIN 21 Middle Egyptian**  
This course is an introduction to Middle Egyptian, which was the language spoken by the ancient Egyptians during the Middle Kingdom (2240-1740 B.C.). The course emphasizes written language. Students learn to write hieroglyphs as well as how to translate hieroglyphic inscriptions.  
*Credits: 3*  
*On Occasion*

**LIN 31 Computational Linguistics**  
This course surveys modern linguistic theories that have led to contemporary efforts to build computer models for human linguistic processing.  
*Credits: 3*  
*On Occasion*

**LIN 41 Applied Linguistics/English**  
This course is a study of the application of modern linguistic science to English. Study includes structural analysis, practice in phonemic and morphemic analysis of current American English. Recommended especially for TESOL, Bilingual/Bicultural, and English teachers.  
*Credits: 3*  
*On Occasion*

**Modern Greek Courses**

**MGR 1 Elementary Modern Greek I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of MGR 1 is required.*  
*Credits: 3*  
*Every Semester*

**MGR 2 Elementary Modern Greek II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of MGR 2 is required.*  
*Credits: 3*  
*Every Semester*

**MGR 3 Intermediate Modern Greek I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of MGR 3 is required.*  
*Credits: 3*  
*Every Semester*

**MGR 4 Intermediate Modern Greek II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of MGR 4 is required.*  
*Credits: 3*  
*Every Semester*
Every Semester

MGR 11 Advanced Modern Greek I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of MGR 4 is required.
Credits: 3
Every Semester

MGR 12 Advanced Modern Greek II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of MGR 4 is required.
Credits: 3
Every Semester

Norwegian Courses

NOR 1 Elementary Norwegian I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

NOR 2 Elementary Norwegian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of NOR 1 is required.
Credits: 3
Every Semester

NOR 3 Intermediate Norwegian I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

NOR 4 Intermediate Norwegian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of NOR 3 is required.
Credits: 3
Every Semester

NOR 11 Advanced Norwegian I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of NOR 4 is required.
Credits: 3
Every Semester

NOR 12 Advanced Norwegian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of NOR 4 is required.
Credits: 3
Every Semester

Persian Courses

PER 1 Elementary Persian I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PER 1 is required.
Credits: 3
Every Semester

PER 2 Elementary Persian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PER 2 is required.
Credits: 3
Every Semester

PER 4 Intermediate Persian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PER 3 is required.
Credits: 3
Every Semester

PER 11 Advanced Persian I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PER 4 is required.
Credits: 3
Every Semester

PER 12 Advanced Persian II
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PER 4 is required.
Credits: 3
Every Semester

Polish Courses

PLH 1 Elementary Polish I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 2 is required.
Credits: 3
Every Semester
and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

PLH 2 Elementary Polish II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 1 is required.
Credits: 3
Every Semester

PLH 3 Intermediate Polish I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 2 is required.
Credits: 3
Every Semester

PLH 4 Intermediate Polish II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 3 is required.
Credits: 3
Every Semester

PLH 11 Advanced Polish I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 4 is required.
Credits: 3
Every Semester

PLH 12 Advanced Polish II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 11 is required.
Credits: 3
Every Semester

Portuguese Courses

PRT 1 Elementary Portuguese I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PLH 4 is required.
Credits: 3
Every Semester

PRT 2 Elementary Portuguese II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 1 is required.
Credits: 3
Every Semester

PRT 3 Intermediate Portuguese I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 2 is required.
Credits: 3
Every Semester

PRT 4 Intermediate Portuguese II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 3 is required.
Credits: 3
Every Semester

PRT 12 Advanced Portuguese II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 4 is required.
Credits: 3
Every Semester

PRT 21 Portuguese for Speakers of Spanish
This Portuguese course is a linguistic introduction that utilizes the techniques of applied linguistics. A good working knowledge of Spanish (or fluency in Spanish) can transfer to an equivalent knowledge of Portuguese.
Credits: 1
On Occasion

Russian Courses

RUS 1 Elementary Russian I
This course covers the essentials of Russian for a knowledge of reading, conversation and an appreciation of culture.
Credits: 3
Every Fall

RUS 1C Russian for Travelers I
In order to be understood in Russian-speaking countries, this course covers vocabulary, expressions and the oral practice needed for practical situations. Limited to students with little or no Russian-speaking ability. Given in Russian.

RUS 2 Elementary Russian II
This course is a continuation of Russian 1. Prerequisite of RUS 1 for the equivalent is required.
Credits: 3
Every Spring

RUS 2C Russian for Travelers II
Vocabulary, expressions and the oral practice necessary for practical situations in Russian-speaking countries are covered in this course. Limited to students with some Russian-speaking ability. Given in Russian. Prerequisite of RUS 1C or the equivalent is required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Credits</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 3</td>
<td>Intermediate Russian I</td>
<td>RUS 2 or the equivalent</td>
<td>3</td>
<td>Every Fall</td>
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<tr>
<td></td>
<td>This course is a review of structure, practice in oral</td>
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<td>expression and writing and selected readings.</td>
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<td><strong>Prerequisite of RUS 2 or the equivalent is</strong> required.</td>
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<tr>
<td>RUS 4</td>
<td>Intermediate Russian II</td>
<td>RUS 3 or the equivalent</td>
<td>3</td>
<td>Every Spring</td>
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<td></td>
<td>This course is a continuation of Russian 3.</td>
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<tr>
<td>RUS 7</td>
<td>Introduction to Russian Culture</td>
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<td>On Occasion</td>
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<td></td>
<td>This course presents the basic elements of Russian culture</td>
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<td></td>
<td>through an introduction to Russian language, music,</td>
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<td></td>
<td>theatre and history. Limited to students with no Russian</td>
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<td></td>
<td>speaking ability.</td>
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<td><strong>Credits:</strong> 1.50</td>
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<tr>
<td>RUS 8</td>
<td>Introductory Russian Conversation</td>
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<td>On Occasion</td>
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<td></td>
<td>This course covers vocabulary, expressions and oral</td>
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<td>practice needed to deal with practical situations in</td>
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<td>Russian speaking countries. Limited to students</td>
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<td>with no Russian-speaking ability.</td>
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<td><strong>Credits:</strong> 1.50</td>
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<tr>
<td>RUS 24</td>
<td>Intensive Conversation and Creative Writing I</td>
<td>RUS 2 or the equivalent</td>
<td>3</td>
<td>On Occasion</td>
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<td>In this course, the emphasis is to acquire fluency in</td>
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<td></td>
<td>speaking and reading Russian.</td>
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<td><strong>Prerequisite of RUS 2 or the equivalent is</strong> required.</td>
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<tr>
<td>RUS 25</td>
<td>Intensive Conversation and Creative Writing II</td>
<td>RUS 3 or 24 are required.</td>
<td>3</td>
<td>On Occasion</td>
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<td>This course is a continuation of Russian 24.</td>
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<tr>
<td>RUS 30</td>
<td>Russian Culture and Civilization</td>
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<td>On Occasion</td>
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<td>(Ancient-1917)</td>
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<td>This course emphasizes the philosophical movements that</td>
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<td>have influenced the character of Russian culture and</td>
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<td>civilization.</td>
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<td><strong>Credits:</strong> 3</td>
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<tr>
<td>RUS 31</td>
<td>Russian Culture and Civilization (1917 to Present)</td>
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<td>On Occasion</td>
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<td>This course is a topical study of the former USSR: its</td>
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<td>system, people, culture, and the development of</td>
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<td>RUS 38</td>
<td>New Voices in Russian Literature</td>
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<td>This course concentrates on the writers, the literary</td>
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<td>trends and the criticism of the post-Stalinist period,</td>
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<td>emphasizing the currents of the 1960s through the</td>
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<td>present. A free elective for all majors.</td>
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<td>RUS 46</td>
<td>Russian Literature from 1800-1917</td>
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<td>This course covers Russian literature and its development</td>
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<td>in the 19th century. Lectures and readings include major</td>
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<td>trends and authors such as Pushkin, Gogol, Lermontov,</td>
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<td>Dostoevsky, and Chekhov.</td>
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<td>RUS 47</td>
<td>Russian Literature from 1917-Present</td>
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<td>This course surveys Russian literature and its development</td>
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<td>in the 20th century. Lectures and readings include major</td>
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<td>authors such as Blok, Mayakovsky, Babel, Bulgakov,</td>
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<td>Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voznesenski,</td>
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<td>and Solzhenitsyn.</td>
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<td>RUS 48</td>
<td>Dostoevsky</td>
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<td>This course is an analysis of Dostoevsky's work on a</td>
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<td>structural and thematic basis that includes the author's</td>
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<td>theories on art, literature, philosophy, and religion.</td>
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<td>RUS 49</td>
<td>Tolstoy</td>
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<td>This course is an analysis of Tolstoy's works on a</td>
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<td>structural and thematic basis that includes the</td>
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<td>author's theories on art, literature, history,</td>
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<td>philosophy and religion. A free elective for all majors.</td>
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<td>RUS 70</td>
<td>Contemporary Culture and Civilization in Russia</td>
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<td>This course covers Russian life, thought, and the arts</td>
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<td>by emphasizing the historical, political, social,</td>
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<td>religious and philosophical background, the</td>
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<td>national character and the regional differences. The</td>
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<td>course emphasizes the &quot;new&quot; Russia and its roots. A</td>
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<td>SER 1</td>
<td>Elementary Serbo-Croatian I</td>
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<td>SER 2</td>
<td>Elementary Serbo-Croatian II</td>
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<td>SER 3</td>
<td>Intermediate Serbo-Croatian I</td>
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<td>SER 4</td>
<td>Intermediate Serbo-Croatian II</td>
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<td>SER 11</td>
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Spanish Courses

SPA 1 Elementary Spanish I
This course covers the essentials of Spanish structure, simple oral expression, and writing. Credits: 3
Every Fall, Spring and Summer

SPA 1C Spanish for Travelers I
This course covers vocabulary, expressions and oral practice necessary for practical situations in Spanish-speaking countries. The course is limited to students with little or no Spanish-speaking ability. Given in Spanish.

SPA 2 Elementary Spanish II
This course is a continuation of Spanish 1. Prerequisite of SPA 1 with a C- or better grade or the equivalent is required. Credits: 3
Every Fall, Spring and Summer

SPA 2C Spanish for Travelers II
This course covers vocabulary, expressions and oral practice necessary for practical situations in Spanish-speaking countries. Limited to students with some Spanish-speaking ability. Given in Spanish. Prerequisite of SPA 1C with a C- or better grade or the equivalent is required.

SPA 3 Intermediate Spanish I
This course is a review of structure, a practice in oral expression and writing, selected readings of short works from modern authors. Prerequisite of SPA 2 with a C- or better grade or the equivalent is required. Credits: 3
Every Fall and Spring

SPA 4 Intermediate Spanish II
This course has an emphasis on readings in Hispanic civilization and culture and a review of major problems of structure, composition and intense oral expression. Prerequisite of SPA 3 with a C- or better grade or the equivalent is required. Credits: 3
Every Fall and Spring

SPA 7 Introduction to Spanish Culture
This course presents the basic elements of Spanish culture through an introduction to Spanish language, music, theatre and history. Given in English. Credits: 1.50
On Occasion

SPA 8 Introductory Spanish Conversation
This course covers vocabulary, expressions and oral practice needed to deal with practical situations in Spanish speaking countries. Limited to students with no Spanish-speaking ability. Credits: 1.50
On Occasion

SPA 11 Introduction to Peninsular Literature
This course emphasizes the readings of several works by Spanish authors. Stress is placed on vocabulary building, oral expression and comprehension. Given in Spanish. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

SPA 12 Introduction to Spanish-American Literature
This course emphasizes the readings of several works by Spanish American authors. Vocabulary building, oral expression and comprehension are stressed. SPA 12 may be taken before SPA 11. Given in Spanish. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

SPA 15 Spanish Medical Terminology and Conversation 1
This course provides students with the language tools to offer health services to Hispanic patients in their language and their culture. It will focus on speaking, listening, writing and reading skills, and the application of the Spanish medical terminology. A prerequisite of SPA 3 or equivalent Students are encouraged to take one of two courses on Medical Terminology in English, either HIM 52 or RDT 120. Credits: 3
On Occasion

SPA 16 Spanish Medical Terminology and Conversation 2
This course provides students with the language tools to offer health services to Hispanic patients in their language and culture. Students will develop superior language skills and cultural competences, and will also broaden their understanding of the evolution of medicine in Latin America. A prerequisite of SPA 3 or equivalent Students are encouraged to take one of two courses on Medical Terminology in English, either HIM 52 or RDT 120. Credits: 3
On Occasion

SPA 23 Advanced Spanish Grammar and Composition I
This course is an in-depth review of Spanish grammar and syntax through review exercises, writing and composition. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

SPA 24 Advanced Spanish Grammar and Composition II
This course is an in-depth review of Spanish grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structure, stylicists and composition. SPA 24 may be taken before SPA 23. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

SPA 25 Advanced Spanish Conversation
This is an intensive oral practice and expression course with oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Spanish. Credits: 3
On Occasion

SPA 26 Culture and Civilization of Spain
This course, the most important aspects of culture and civilization in Spain are covered. The Spanish impact on world cultures, folklore, salient issues and problems from the period of the Spanish Civil War to the present are considered in this course. Given in Spanish. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
Annually

SPA 27 Culture and Civilization of Hispanic America
The culture and civilization of Hispanic America from the Columbian period to the present are covered in this course. Folklore, contemporary issues and problems are considered. SPA 27 may be taken before SPA 26. Given in Spanish. Prerequisite of SPA 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

SPA 28 Writing through Literature, Literature through Writing
This course integrates interpretation of literary texts and the development of writing skills in order to produce analytical essays in Hispanic literature. Vocabulary building, effective prose, literary...
America

The course explores tendencies, themes, literary periods, and major writers and works which define and characterize the short story in Hispanic America. The course includes writers such as Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortazar, Garcia Marquez, Rosario Ferre and Luisa Valenzuela.

Pre requisite of SPA 4 is required.
Credits: 3
On Occasion

SPA 35 Cervantes

This course is a brief introduction to the life and work of Cervantes with an emphasis on the more important parts of the two books of Don Quijote. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 36 19th-Century Spanish Literature

This course is an introduction to the major Spanish authors of the Romantic period and 19th-century Realism. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 37 Spanish Literature of the 20th Century

This course is an introduction to the major authors of Spanish literature from the Generation of 1898 to the Spanish Civil War. The authors studied are Antonio Machado, Juan Roman Jimenez, Valle-Inclan, Baroja, Unamuno, among others and the most representative writers of the Civil War period. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 38 Spanish-American Literature I

This course is a study of narrative prose, essays, theatre and poetry from the Colonial period to the Modernist movement. The themes of literature in the Baroque, Enlightenment, Romantic, Realist and Naturalist periods are analyzed.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 39 Spanish-American Literature II

The themes of the prose, poetry, essays, and theatre of this literature from the Modernist movement to the present are analyzed in this course.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 40 Seminar in Spanish and Spanish-American Literature

These seminars and guided research are designed to complete the students, knowledge of the development of Spanish literature and to develop skills in critical analysis. This course is conducted by a research director who schedules independent conferences.

Credits: 3
On Occasion

SPA 41 Applied Linguistics Seminar

This course is required of prospective Spanish teachers. The application of modern linguistic science to the Spanish language is examined. The course covers advanced structural analysis and practice in phonemic and morphemic contrast. If possible, this course should be preceded by Linguistics 12.

Credits: 3
On Occasion

SPA 42 Contemporary Spanish Literature

This course is a study of the different trends in Spanish literature from 1936-39 to the present. The course analyzes the work of the most representative authors: the novelists Cela, Lafont, Delibes, Zunzunequi; the poets Jorge Guillen, Pedro Salinas, Miguel Hernandez, Jose Hierro and Blas Otero. Some literary essays are included.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 43 The Contemporary Spanish Theatre

This course covers the development of the contemporary Spanish theater from Garcia Lorca to the works of Casona, Buero Vallejo, Lopez Rubio, Jardiel Poncela, Mihura, Sastre and others. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 44 Spanish-American Women Writers

From the Colonial period to the present, this course is an overview of the major female authors in Spanish America.

Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 45 The New Novel in Latin America

A study of the major works and writers of the 1970s and 1980s. To include writers such as Manuel Puig, Mario Vargas Llosa, Isabel Allende and Rosario Ferre.

Given in Spanish.

Credits: 3
On Occasion
SPA 46 Literary Translation (Spanish to English)
This course is a study of the theory and practice of the art of translation. Presented in this course are strategies available to the translator to convey the essence of a work of fiction or poetry from one literary culture to another.
Credits: 3
On Occasion

SPA 47 Latin-American Women Poets
This course introduces students to the feminist discourse of women poets in Latin America from 1900 to 1940. Students will interpret and apply gender theory in order to analyze critically the development of a new feminist voice in poetry. Topics include social construction of gender, patriarchy, traditional views versus new woman, motherhood, and sexuality. Students will also learn how to decode poetry and language devices, and how to integrate both approaches in writing. The course studies poets such as Delmira Agustini, Gabriela Mistral, Alfonso Storni, Juana de Ibarbourou, Clara Lair and Julia de Brugos.
Credits: 3
On Occasion

SPA 48 Latino Literature in America
This course introduces students to Latino writers who portrays biculturalism as a statement of Latino identity in the United States. Students apply Latino theory to analyze the development of new voices of writers whose cultural and political agenda attempts to represent the Latino communities in literature. Topics include: Immigration, bilingualism, Latinos as foreigners, assimilation, old and new country roots, social mobility, generational differences, national pride, the American dream, and contribution to America. Representative authors include: Richard Rodriguez, Julia Alvarez, Sandra Cisneros, Esmeralda Santiago, Junot Diaz, Nilo Cruz, Cristina Garcia, Rodolfo Anaya.
Prequisites of SPA 23 and 24 are required.
Credits: 3
On Occasion

SPA 49 Carribean Literature
The course studies trends, themes, literary periods, and major writers and works which represent the literature of Cuba, Dominican Republic and Puerto Rico from the 20th century to the present day. The course focuses on literature and its relationship to colonialism, dictatorships, popular culture, immigration and gender identity.
Prequisite of SPA 11 or above is required
Credits: 3
On Occasion

SPA 51 Beginning Spanish Conversation for Non-Majors I
This course is recommended for students in nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 52 Beginning Spanish Conversation for Non-Majors II
This course is a continuation of Spanish 51. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 53 Intermediate Spanish Conversation for Non-Majors I
Through the use of dialogues, impromptu and prepared class discussions and oral reports, this course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. Spanish majors may take only as an elective course.
Prequisite of SPA 52 or 2 with a C- or better grade or the equivalent are required.
Credits: 3
On Occasion

SPA 54 Intermediate Spanish Conversation for Non-Majors II
Through the use of dialogues, impromptu and prepared class discussions and oral reports, this course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. Spanish majors may take only as an elective course.
Prequisite of SPA 52 or 2 with a C- or better grade or the equivalent are required.
Credits: 3
On Occasion

SPA 55 Intermediate Spanish Conversation for Majors
This course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 56 Intermediate Spanish Conversation for Majors II
This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. Spanish majors may take only as an elective course.
Prequisite of SPA 55 or 2 with a C- or better grade or the equivalent are required.
Credits: 3
On Occasion

SPA 57 Advanced Spanish Conversation for Majors I
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 58 Advanced Spanish Conversation for Majors II
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 59 Advanced Spanish Conversation for Non-Majors I
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 60 Advanced Spanish Conversation for Non-Majors II
This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 61 Advanced Spanish Conversation for Majors
This course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 62 Advanced Spanish Conversation for Majors II
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 63 Advanced Spanish Conversation for Non-Majors
This course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 64 Advanced Spanish Conversation for Non-Majors II
This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 65 Advanced Spanish Conversation for Majors I
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 66 Advanced Spanish Conversation for Majors II
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 67 Advanced Spanish Conversation for Non-Majors
This course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 68 Advanced Spanish Conversation for Non-Majors II
This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
Credits: 3
On Occasion

SPA 69 Advanced Spanish Conversation for Majors I
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 70 Advanced Spanish Conversation for Majors II
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 71 Advanced Spanish Conversation for Non-Majors I
This course is recommended for students in the fields of nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 72 Beginning Spanish from Middle Ages to the 19th Century
This course examines the masterpieces of Peninsular and Spanish-American literature in English translation such as the Poem of the Cid, picaresque novels, Golden Age drama (Lope de Vega and Calderon) and the 19th century novel. Spanish-American figures such as Sarmiento, Jose Marti and Ruben Dario are also presented.
Same as WLT 72.
Given in English.
Credits: 3
On Occasion

SPA 73 Hispanic Literature of the 20th Century
This course examines masterpieces of Spanish and Spanish-American literature in English translation. The course emphasizes major authors such as Unamuno, Ortega y Gasset, Garcia Lorca, Borges, Neruda, Garcia Marquez.
Same as WLT 73.
Given in English.
Credits: 3
On Occasion

SPA 74 Disciplinary Literacy in Spanish
The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in Spanish. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural.
Prequisite of SPA 24 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

SPA 75 Seminar in Spanish Literature: Special Topics
Study of a major author, genre, or literary movement, as determined by the instructor. Course may be taken more than once if topic is different.
Prequisite of SPA 24 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

Swahili Courses

SWA 1 Elementary Swahili I
This course is part of Critical Languages Program.
Given in English.
Credits: 3
Every Fall

SWA 3 Intermediate Swahili I
This course is part of Critical Languages Program.
Given in English.
Credits: 3
On Occasion
Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Credits: 3**

*Every Semester*

**SWA 2 Elementary Swahili II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWA 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**Swedish Courses**

**SWE 1 Elementary Swedish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWE 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**SWA 3 Intermediate Swahili I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWA 2 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**SWA 4 Intermediate Swahili II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWE 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**SWE 2 Elementary Swedish II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWE 2 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**SWE 3 Intermediate Swedish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of SWE 2 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**SWE 4 Intermediate Swedish II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**Turkish Courses**

**TUR 1 Elementary Turkish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**TUR 2 Elementary Turkish II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 1 or the equivalent is required.**

**Credits: 3**

*Every Semester*

**TUR 3 Intermediate Turkish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 2 or the equivalent is required.**

**Credits: 3**

*Every Semester*
entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 2 or the equivalent is required.**

**Credits:** 3  
**Every Semester**

**TUR 4 Intermediate Turkish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 3 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**TUR 11 Advanced Turkish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 4 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**TUR 12 Advanced Turkish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of TUR 4 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**Vietnamese Courses**

**VIE 1 Elementary Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Credits:** 3  
**Every Semester**

**VIE 2 Elementary Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Credits:** 3  
**Every Semester**

**VIE 3 Intermediate Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 1 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**VIE 4 Intermediate Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 3 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**VIE 11 Advanced Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 4 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**VIE 12 Advanced Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 4 or the equivalent is required.**  
**Credits:** 3  
**Every Semester**

**World Literature Courses**

**WLT 5 Contemporary Literature**  
This course examines readings from England, America and foreign literary works of the contemporary period since 1950.

**Credits:** 3  
**On Occasion**

**WLT 7 World Literature I: From Antiquity to the Renaissance**  
This course is an introduction to the foundations of Western culture reflected in a series of literary masterpieces written during Antiquity, the Middle Ages, and the Renaissance. Its main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perception of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are not only selected for their interest as major cultural documents of the Western world and for their stylistic innovations, but also for their insights into basic social problems that still confront us today. Selected works from non-Western cultures might be introduced for comparison. Students who complete both ENG 7 and ENG 8 fulfill the Core requirement in literature or language. Same as ENG 7.

**Prerequisites of ENG 1 and ENG 2 are required.**  
**Not open to students who have taken ENG 303.**  
**Credits:** 3  
**Every Fall, Spring and Summer**

**WLT 8 World Literature II: From the Enlightenment to the Present**  
This course provides an introduction to some of the most brilliant writing in the Western world from the late seventeenth century to the present. Its purpose is to examine a set of literary masterpieces by such writers as Molière, Voltaire, Mary Shelley, Flaubert, Dostoyevsky, Conrad, Joyce, and Beckett for their insights into human nature and society. Its list of readings is drawn from the five intellectual movements that begin after the Renaissance and culminate in our own time. These include: the Enlightenment (1660-1770); the Romantic Movement (1770-1850); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945); and the Contemporary Period (1945 to present). Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Selected works from non-Western cultures might be introduced for comparison. Students who complete both ENG 7 and ENG 8 fulfill the Core Requirement in literature or language. Same as ENG 8.

**Prerequisites of ENG 1 and ENG 2 are required.**  
**Not open to students who have taken ENG 304.**  
**Credits:** 3  
**Every Fall, Spring and Summer**

**WLT 11 English Literature: Anglo-Saxon Period to Early Modern**  
This course will look back to the very beginnings of
British literature and language to trace the birth of literary forms and ideas that still preoccupy and excite today: the memoir, the novel, the love story, the narrative of pilgrimage. The survey will begin with such foundational texts as Beowulf and Sir Gawain and the Green Knight and continue through to the early modern period in the 17th century, taking in masterworks by writers such as Chaucer, Spenser, Marlowe, Shakespeare, Donne, Milton, and Congreve. All of the readings will be considered in a literary and historical context so that the student will gain an understanding of the cultural and philosophical influences that shaped the texts. Same as ENG 11.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**

**Credits: 3**

**Every Fall**

**WLT 13 The Short Story**

This course offers an introduction to the short story and its development since the nineteenth century. What are some of the characteristics and conventions of short fiction? How do we understand a short story differently in the context of a collection? What are some of the challenges of this format? These readings will enable us to examine various literary genres as well as several major artistic movements, including Romanticism, Realism, Naturalism, Modernism, Postmodernism, Post-colonialism, and Minimalism. Possible authors include Hawthorne, Poe, Twain, Flaubert, Chekov, James, Joyce, Lawrence, Mansfield, Faulkner, Kafka, Hemingway, O’Connor, Walker, Beattie, Carver, and Lahiri.

Same as ENG 13.

**Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.**

**Credits: 3**

**Every Fall**

**WLT 15 Modern Drama**

What caused the major revolution in playwriting that occurred in the second half of the nineteenth century? Audiences were both shocked and fascinated to find that, instead of watching lavish musical revues and broadly comic farces, they were now peering into the homes of stage characters whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused his attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many real-life experiences. Henrik Ibsen, a Norwegian, focused his attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many real-life experiences. 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from the Golden Age of Mendele Moykher Sforim, Sholem Aleichem and I.L. Peretz to the present are studied. The major works of Eastern European cultural centers and the United States are covered. Yiddish literature is included under a Hebrew course since many writers of Yiddish literature also wrote in Hebrew and translations are either Hebrew or Yiddish. 
Same as HEB 43. 
Given in English. 
Credits: 3 
On Occasion

**WLT 45 Hebrew Medieval Literature**
This course studies selections from post biblical works in prose and poetry. The readings are from medieval literature with special reference to Solomon Ibn Gabirol, Moses Ibn Ezra, Judah Halevi and Moses Maimonides. 
Same as HEB 45. 
Given in English. 
Credits: 3 
On Occasion

**WLT 46 Russian Literature from 1800-1917**
This course covers Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoyevsky, and Chekhov. 
Same as RUS 46. 
Given in English. 
Credits: 3 
On Occasion

**WLT 47 Russian Literature from 1917-Present**
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major authors such as Blok, Mayakovsky, Babel, Bulgakov, Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voznesenski, and Solzhenitsyn. 
Same as RUS 47. 
Given in English. 
Credits: 3 
On Occasion

**WLT 48 Dostoevsky**
This course is an analysis of Dostoevsky's work on a structural and thematic basis that includes the author's theories on art, literature, philosophy, and religion. A free elective for all majors. 
Same as RUS 48. 
Given in English. 
Credits: 3 
On Occasion

**WLT 49 Tolstoy**
This course is an analysis of Tolstoy's works on a structural and thematic basis that includes the author's theories on art, literature, history, philosophy and religion. A free elective for all majors. 
Same as RUS 49. 
Given in English. 
Credits: 3 
On Occasion

**WLT 50 Great Plays**
This course aims to engage the student in the consideration of the unique qualities of performed work. The interrelationship of drama to religious practices, the establishment of ritual and the demand for entertainment coalesce into something that is a distinctive ingredient of every culture. The broad perspective considers both Greek tragedy and comedy, juxtaposed with medieval farce; as well as blood-curdling Renaissance tragedies and sexually charged Restoration comedies, proletarian morality plays and compelling views of modern emancipated life. All of these provide a rich landscape against which we consider the unique qualities of drama, as well as the ways in which performance reaches a broad audience. What is the relationship of the playwright to his or her audience? What are the most effective ways to convert the viewers and readers to the playwright's value scheme? Readings may include works of Sophocles, Aristophanes, Shakespeare, Ibsen, Chekhov and O'Neill. 
Same as ENG 50. 
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. 
Credits: 3 
On Occasion

**WLT 52 The Bible as Literature**
This course is study of the Bible as a literary masterpiece. The course covers such works as Genesis, Exodus, Job, Psalms, Ecclesiastes, the Song of Solomon, Isaiah, the Gospels, and the Epistles of Paul. 
Same as ENG 52. 
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. 
Credits: 3 
On Occasion

**WLT 55 French Literature of the 17th, 18th and 19th Centuries**
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire. 
Same as FRE 55. 
Given in English. 
Credits: 3 
On Occasion

**WLT 56 French Literature of the 20th Century**
This course surveys French literature and its development in the 20th century. Lectures and readings include major trends and authors such as Gide, Mauriac, Ionesco, Beckett, Malraux, Proust, Anouilh, Sartrre and Camus. 
Same as FRE 56. 
Given in English. 
Credits: 3 
On Occasion

**WLT 62 The Italian Poetic Heritage**
This course covers a selection of the best in Italy's vast poetic heritage with a special emphasis on Dante, Petrarch, Boccaccio, Ariosto, Tasso, and Leopardi. 
Same as ITL 62. 
Given in English. 
Credits: 3 
On Occasion

**WLT 65 The German Novel in the 20th Century**
This course covers the reading and analyses of important novelists of the last century; e.g. Mann, Hesse, Kafka, Rilke, Doeblin, Musil, Brock, Grass, Boell, Kant, Seghers. 
Same as GER 65. 
Credits: 3 
On Occasion

**WLT 72 Spanish Literature from the Middle Ages to the 19th Century**
This course examines the masterpieces of Peninsular and Spanish-American literature in English translation such as the Poem of the Cid, picaresque novels, Golden Age drama (Lope de Vega and Calderon) and the 19th-century novel. Spanish-American figures such as Sarmiento, Jose Marti and Ruben Dario are also presented. 
Same as SPA 72. 
Given in English. 
Credits: 3 
On Occasion

**WLT 73 Hispanic Literature of the 20th Century**
This course examines masterpieces of Spanish and Spanish-American literature in English translation. The course emphasizes major authors such as Unamuno, Ortega y Gasset, Garcia Lorca, Borges, Neruda, Garcia-Marquez. 
Same as SPA 73. 
Given in English. 
Credits: 3 
On Occasion

**Yiddish Courses**

**YID 1 Elementary Yiddish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Credits: 3 
Every Semester

**YID 2 Elementary Yiddish II**
This course is part of Critical Languages Program.
Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite YID 1 or the equivalent is required.**

**Credits: 3**

**Every Semester**

**YID 3 Intermediate Yiddish I**

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of YID 2 or the equivalent is required.**

**Credits: 3**

**Every Semester**

**YID 4 Intermediate Yiddish II**

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of YID 3 or the equivalent is required.**

**Credits: 3**

**Every Semester**

**YID 11 Advanced Yiddish I**

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of YID 4 or the equivalent is required.**

**Credits: 3**

**Every Semester**

**YID 12 Advanced Yiddish II**

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of YID 4 or the equivalent is required.**

**Credits: 3**

**Every Semester**
DEPARTMENT OF HISTORY

Phone: 516-299-2407
Department Chair: Associate Professor Attie
Associate Professor: Diehl (Graduate Director), Hiatt, Tambor
Adjunct Faculty: 11

The undergraduate major in history offers excellent preparation for careers in teaching, law, journalism, business, and government service. History majors receive a broad grounding in historical knowledge and develop such vital skills as research, analysis and writing. History faculty members teach a wide range of courses in American, European and world history. The Department of History offers the Bachelor of Arts degree in History and an accelerated program resulting in a B.A. in History and M.S. in Adolescence Education: Social Studies (Pedagogy-only). In conjunction with the College of Education, Information and Technology, the Department offers a B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grade 1 to 6) with concentrations in American Studies, History and Social Studies, and the B.S. in Adolescence Education with a concentration in Social Studies. This last degree will satisfy the requirements for initial certification to teach Social Studies in grades 7 to 12.

All B.A. history majors are required to take the Sophomore Seminar in Historical Methods (HIS 197) and the Senior Seminar in Historical Research (HIS 198), for which they will write a senior thesis. Students intending to pursue advanced degrees in history are encouraged to include a foreign language in their undergraduate program. An academic counselor is available for academic planning and to refer them to appropriate faculty members or career counselors.

**B.A. in History**

History majors receive broad education in historical knowledge and develop critical skills in research, analysis and writing. The 120-credit Bachelor of Arts in History covers the foundations of Western and American civilization, from the ancient world to contemporary America. As part of the program, majors take a seminar in their sophomore year that provides training in the analysis of historical documents. In the fall semester of the senior year, majors take the "capstone" course in which they hone their research skills and produce a well-argued historical essay.

The B.A. in History provides a strong foundation for a number of career options including education, public service, publishing, business and museum work. History is often chosen as a major by students who plan to enter a profession that requires postgraduate education, such as law, business administration, librarianship, journalism or public policy. Graduate programs in these fields give preference to students who have developed a broad perspective on human problems and who have had training in the analysis of complex issues. A history major is excellent preparation for further study of history at the graduate level.

For students who wish to become history or social studies teachers, the Department of History and the Department of Curriculum and Instruction offer undergraduate and graduate programs in Early Childhood Education (Birth to Grade 2); Childhood Education (Grades 1 to 6); Middle Childhood Education (Grades 5 to 9); and Adolescence Education (Grades 7 to 12).

**ADMISSION REQUIREMENTS**
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.A. in History**

(Program Code: 07084)

**Core Requirements**

In addition to all major requirements, students pursuing the B.A. in History must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits (3 credits satisfied in major)
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required History Courses**

All of the following:

- HIS 197 Sophomore Seminar in Historical Methods 3.00
- HIS 198 Senior Seminar in Historical Research 3.00

**AND two of the following:**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIS 105</td>
<td>Historical Perspectives</td>
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<tr>
<td>HIS 106</td>
<td>Methods and Practice of Public History</td>
</tr>
<tr>
<td>HIS 110</td>
<td>The Early Modern Atlantic World, 1450-1800</td>
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<td>HIS 111</td>
<td>Colonial America</td>
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<tr>
<td>HIS 112</td>
<td>The American Revolution</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Jacksonian America</td>
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<tr>
<td>HIS 114</td>
<td>The Old South</td>
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<tr>
<td>HIS 115</td>
<td>The Era of Civil War and Reconstruction, 1848-1877</td>
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<td>HIS 116</td>
<td>American Society and Culture, 1876-1919</td>
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<td>HIS 117</td>
<td>The United States 1920-1945: From the Jazz Age to Total War</td>
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<td>HIS 118</td>
<td>The United States Since 1945: The Age of the American Colossus</td>
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<tr>
<td>HIS 119</td>
<td>History of International Relations Since 1815</td>
</tr>
<tr>
<td>HIS 120</td>
<td>African American History</td>
</tr>
</tbody>
</table>
ACCELERATED PROGRAMS

B.A. in History / M.S. in Adolescence Education: Social Studies (Pedagogy-Only)

This program leads to the Bachelor of Arts in History and the M.S. in Adolescence Education: Social Studies (Pedagogy-only) in only five years, a full year less than if the two degrees were pursued separately. Graduates of the accelerated B.S./M.S. program will be qualified for New York State certification as social studies teachers in public and private high schools. Required credits for this accelerated degree program range from 141 to 144.

The accelerated degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Curriculum and Instruction are nationally accredited by the Teacher Education Accreditation Council (TEAC).

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.A. in History/M.S. in Adolescence Education: Social Studies (Pedagogy-only) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, a Social Studies grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of History.

B.A. in History/M.S. in Adolescence Education: Social Studies (Pedagogy-Only)

(Program Code: 33197)

Core Requirements

In addition to all major requirements, students pursuing the B.A. in History/M.S. in Adolescence Education: Social Studies (Pedagogy-only) must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition
- Economics/Political Science
- Fine Arts 3 credits
- History/Philosophy 6 credits (3 credits satisfied in major)
- Laboratory Science 8 credits
- Language/Literature 9 credits (3 credits of Language required by major; 6 credits of Literature required by major)
Mathematics 3 - 4 credits
Social Sciences 6 credits (GGR 1 and 2)
For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Undergraduate History Courses**

All of the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Sophomore Seminar in Historical Methods</td>
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<tr>
<td>HIS 198</td>
<td>Senior Seminar in Historical Research</td>
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**AND any two of the following:**

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<tr>
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<td>HIS 1</td>
<td>The West and the World to 1750</td>
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<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
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<tr>
<td>HIS 3</td>
<td>American Civilization to 1877</td>
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<td>HIS 4</td>
<td>American Civilization Since 1877</td>
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<td>Roots of the Modern World</td>
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<tr>
<td>HIS 8</td>
<td>Roots of the Modern World: Wars and Revolutions</td>
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<td>HIS 9</td>
<td>Roots of the Modern World: Migrations</td>
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<td>HIS 10</td>
<td>Roots of the Modern World: Religion</td>
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<td>HIS 11</td>
<td>Roots of the Modern World: Nature</td>
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<td>Roots of the Modern World: Gender</td>
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<td>HIS 13</td>
<td>Roots of the Modern World: Science</td>
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<td>HIS 14</td>
<td>Roots of the Modern World: Empires and Nations</td>
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**Elective Undergraduate History Courses**

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<td>HIS 106</td>
<td>Methods and Practice of Public History</td>
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<td>The Early Modern Atlantic World, 1450-1800</td>
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<td>Colonial America</td>
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<td>HIS 112</td>
<td>The American Revolution</td>
<td>3.00</td>
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<td>Jacksonian America</td>
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<td>HIS 114</td>
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<td>History of International Relations Since 1815</td>
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<td>HIS 120</td>
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<td>Disease and History</td>
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<td>Ancient Greece and the Mediterranean World</td>
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<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
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<td>Early Modern Europe</td>
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<td>HIS 149</td>
<td>Love and Hate in the Middle Ages</td>
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<td>European Women in the Age of Revolutions</td>
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<td>The Family in Early Modern Europe</td>
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<td>Nineteenth Century Europe</td>
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<td>Europe Since 1945</td>
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<td>HIS 162</td>
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<td>HIS 163</td>
<td>Nazi Germany</td>
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<td>Russia Since 1917</td>
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<td>HIS 182</td>
<td>Latin American History and Film</td>
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<td>Modern China, 1839 to the Present</td>
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<td>History of Latin America, 1000 AD to 1810 AD</td>
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<td>History of Modern Latin America</td>
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<td>HIS 188</td>
<td>Political Violence, &quot;Dirty Wars,&quot; and Truth Commissions in Latin America</td>
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<td>HIS 212</td>
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<td>HIS 359</td>
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**Required Undergraduate Co-Related Courses**

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<td>HIS 423</td>
<td>State, Society, and the Individual: Hoxie Colloquium</td>
<td>3.00</td>
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LIU Post Undergraduate Bulletin 2017 - 2018
**Required Graduate Social Studies**

**Methods Course**

EDI 660  Methods and Materials of Teaching Social Studies in Secondary Schools  3.00

**Required Graduate Student Teaching Course**

EDI 552  Pre-Student Teaching Seminar: Critical Issues in Education  0.00

EDI 712  Supervised Student Teaching  6.00

**Required Graduate Culminating Experience**

Students must submit a final project/portfolio, pass a comprehensive exam or complete a thesis (EDI 705).

**Required Teacher Certification Workshops**

EDUX 100  PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act  0.00

EDUX 200  Preventing Child Abduction; Safety Education; Fire and Arson Prevention  0.00

EDUX 300  Preventing Alcohol, Tobacco, and Other Substance Abuse  0.00

CATX 100  Child Abuse Identification and Reporting  0.00

DASX 100  Dignity in Schools Act  0.00

**Credit and GPA Requirements**

Minimum Total Credits: 144

Minimum Total Undergraduate Credits: 108

Minimum Graduate Credits: 36 (39 with Thesis)

Minimum Undergraduate Liberal Arts Credits: 90

Min. Undergraduate History Major GPA: 3.00

Min. Undergraduate Social Studies GPA: 3.00

Min. Undergraduate Education Major GPA: 3.00

Min. Undergraduate Cumulative GPA: 3.00

Min. Graduate Cumulative GPA: 3.00

* A grade of “B” of higher is required in all education courses.

**Joint Programs with College of Education, Information and Technology**

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in History**

B.S. in Childhood Education (Grades 1 to 6) with Concentration in History

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in History. This 30-credit program consists of courses from American and Western History. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in History, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Childhood Education (Grades 1 to 6) with Concentration in Social Studies**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Social Studies. This 30-credit program consists of courses from Economics, History, Geography, Political Science and Sociology/Anthropology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Social Studies, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Social Studies (Grades 7 to 12)**

Students seeking to be initially certified to teach Social Studies in secondary schools in New York State should pursue the B.S. in Adolescence Education: Social Studies (Grades 7 to 12). This degree combines courses from Economcis, Geography, History, Political Science and Sociology/Anthropology with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**MINORS**

**Minor in History**

Undergraduate students who are pursuing a major in another subject area can apply 15 credits of elective courses toward a minor in History. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in History Requirements**

Five courses/fifteen credits can be chosen from all HIS courses including core-level courses (HIS 1...
through 14) or courses numbered 100 or above (excluding HIS 303 and 304). No more than two courses/six credits can be taken from HIS 1 through 14.

**Credit and GPA Requirements**

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<th>Requirement</th>
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<tr>
<td>Minimum Total Credits</td>
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<td>Minimum Minor GPA</td>
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History Courses

HIS 1 The West and the World to 1750
A survey of the political, economic, social and intellectual developments that shaped Premodern and early Modern Europe and Europe's relationship to the rest of the world. Covers the ancient period through the middle of the eighteenth century. Explores the rise of European dominance in a global context and the growth of "the West" as a concept. Special sections are offered for students in the Program for Academic Success (P sections).
Credits: 3
Every Fall and Spring

HIS 1P The West and the World to 1750
Same as HIS 1. For students in the Program for Academic Success.
Four hours lecture/recitation
Must be in Program for Academic Success.
Credits: 3
Every Fall

HIS 2 The West and the World Since 1750
A survey of modern Western civilization and its interaction with other world cultures from the mid-eighteenth century to the present. Examines developments including industrialization, nationalism, socialism, liberalism, imperialism and colonization, decolonization, revolutions, world wars and globalization. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections).
Credits: 3
Every Fall, Spring and Summer

HIS 2P The West and the World since 1750
Same as HIS 2. For international students only.
Credits: 3
Every Spring

HIS 3 American Civilization to 1877
A survey of major political, social, economic and cultural developments in what is now the United States from initial colonization through the end of Reconstruction. Explores early cultural encounters, the origins of slavery, the American Revolution, the market revolution and the coming of the Civil War.
Credits: 3
Every Fall, Spring and Summer

HIS 4 American Civilization Since 1877
A survey of the political, economic, social and cultural change that shaped the United States from the end of Reconstruction to the present. Topics include: emergence of mass society, immigration, economic and technological changes, civil rights movements, and the impact of U.S. military power at home and abroad. Special sections are offered for non-native speakers (P sections).
Credits: 3
Every Fall, Spring and Summer

HIS 7 Roots of the Modern World
An introduction to the study of history, not as a mere list of facts, but as a way of making sense of the world around us. Each section of this course focuses on a particular theme, the origins of some important aspect of the modern world. Through regular writing and discussion, the course explores how to trace processes of change that took decades or centuries and how to better understand these changes by analyzing primary sources from various points of view.
Credits: 3
On Occasion

HIS 8 Roots of the Modern World: Wars and Revolutions
This course explores the ways in which revolutions have transformed societies and our understandings of them. What have been the roles of wars and revolutions in disrupting social order, reordering political power or serving imperial ambitions? Will explore the connections among civil wars, revolutions and world wars and their effects on social structure, class relations, and international relations. Will examine the ways in which contemporaries tried to make sense of revolutions by examining select cases of France, Russia, Mexico, Spain, China, and Cuba, among others.
Credits: 3
On Occasion

HIS 9 Roots of the Modern World: Migrations
This course explores the movements of people across regional and national borders to gain an understanding of the causes, motivations and consequences of human migrations. We will study both voluntary and forced migrations, investigating those that resulted from wars, changes in land use, industrialization, and shifting labor needs. Among the subjects covered: the Atlantic slave trade, European enclosure movement, indentured labor, contract labor, immigration, war refugees, internment camps, ethnic cleansing, human trafficking, migrant and guest workers, as well as the problems posed by statelessness, the growth of mega-slums and environmental degradation.
Credits: 3
On Occasion

HIS 10 Roots of the Modern World: Religion
An exploration of the formation of the major Western religious traditions of Judaism, Christianity, and Islam, in comparison with other world spiritual traditions, and the role these religions have played in shaping human society. Beginning with Biblical Israelite religion, this course explores the basic patterns of Greek polytheism, the intertwined roots of Christianity and rabbinic Judaism, the formation of Islamic traditions, the spread and fragmentation of these monotheistic communities, and the contrast between these "religions" and spiritual traditions for which the label "religion" does not fit as well (e.g. Hinduism, Buddhism).
Credits: 3
On Occasion

HIS 11 Roots of the Modern World: Nature
This course will explore how people of different societies have used and transformed the natural world. All human communities are intimately dependent on their environments, but how particular societies have interacted with nature both intellectually and materially have varied enormously. Some societies found strategies for sustainability, while others have exploited resources in ways that endanger local ecologies and global stability. This course will combine an overview of environmental history with specific case studies of the relationship of distinct cultures to the natural world.
Credits: 3
On Occasion

HIS 12 Roots of the Modern World: Gender
This course explores how men and women defined their social roles based on sex difference and how ideas about masculinity and femininity defined those men and women's historical choices. We will examine the place of women in the home, during the rise of science, at the origins of industrialization, and in modern political movements. Students are introduced to the perspectives of historians of gender, who have highlighted the importance of issues such as marriage, domesticity, respectability, and female enfranchisement in the making of the modern world.
Credits: 3
On Occasion

HIS 13 Roots of the Modern World: Science
The ascendancy of science and the scientific method are defining characteristics of the modern world. But this development was neither inevitable nor without serious controversies. This course will explore the changing definitions of "science" and scientific knowledge and the shifting relationships between science and society. Through case studies from around the world, the course will examine the political, religious, and social contexts for debates that ensued over the findings of scientists such as Copernicus, Newton, Galileo, Darwin, or Einstein, the political and social crises that emerged over the atomic and hydrogen bombs, as well as controversies over recent scientific technologies.
Credits: 3
On Occasion

HIS 14 Roots of the Modern World: Science
This course explores how men and women defined their social roles based on sex difference and how
ideas about masculinity and femininity defined those men and women's historical choices. We will examine the place of women in the home, during the rise of science, at the origins of industrialization, and in modern political movements. Students are introduced to the perspectives of historians of gender, who have highlighted the importance of issues such as marriage, domesticity, respectability, and female enfranchisement in the making of the modern world.
Credits: 3
On Occasion

HIS 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology.
Same as ECO 95, GGR 85, POL 95 and SOC 95.
Prerequisite of Adolescent Education Social Studies major is required.
Credits: 3
Every Fall

HIS 105 Historical Perspectives
This course explores the historical "back story" of crucial issues facing the US and the larger world in the early 21st century, by tracing the narrative background of events from their origins to the present day, contrasting current issues with seemingly analogous earlier issues, and examining changing popular policy and scholarly perspectives on given issues over time. Topics will vary by instructor.
Credits: 3
On Occasion

HIS 106 Methods and Practice of Public History
This course offers students the opportunity to explore historians' roles in the presentation of historical information and interpretation in a variety of public venues. Students will engage in the intensive examination of selected controversies over the public presentation of historical events. Through guest lectures and field trips they will be introduced to the work of archivists, museum curators, editors, historic site directors, and historians who present their work in such media as magazines and television.
Credits: 3
On Occasion

HIS 110 The Early Modern Atlantic World, 1450-1800
During the dynamic 16th, 17th and 18th centuries, the areas around the Atlantic rim were drawn into sustained interaction. This course includes such topics as Spanish, Portuguese, Dutch, French, and English empires, interactions between Europeans and Native Americans, the development of the Atlantic slave trade, and the growth of merchant capitalism.
Credits: 3
On Occasion

HIS 111 Colonial America
The period of European colonization of North America was one in which people of diverse origins interacted, interactions that offer complex origin stories for the United States. Students will explore issues in the interpretation of the history of the Native Americans, the African diaspora, and settler societies in the 17th and 18th centuries.
Credits: 3
On Occasion

HIS 112 The American Revolution
Students will study the narrative of the war for American political independence and the initial formation of the United States, and examine competing interpretations of the significance of these events. Through this study, students will consider problems in the nature of revolution, of identity-formation, and of nation-making.
Credits: 3
On Occasion

HIS 113 Jacksonian America
America during Andrew Jackson's presidency has often been dubbed, "The Era of the Common Man," signaling the nation's shift from a republic to a democracy. Understanding the political transformation was a market revolution that altered every aspect of life and work for antebellum Americans. This course will study the spread of industrial capitalism and the rise of wage labor, the expansion of slavery, and political crises over the relationship between liberty and economic power. The first president to come from humble beginnings, Jackson gave expression to the anxieties spawned by growing inequalities in wealth. Simultaneously, he was responsible for the largest expulsion of Indians east of the Mississippi and face one the earliest constitutional crises over slavery. The course will analyze the significance evangelical revivals, reform moments, that attempted to control drinking, gambling, sexual relations and health, and the most radical of all reforms abolitionism.
Credits: 3
On Occasion

HIS 114 The Old South
History of the South from its early settlements of the Civil War. This course will explore evolving notions of the South as a distinct region, the agricultural nature of the southern economy; the ways slavery shaped the lives of slaves, free blacks, slaveowners, yeomen, and women from all social groups; the growth of racism; the relationship between freedom and slavery, distinctive white southern ideas about gender, honor, and leisure.
Credits: 3
On Occasion

HIS 115 The Era of Civil War and Reconstruction
The history of American society during the era its most cataclysmic event - the Civil War - and its boldest experiment in social change and civic equality- Reconstruction. The course will explore the social and political changes that led to war: the expansion of slavery in the South, the spread of industrial capitalism in the North; the emergence of ideologies of reform, abolitionism, and free labor, and the defense of slavery by the southern ideologues. We will analyze the political compromises over slavery that defined the American polity since the ratification of the Constitution, the failure of those compromises, and the crisis of secession. Will cover the military, political and social character of emancipation, and the legacy of Reconstruction.
Credits: 3
On Occasion

HIS 116 American Society and Culture, 1876-1919
The emergence of modern America from the end of Reconstruction through the First World War. Covers ears known as the "Gilded Age" and the "Progressive Era," the rise of corporate structures, large-scale industry, and the growing links between financial leaders and political figures. Will analyze the consequences of rapid industrialization and urbanization, immigration, the rise of eugenics, Jim Crow legislation, Populism, the labor movement, movements for suffrage, and the reach for empire.
Credits: 3
On Occasion

HIS 117 The United States 1920-1945: From the Jazz Age to Total War
This course examines the dramatic changes and frustrating continuities in an era that spans the "Roaring Twenties," the Great Depression during the 1930s, and World War II, which paved the way for the emergence of the US as the most powerful nation in the world. Topics include the urban culture of the 1920s, rise of modern organized crime, Republican Party dominance and downfall, FDR and the New Deal, women in society and politics, racial segregation, the "Golden Age of Hollywood" as a force in American culture, the consolidation of a modern consumer society and home-front experiences of World War II.
Credits: 3
On Occasion

HIS 118 The U.S. Since 1945: The Age of the American Colossus
American history from the end of World War II to the present. Covers rise of domestic prosperity, unprecedented international power, and social-cultural ferment. Topics include the civil rights movement, the Cold War at home and abroad, the Vietnam War, modern feminism, the sexual revolution and the gay rights movement, the shift from Democratic to Republican Party dominance in American politics, the rise of the religious right,
environmentalism, largescale immigration from the boom mentality of the 1990s to the "War on Terror."
Credits: 3
On Occasion

HIS 119 History of International Relations Since 1815
This course provides a narrative and thematic examination of major events and trends in international relations history from the end of the Napoleonic era through the post-Cold War period and up to the present. Although much attention will be focused on traditional great power state-to-state relations, we will also examine other dimensions of modern/contemporary international relations as well, such as culture, economics, international organizations and non-state actors, ecology, immigration, and the role of technology.
Credits: 3
On Occasion

HIS 120 African-American History
The history of African Americans from the origins of slavery to the present. Will explore African-American slavery, experiences of blacks during Reconstruction, and the impact of what "redemption". Topics include: Jim Crow legislation, rise of the "New Negro," lynchings, anti-lynching campaigns, the "Great Migration," the Harlem Renaissance, African-American life during the depression and World War II, the Civil Rights movement, black nationalism, Black Power, and black urban politics. Will pay special attention to the myriad ways in which diasporic Africans have shaped American society, embedded in notions of "race," and the history of racism.
Credits: 3
On Occasion

HIS 121 The Peopling of the United States
The course will examine the historical sources of America's cultural and ethnic diversity. We will explore changes in "American" national identity and definitions of citizenship from the late 18th century to the present and the multiplicity of immigrant and migrant experiences.
Credits: 3
On Occasion

HIS 122 American Urban History
The rise and development of American cities and suburbs from the late 18th century to the present. Will cover the growth of cities in the early national period, the separation of residential and work sites in the antebellum era, the commercialization of urban leisure, immigration, tenement housing, sweatshop labor and urban industries. Course will explore the impact of government policy on urban and suburban development, including post war federally subsidized mortgages, federal support for the highways and suburbs, racialized urban renewal programs, public housing, white flight, racial steering and urban crises. Will pay particular attention to the tension between public and private ownership urban spaces.
Credits: 3
On Occasion

HIS 123 Gender in American History
Gender ideals and practices have varied widely in tandem with historical changes in society and culture. Students will analyze selected problems in the history of femininity and masculinity in the United States. Topics may include the family, sexuality, labor, race, and ethnicity, popular culture and ideology.
Credits: 3
On Occasion

HIS 124 The American West
The trans-Mississippi West is a region that has a distinctive place in the American cultural imagination. This course will present students with diverse perspectives on the history of this region through the consideration of the topics such as frontiers and borderlands, nature and the environment, cultural diversity and conflict, competing visions of government, and the representation of the region in art and film.
Credits: 3
On Occasion

HIS 125 U.S. Environmental History
An historical examination of changes in the relationship between human beings and the natural environment from the colonial period to the present in different regions of the United States. The course will draw on the natural sciences, economics, public policy, philosophy, and popular culture in order to offer students a variety of perspectives on historically significant environmental issues.
Credits: 3
On Occasion

HIS 126 Resistance and Rebellion in America
From the Boston Tea Partiers to abolitionists, from beatniks and hippies to hip hop artists and "riot girls," Americans have a reputation for being rebels. Sometimes roundly censured, sometimes read as the very spirit of American heroism, how does resistance shape our national experience of identity, of freedom? This course examines instances of American political rebellion - grassroots risings, slave revolts, prison riots, wildcat strikes and cultural rebellion - like the youth cultures of the Jazz Age and the Sixties, to the grunge and rap movements of the 1990s.
Credits: 3
On Occasion

HIS 127 History of American Capitalism
Examination of the rise of industrial capitalism in the 18th century, its spread over time and space to the recent "post-industrial" era. Will cover structural economic changes, role of government in American economic development, effects of commercialization on society, and historical critiques of capitalism.
Credits: 3
On Occasion

HIS 128 History of American Popular Culture
An exploration of the forms of popular culture that emerged in the nineteenth-century America in response to the rise of the industrial capitalism and democratic politics. Novel cultural forms developed to express new ideologies about manhood, womanhood, race, frontier, and empire. Course will analyze the birth of a commercialized popular culture that included museum exhibits, street amusements, pornography, burlesque, sports, genre paintings, daguerreotypes, photography, and "self-culture" movement. Will examine the emergence of narratives that captured popular imaginations, including sentimental novels, mysteries, and stories of scandal.
Credits: 3
On Occasion

HIS 129 Nineteenth-Century American Popular Culture
Traces the era in which American popular culture consolidated mass art/entertainment forms such as Hollywood films, jazz, rock and roll, rock and rap, radio and television programming, tabloid journalism, computer gaming, Internet entertainment. Topics include modern technologies, tensions between art and commerce, the role of outsider groups, especially Jews and African Americans, as well as gays, in the making of American pop culture, popular portrayals of the powerful and the marginal, the "culture of celebrity," the mainstreaming of erotica and pornography, and the extent to which popular culture caused, as opposed to reflected, changes in American social norms.
Credits: 3
On Occasion

HIS 130 Nineteenth-Century American Popular Culture Since 1900
An exploration of the forms of popular culture that emerged in the nineteenth-century America in response to the rise of the industrial capitalism and democratic politics. Novel cultural forms developed to express new ideologies about manhood, womanhood, race, frontier, and empire. Course will analyze the birth of a commercialized popular culture that included museum exhibits, street amusements, pornography, burlesque, sports, genre paintings, daguerreotypes, photography, and "self-culture" movement. Will examine the emergence of narratives that captured popular imaginations, including sentimental novels, mysteries, and stories of scandal.
Credits: 3
On Occasion

HIS 131 Nineteenth-Century American Popular Culture Since 1900
Traces the era in which American popular culture consolidated mass art/entertainment forms such as Hollywood films, jazz, rock and roll, rock and rap, radio and television programming, tabloid journalism, computer gaming, Internet entertainment. Topics include modern technologies, tensions between art and commerce, the role of outsider groups, especially Jews and African Americans, as well as gays, in the making of American pop culture, popular portrayals of the powerful and the marginal, the "culture of celebrity," the mainstreaming of erotica and pornography, and the extent to which popular culture caused, as opposed to reflected, changes in American social norms.
Credits: 3
On Occasion

HIS 132 American Popular Culture Since 1900
Traces the era in which American popular culture consolidated mass art/entertainment forms such as Hollywood films, jazz, rock and roll, rock and rap, radio and television programming, tabloid journalism, computer gaming, Internet entertainment. Topics include modern technologies, tensions between art and commerce, the role of outsider groups, especially Jews and African Americans, as well as gays, in the making of American pop culture, popular portrayals of the powerful and the marginal, the "culture of celebrity," the mainstreaming of erotica and pornography, and the extent to which popular culture caused, as opposed to reflected, changes in American social norms.
Credits: 3
On Occasion

HIS 133 History of Cartography
While representing material space graphically has been a common human practice in virtually all times and places, the ways people have mapped and what they have chosen to represent as significant has varied enormously. In this World History course, students will study the mapping practices of such disparate peoples Australian Aborigines, Aztecs, and Ming Dynasty Chinese, and will examine the relationship between mapping and their larger cultures. Students will also study the development of modern mapping.
Credits: 3
On Occasion

HIS 134 Disease and History
An exploration of the history of illness and medicine in relationship to the changing social and...
A study of the social, cultural, economic, and political structures of the Old Regime as causes of the Revolution of 1789. This course provides an assessment of the radicalization of the Revolution, the Reign of Terror, and the rise and role of Napoleon.
Credits: 3
On Occasion

HIS 151 European Cultural History, 1600-1789
This course is a study of the impact of political, social, economic and religious upheaval in 17th- and 18th-century Europe. Topics include: popular culture, religion, mysticism, the rise of toleration, political and legal thought, theories of revolution, the Scientific Revolution, the Enlightenment and pre-Romantic currents.
Credits: 3
On Occasion

HIS 152 European Women in the Age of Revolutions
This course provides an introduction to the experience of women and the social and cultural construction of gender in the confrontation with modernity. It examines how women contributed to larger trends in European history of the 19th and 20th centuries and explores how ideas about gender and sexuality shaped that history. Topics to be studied include: women and revolution, the shifting nature and meaning of women’s work in industrial urban society, middle-class models of domesticity, the history of feminism, and the role of the state, industry, and science in shaping women’s roles in the home, the workplace, and in civil society.
Credits: 3
On Occasion

HIS 153 The Family in Early Modern Europe
An examination of family structures and daily life between the Renaissance and the French Revolution. It investigates the experiences of childhood, adolescence, marriage and widowhood as well as orthodox and unorthodox alternatives to family life.
Credits: 3
On Occasion

HIS 154 Medieval Europe
This course examines the major historical developments that transformed Europe from roughly 400 to 1500, a period often characterized as the "Middle Ages" of European history. Topics covered include the conflict between visions of the ideal society and the realities of social and political life, the nature of education and cultural expression, the varieties of religious expression, and the nature of marginal groups and peripheral spaces during the Middle Ages.
Credits: 3
On Occasion

HIS 155 Early Modern Europe
An examination of the changes in European society and culture between 1400 and 1700, focusing on the emergence of the nation-state as a political entity, the growth of a rational and scientific view of the world, the development of humanism, and the start of European expansion and imperialism. The goal of this course is to explore the notion of “early modernity,” assessing the case for the formation of a modern Europe order born of a rupture from the medieval past.
Credits: 3
On Occasion
period of postwar reconstruction and the Cold War; next through the decades of the "economic miracle," on to the period of experimentation with new political solutions like social democracy, neoliberalism and goulash socialism; and finally to recent decades attempting to reconcile economic and political unification with a new focus on the importance of local and regional identities. In addition to secondary history texts, a mix of readings and films from east and west will help students overcome a national-histories approach to the period and reach the end of the semester able to consider in an informed way the problems faced by an area with such rich and troubled memory politics.

Credits: 3
On Occasion

HIS 166 The Holocaust
A course in the history and interpretation of the Holocaust, the killing of approximately six million Jews by the Nazis and their collaborators during World War II. The course will investigate the evolution, implementation, and the aftermath of "Final Solution," the Nazi's plan to exterminate the world's Jews. We will also pay attention to other groups persecuted during the Holocaust, either because of their perceived "radical inferiority" (Gypsies, the handicapped, some of the Slavic peoples), or on some political or behavioral grounds (homosexuals, Jehovah's Witnesses, socialists, communists). Our main focus, however, will be the Jews - the Nazi regime's principal targets. The course will use a variety of primary materials, including film, music, memoirs, painting, poetry, as well as scholarly literature, from the perspective of victims, perpetrators, bystanders and postwar intellectuals.

Credits: 3
On Occasion

HIS 168 Russia Since 1917
This course traces the demise of the czars, and the road to World War I, communist revolution, and civil conflict. Topics include the Soviet state's effort under Lenin and Stalin to create a modern utopia in Russia, the emergence of totalitarianism in Soviet politics, and there impact of World War II on modern Russia. The class ends with an assessment of the 'collapse of communism' and its meaning for a post-Cold War world.

Credits: 3
On Occasion

HIS 180 History of Israel and Palestine
An examination of the various cultural, religious and political communities in the region of Israel-Palestine from the late Ottoman period to the present day. The course covers the relations between Israelis and Palestinians, the social and cultural development of Israeli and Palestinian societies, and the involvement of outside powers, and its situates these topics within a broader historical and comparative context.

Prerequisites of HIS 2 or permission of instructor is required.

Credits: 3
On Occasion

HIS 182 Latin American History and Film
This course explores important social, cultural, economic and political aspects of Latin American history through film. Students will study movies and historical texts that mediate and construct national, regional, and hemispheric identities and values. They will learn to analyze cinematic depictions of the 'other' and the process by which North American, Latin American, and European filmmakers and audiences have created, internalized, or contested those images. The course pays special attention to power, wealth, and technology imbalances that render the cinema a problematic but important site of history-making. Potential themes include the European-indigenous encounter, nineteenth-century nation-building, the Mexican Revolution, the Good Neighbor era, the Cold War, military dictatorship, immigration, and the war on drugs. Students also will gain a basic understanding of cinema history and key concepts in film criticism.

Credits: 3
On Occasion

HIS 183 History of the Middle East
A survey of the history of the Middle East from the rise and expansion of Islam to the present. It will cover the rise of nationalism, changes in state structure, rise of mandate regimes, Palestine, Arab-Israeli conflict and the Iranian revolution.

Credits: 3
On Occasion

HIS 184 The Making of Modern Japan, 1660 to the Present
This course surveys Japanese history from the end of the Tokugawa period in the nineteenth century to the present by focusing on the modernization process. Covering the rise and fall of Japanese imperialism, the devastation of World War II and unprecedented postwar growth, the course also explores Japan's connection with the outside world, the spread of mass consumer society, popular and elite cultures, and the contours of everyday life.

Credits: 3
On Occasion

HIS 185 Modern China, 1839 to the Present
This course is an examination of the major political, social and intellectual developments in modern China from the Opium War to the present.

Credits: 3
On Occasion

HIS 186 History of Latin America, 1000 A.D. to 1810 A.D.
This course underscores the uneven manner in which Europeans colonized and organized the New World. A study of the centuries before 1492 demonstrates that social, political, cultural, and economic realities in Europe and the New World set the conditions for colonization. The course challenges the concepts of "conquerors" and "conquered" and confronts preconceived notions about colonial domination. An examination of conquistadors, priests, colonial functionaries, Indian workers, indigenous nobles, women, mixed-race peoples, and African slaves helps understand life under Spanish and Portuguese rule, resistance to social and culture domination, and the production of new culture and racial fusions.

Credits: 3
On Occasion
HIS 187 History of Modern Latin America
Course will cover the major events of modern Latin American history from the independence movements against colonial rule through the construction of modern nations. It will explore the formation of national, ethnic and racial identities, social movements, revolutions, populism, and economic and political developments.
Credits: 3
On Occasion

HIS 188 Political Violence, "Dirty Wars," and Truth Commissions in Latin America
This seminar examines political violence and human rights violations in Latin America in the twentieth century. Police and military forces frequently used violence against leftwing or communist "subversion," often with the state's approval. This disproportionate response often resulted in "dirty wars" that left hundreds of thousands of civilians dead. Especially after 1970, large-scale investigations or truth commissions researched and reported on these violent internal conflicts and civil wars as a way to promote healing and reconciliation. The seminar situates political violence within a broader history of human rights, particularly tensions between individuals and collectivities in the modern nation-state.
Credits: 3
On Occasion

HIS 189 Andean History, Culture and Politics
This course examines important themes and concepts in the Andean world (broadly defined as Peru, Colombia, Ecuador, Bolivia and Chile), including pre-Hispanic society, the European-Indigenous encounter, and the colonial and national periods. Primary and secondary sources problematize the context, worldviews, and representation of cultural interactions. Particularly important is how Indians, Europeans, and republican citizens understood and employed history as a narrative strategy to justify or contest power. Broad themes include how the Incas and the other Indigenous groups engaged and imagined the Andean environment and organized society before the Spanish arrival; how Andeans and Europeans came to understand themselves and the "other" at the transformative Early Modern movement; how the process of resistance and accommodation - economic, religious, social, and cultural - led to readjustments and rethinking in the Spanish and Indigenous worlds amid dramatic power asymmetries; and how enduring colonial structures help shape nation-building in the nineteenth and twentieth centuries.
Credits: 3
On Occasion

HIS 190 Seminar in History
Course on different historical topics that will be announced under relevant subtitles.
Credits: 3
On Occasion

HIS 191 Internship in Public History
An opportunity for individual students to gain valuable experience with the methods and problems of presenting history to the public. Students pursue guided work under public historians through an off-campus placement in archives, historic sites, or museums, or in organizations producing documentary films, radio programs, or publications. Students also research a problem related to their internship placement.
Prerequisite of 12 credits of History and permission of instructor are required.
Credits: 3
Every Semester

HIS 197 Sophomore Seminar in Historical Methods
This course is designed to introduce sophomore and transfer History majors to the primary task of the historian, the careful analysis of primary sources, including written and audio and visual sources and artifacts, in the context of relevant historical literature. The theme of course will vary depending upon the professor. This course is required of, and limited to History majors. Open to History BA or History BA/Adolescence Education MS majors only. At least Sophomore standing is required.
Credits: 3
Every Semester

HIS 198 Senior Seminar in Historical Research
A required course for senior History majors, this seminar will offer an opportunity for students to develop significant project requiring historical research in both primary and secondary sources. As such, it is intended to allow students to integrate the range of skills they have developed in previous coursework. It will be useful for those interested in graduate training and will also be important for those pursuing professional work. The topic will vary by semester.
Prerequisite of HIS 197 is required. Open to Senior History BA or History BA/Adolescence Education MS majors only.
Credits: 3
Every Spring

HIS 201 History and the Bible
This course examines the parts of the Bible as historical sources. It explores societies that produced material that ended up in various versions of the Bible. Such societies included ancient Egypt and Mesopotamia, the ancient Israelite kingdoms, the Middle East under Persia rule, the Hellenistic kingdoms and the Eastern parts of the Roman Empire. It discusses how the Bible was written, compiled and interpreted to shape Jewish and Christian religious communities. Readings include portions of the Bible, other ancient religious writings, and various interpretations by modern scholars.
Credits: 3
On Occasion

HIS 203 Worlding China, 1800-Present
In the West, China has long been depicted as isolated and unaffected by the outside world. Contrary to this popular stereotype, however, China has been influenced in profound ways by developments in other parts of the world and the Chinese people have integrated this knowledge to create their own ideas about the connections between their countries and others. This course explores modern Chinese history through an examination of China's connection with the world from 1800 to the present. Divided into "historical background" and "case studies," each class will lay out the main themes, events, and principal concepts that shaped the ways Chinese, in different historical eras, imagined the world and perceived themselves within it. The course examines how concepts of modernity, nationalism, revolution, and globalization were embedded in specific China "worlding" projects.
Credits: 3
On Occasion

HIS 212 History of Central Asia
This course offers an introduction to history and culture of Central Asia. The class will survey the effects of Russian colonization, the region's relationship with the Turkish peoples of the Middle East and the emergence of the modern states of Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan. The course will also explore the challenges of the present day and the roles played by oil, cotton, war and terrorism in shaping contemporary Central Asian society.
Credits: 3
On Occasion

HIS 303 Civilization from the Ancient World to the 18th Century - Honors Core
A general but highlevel seminar, this course is a study of the most important social, political and religious developments of societies in Europe and surrounding regions from the ancient period to the 18th century - especially those developments which continue to influence the modern world. Together students examine not just individuals, events and institutions, but cultural values, social patterns, and the place of European communities in the broader context of human society. Students also consider the way people have used such communities and their "civilization."
Must be in Honors College
Credits: 3
Every Fall

HIS 304 European History from the French Revolution - Honors Core
A general survey of European politics, economic institutions, religion, culture, and ideas form the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud,
World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification.

Must be in Honors College
Credits: 3
Every Spring

HIS 360 Honors Advanced Elective
Spring Advanced Elective to be offered on a occasional basis.
Student must be in Sophomore, Junior, or Senior status as well as be in the Honors College OR be a History major with a cumulative GPA of 3.0 or higher.
Credits: 3
On Occasion

HIS 400 State, Society, and the Individuals Hoxie Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.
Same as ANT 400, ECO 400, GGR 400, POL 400 and SOC 400.
Prerequisite of Senior status is required.
Credits: 3
On Occasion
INTERDISCIPLINARY STUDIES PROGRAM

Phone: 516-299-2233
Fax: 516-299-4140

Director: Pereyra (Associate Dean)

Students who have special interests and needs that cannot be met by present departmental majors or combined majors and minors may develop an individual interdisciplinary major in consultation with appropriate academic counselors. Interdisciplinary Studies (majors, programs, courses) incorporates courses from all academic units of the campus. Both the B.A. and B.S. in Interdisciplinary Studies are offered. For either degree, the proposed plan of study is formulated by the student and is submitted to the advisor for the Interdisciplinary Studies (IDS) Program and the Committee on Interdisciplinary Studies for approval. Students must demonstrate the coherence of the combinations selected. All students who apply to the IDS program, including transfer students, must have completed at least 12 credits at LIU Post with a 3.0 or better cumulative average. Students cannot apply toward graduation more than 90 credits completed prior to entry into an approved IDS program. Once enrolled in the IDS program, they must maintain a 2.0 cumulative average. The usual graduation requirements apply: college core, 120 credits of total course work and, for this major, a concentration in at least two different disciplines. Courses are selected from appropriate offerings at LIU Post in the Liberal Arts and Sciences, Visual and Performing Arts, Education, and Business, Public Administration and Accountancy. The IDS program requires a 3-credit thesis or project (IDS 99) for which the student develops a topic that incorporates the subject matter and interpretive methods of at least two different disciplines.

In addition to the individualized plan as described above, students may also choose pre-determined plans in Earth Systems Science (B.A.), Environmental Sustainability (B.A.) or Environmental Science (B.S.).

MINORS

Minor in Gender and Sexuality

This fifteen-credit minor examines gender from an interdisciplinary perspective. Drawing on scholarship from sociology, literature, psychological and history, students will gain an understanding of how gender and sexual norms have been constructed and are reproduced through narratives and social institutions. It will explore the range of sexualities and gender systems as well as their intersections with race and class. Many of the courses cover the challenges that have emerged to dominant categories of gender identity and the social changes that have resulted from such challenges.

Minor in Gender and Sexuality Requirements

Students will choose 15 credits from the following and take no more than two from one discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality, and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 40</td>
<td>Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 24</td>
<td>Youth and Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 60</td>
<td>Sociology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 62</td>
<td>The Sociology of Human Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 12</td>
<td>Roots of the Modern World: Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 44</td>
<td>Spanish-American Women Writers</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 34</td>
<td>Philosophies of Love and Sex</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor in Narrative Medicine

Training in narrative medicine focuses on the ability to remain empathetic and allow one’s emotions to ground the human relationships critical to health care. The first step in appreciating the stories of others lies in understanding the structure of narratives that appear in medical settings. In order to appreciate patient’s stories, one must learn to hear the significance of every word. Patients’ stories reveal not merely the history and context of their illnesses, but also the details of their physical exams, and the nuances of their referrals and diagnostic tests, as well as what remains unspoken. The fifteen-credit minor in Narrative Medicine includes courses that provide an overview of the health care profession, the U.S. healthcare system, basic modes of health care delivery, medical ethics and the different roles played by health care professionals. The minor will allow students to explore literature and art related to developing medical narratives, develop observational skills to deepen an understanding of the human condition. Students will choose from the courses below and take no more than two from one discipline.

Minor in Narrative Medicine Requirements

Required Classes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101</td>
<td>Introduction to the Health Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 102/S</td>
<td>Interdisciplinary Helping Professions W30</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One course/three credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 184</td>
<td>Writing and Healing</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 72</td>
<td>People in Crisis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following English writing and literature courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Freak Shows and Modern American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following art history or studio courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>Introduction to Visual Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 5</td>
<td>Introduction to Drawing</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 11</td>
<td>Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor in Race and Ethnicity

This fifteen-credit minor explores race and ethnicity and other categories of difference through the lenses of sociology, literature, history, art and music. By examining how such categories were constructed and are reproduced through narratives, politics, and public policies, students will gain insight into the sources of inequalities and the ways they are regulated and enforced by institutions and social practice. The courses in this minor pay close attention to how these forms of social identity have changed over time and the
political movements and cultural forms that have emerged in struggles for equality. Students will choose from the courses below and take no more than two from one discipline.

**Minor in Race and Ethnicity Requirements**

Students will choose from the courses below and take no more than two from one discipline.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 11</td>
<td>Cities, Towns &amp; Suburbs</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 25</td>
<td>Sociology of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 102</td>
<td>African Postcolonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 108</td>
<td>African American Literature of the Twentieth Century</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 110</td>
<td>The Black Diaspora: African American Literature in Context</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish American Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 115</td>
<td>The Era of Civil War &amp; Reconstruction</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 120</td>
<td>African-American History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 122</td>
<td>American Urban History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 182</td>
<td>Latin American History and Film</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 187</td>
<td>History of Modern Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 28</td>
<td>History of Jazz</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 31</td>
<td>Constitutional Law</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 48</td>
<td>Latino Literature in America</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 37</td>
<td>Hispanic Literature of the 20th Century</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

**Minor in Peace, Conflict and Social Justice**

This fifteen-credit minor will explore the struggles for social and economic justice within the context of capitalist societies from sociological, philosophical, historical and literary perspectives. It focuses upon the theory and ideals of social and economic justice, the history of labor struggles, and the realities of injustice as well as practical solutions to these problems. The minor also explores social movements that have played a role in advancing the interests of workers and improving their condition. Students will choose from the courses below and take no more than two from any particular discipline.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 141</td>
<td>Literature of the Working Class</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 102</td>
<td>African Postcolonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 18</td>
<td>Social and Political Philosophy</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 27</td>
<td>Philosophy of History</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 35</td>
<td>Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 100</td>
<td>Capitalism and Its Defenders</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 32</td>
<td>Justice and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 128</td>
<td>History of American Capitalism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 188</td>
<td>Political Violence, &quot;Dirty Wars,&quot; and Truth Commissions in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 38</td>
<td>Radical Movements and the Politics of Change in the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 31</td>
<td>American Constitutional Law</td>
<td>3.00</td>
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<tr>
<td>POL 32</td>
<td>American Constitutional Law 2</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 76</td>
<td>Democracy and Dictatorship</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 63</td>
<td>Labor Economics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

**Minor in Science, Society and Technology**

This fifteen-credit minor explores the technical and social aspects of science and technology. The minor includes technical courses in which students practice science and technology as well as courses that examine their social and historical contexts. In exploring both the practical and theoretical aspects of the connections among science, technology and society, students engage with critical questions concerning the impact of technology and science on society and the ethical, political, and global implications of this impact. Students will choose from the courses below and take no more than two from any particular discipline.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Human Genetics in Health and Disease</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS 1</td>
<td>Earth Science 1</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Earth Science 2</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 1</td>
<td>The Dynamic Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 29</td>
<td>Global Climate Change</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR/11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GRS/17</td>
<td>Introduction to Geographic Information Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>MUS 28</td>
<td>History of Jazz</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 31</td>
<td>Constitutional Law</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 48</td>
<td>Latino Literature in America</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature and Theory</td>
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<tr>
<td>PHI 27</td>
<td>Philosophy of History</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 35</td>
<td>Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 100</td>
<td>Capitalism and Its Defenders</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
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</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
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<td>Social Movements</td>
<td>3.00</td>
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<td>Justice and Society</td>
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</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The remaining seven to nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 44</td>
<td>Science Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 48</td>
<td>Science and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 192</td>
<td>Technical Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 221</td>
<td>Topics in Human Genetics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 186</td>
<td>Writing in a Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 41</td>
<td>Philosophy of Science</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 56</td>
<td>Computers, Technology and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>Human Geography: Man, Environment and Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 29</td>
<td>Human Dimension of Climate Change</td>
<td>3.00</td>
</tr>
<tr>
<td>CLA 11</td>
<td>Computer Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 237</td>
<td>Human-Computer Interaction</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Interdisciplinary Courses**

**IDS 99 Thesis/Final Project**
The student develops a topic under the supervision of a faculty member that incorporates the subject matter and interpretive methods of at least two different disciplines. The course culminates in a thesis or final project. A thesis or project is required of all interdisciplinary studies majors.

*Credits: 3
On Demand*

**IDS 421 Capstone Project**
Under the supervision of a faculty member, students will critically examine and analyze a complex issue or problem using an interdisciplinary approach. The topic will be drawn from the student's intellectual interests and career path. The goal of the project is for students to find connections across disciplines and, in doing so, to be able to draw conclusions that are multi-faceted. In addition to a written project summary, students will present an oral presentation of their projects.

*For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.*

*Credits: 4
Every Fall, Spring and Summer*

**Credit and GPA Requirements**
- Minimum Total Credits: 15
- Minimum Minor GPA: 2.25
The bachelor's programs in mathematics are designed to provide flexibility while emphasizing mathematical reasoning and problem solving, preparing the student for graduate school or a career in mathematics in secondary school teaching, business, industry, government or academia. A person with a degree in mathematics has career options in many fields. In addition, a degree in mathematics is regarded as excellent preparation for entrance to professional schools of law, medicine or business. Our graduates are teaching in secondary schools, employed as actuaries and computer systems analysts, and many have gone on to prestigious graduate schools, obtained Ph.D.'s and are now teaching in colleges around the country. LIU Post is a test site for the Course I Actuarial Examination given each year in May and November.

The Department of Mathematics offers the B.A. and B.S. in Mathematics and the B.S. in Applied Mathematics with Computer Science. Students interested in an engineering degree can participate in the Department's Pre-Engineering Program, which offers a B.S. in Mathematics and Physics and an additional bachelor's degree in engineering from a partnering university. In conjunction with the College of Education, Information and Technology, students can prepare for careers as high school math teachers through the B.S. in Adolescence Education: Mathematics (Grades 7 to 12) with concentration in Mathematics degree. The Department also offers a five-year accelerated degree combining the B.S. in Adolescence Education: Mathematics with a M.S. in Applied Mathematics (see below). A Mathematics concentration is also offered for the B.S. in Early Childhood Education (Birth to Grade 2), the B.S. in Childhood Education (Grades 1 to 6).

B.A. in Mathematics

Galileo famously said that the Book of Nature is written "in the language of Mathematics." Today, no other discipline opens doors to success in the modern world like a mastery of mathematics. In this 120-credit Bachelor of Arts program you will receive a thorough grounding in Pure and Applied Mathematics, including the theory and practical application of calculus, logic, algebra and general physics. After mastering the fundamentals of calculus and analytic geometry, you will go on to explore such topics as probability theory and its applications, real and complex number systems and computer science.

The program provides a solid foundation for further study at the graduate level, as well as an ideal preparation for a wide variety of rewarding careers in fields such as insurance, technology, engineering, education and manufacturing.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Mathematics

[Program Code: 06415]

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Mathematics must satisfy all Core curriculum requirements as follows:

- POST 101 First-Year Composition 1 credit

- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (PHY 3 and 4)
- Language/Literature 6 credits
- Mathematics 4 credits (MTH 7)
- Social Sciences 6 credits
- Competencies Computer (CS 101), Library, Oral

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Mathematics Courses

All of the following:

- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00
- MTH 9 Calculus and Analytic Geometry III 4.00

MTH 20 Introduction to Sets, Logic, and Mathematical Structures 3.00
MTH 21 Differential Equations 4.00
MTH 22 Applied Linear Algebra 3.00
MTH 31 Advanced Calculus I 3.00
MTH 32 Advanced Calculus II 3.00
MTH 51 Probability 3.00
MTH 71 Algebraic Structures 3.00

And one of the following:

- MTH 90 Mathematics Seminar 1.00
- MTH 389 Honors Thesis 3.00
- MTH 390 Honors Thesis 3.00

Elective Mathematics, Computer Science or Laboratory Science Courses

Six credits from all MTH courses numbered 23 or above excluding MTH 25 and 41 or from all AST, BIO, CHM, CS, ERS, GLY or PHY courses.

Required Co-Related Courses

All of the following:

- CS 101 Introduction to Computers and Programming 3.00
- PHY 3 University Physics I 4.00
- PHY 4 University Physics II 4.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. in Mathematics

The 120-credit Bachelor of Science in Mathematics is an excellent choice for students interested in pre-engineering, computer science or teaching. It includes higher-level math courses and additional credits in science or computer science. Graduates with degrees in mathematics are in demand by the best employers and graduate schools. The program combines rigorous coursework with outstanding academic support from both professors and peers. Graduates can expect to be seen as attractive candidates by graduate schools or by employers in a variety of industries such as insurance, technology, engineering, education and manufacturing.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college...
GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. in Mathematics**  
(Program Code: 06409)

**Core Requirements**  
In addition to all major requirements, students pursuing the B.S. in Mathematics must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (PHY 3 and 4)
- Language/Literature 6 credits
- Mathematics 4 credits (MTH 7)
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Mathematics Courses**

All of the following:

- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00
- MTH 9 Calculus and Analytic Geometry III 4.00
- MTH 20 Introduction to Sets, Logic, and Mathematical Structures 3.00
- MTH 21 Differential Equations 4.00
- MTH 22 Applied Linear Algebra 3.00
- MTH 31 Advanced Calculus I 3.00
- MTH 32 Advanced Calculus II 3.00
- MTH 51 Probability 3.00
- MTH 71 Algebraic Structures 3.00

And one of the following:

- MTH 90 Mathematics Seminar 1.00
- MTH 389 Honors Thesis 3.00
- MTH 390 Honors Thesis 3.00

**Elective Mathematics Courses**

Nine credits from all MTH courses numbered 23 or higher excluding MTH 25 and 41

**Elective Mathematics, Computer Science or Laboratory Science Courses**

Six additional credits from all MTH courses numbered 23 or above excluding MTH 25 and 41 or any AST, BIO, CHM, CS, ERS, GLY or PHY courses.

**Required Co-Related Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>Introduction to Computers and Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 4</td>
<td>University Physics II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 120  
Minimum Liberal Arts Credits: 60  
Minimum Major GPA: 2.00  
Minimum Cumulative GPA: 2.00

**B.S. in Mathematics and Physics**

**Joint Degree with Physics Program**

An innovative program that draws on two LIU Post academic disciplines, the Bachelor of Science degree in Mathematics and Physics provides a sound preparation for graduate work in engineering, physics, or applied mathematics. It also provides excellent preparation for a career in actuarial science and for rewarding positions in many other fields, and has proven valuable for gaining admission to medical or dental schools. Academically rigorous courses taught in small-class settings by professors with degrees from premier universities make the B.S. in Mathematics and Physics a program of extraordinary quality and value. The program requires 120 credits.

Students in the B.S. in Mathematics and Physics may qualify to participate in the Pre-Engineering Program. This program enables students to earn two bachelor’s degrees in just five years: the B.S. in Mathematics and Physics from LIU Post and a bachelor’s degree in engineering from a university with which LIU Post has an articulation agreement, such as Polytechnic University, Stevens Institute of Technology, and Arizona State University.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Required Mathematics and Physics Courses**

All of the following:

- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00
- MTH 9 Calculus and Analytic Geometry III 4.00
- MTH 20 Introduction to Sets, Logic, and Mathematical Structures 3.00
- MTH 21 Differential Equations 4.00
- PHY 3 University Physics I 4.00
- PHY 4 University Physics II 4.00
- PHY 13 Classical Thermodynamics 3.00
- PHY 16 Electricity and Magnetism 3.00
- PHY 17 Mechanics I 3.00
- PHY 19 Modern Physics I 3.00
- PHY 29 Introduction to Astrophysics 3.00
- PHY 40 Electric Circuits Lab 1.00

**Elective Mathematics Courses**

Three courses/nine credits of the following:

- MTH 22 Linear Algebra 3.00
- MTH 23 Foundations of Statistical Analysis 3.00
- MTH 51 Probability 3.00
- MTH 82 Numerical Analysis 3.00

**Required Co-Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
</tbody>
</table>

AND either:
**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

### ACCELERATED PROGRAM

#### B.S. in Adolescence Education: Mathematics / M.S. in Applied Mathematics

**Accelerated Program with College of Education, Information and Technology**

This 145-credit program leads to the B.S. in Adolescence Education: Mathematics (Grades 7 to 12) and the M.S. in Applied Mathematics in five years, a full year less than if the two degrees were pursued separately. After the completion of the degree requirements, satisfy the New York State Teaching Certification Requirements; and successfully pass all licensure tests (LAST, ATS-W and CSTs), students will be awarded Initial Teaching Certification by the New York State Department of Education to teach Mathematics to grades 7 to 12. After completion of three years of professional teaching experience, you will be eligible for Professional Teaching Certification without taking additional coursework.

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

- Admission to the upper division of the B.S in Adolescence Education: Mathematics (Grades 7 to 12)/M.S. in Applied Mathematics requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, a Mathematics grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of Mathematics.

**Mathematics (Program Code: 33211)**

#### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Adolescence Education: Mathematics/M.S. in Applied Mathematics must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (PHY 3 and 4)
- Language/Literature 12 credits (6 credits in each area required by major)
- Mathematics 4 credits (MTH 7)
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

#### Major Requirements

**Required Undergraduate Mathematics Courses**

All of the following:

- **MTH 7** Calculus and Analytic Geometry I 4.00
- **MTH 8** Calculus and Analytic Geometry II 4.00
- **MTH 9** Calculus and Analytic Geometry III 4.00
- **MTH 20** Introduction to Sets, Logic, and Mathematical Structures 3.00
- **MTH 25** Literacy in Mathematics 3.00
- **MTH 51** Probability 3.00
- **MTH 71** Algebraic Structures 3.00

AND one of the following:

- **MTH 90** Mathematics Seminar 1.00
- **MTH 389** Honors Thesis 3.00
- **MTH 390** Honors Thesis 3.00

**Required Undergraduate Education Courses**

All of the following:

- **EDI 14** Historical, Philosophical and Sociological Foundations of Education 3.00
- **EDI 15A** Psychological Perspectives: Teaching and Learning 3.00

**Required Graduate Applied Mathematics Courses**

All of the following:

- **MTH 615** Linear Algebra I 3.00
- **MTH 631** Foundations of Analysis 3.00
- **MTH 632** Applications of Analysis 3.00

**Classical Mathematics Concentration Requirements**

**Required Graduate Classic Mathematics Courses**

All of the following:

- **MTH 543** Ordinary Differential Equations and Special Functions 3.00
- **MTH 553** Fourier Methods and Boundary Value Problems 3.00
- **MTH 616** Linear Algebra II 3.00
MTH 627 Complex Analysis I 3.00
MTH 681 Numerical Methods I 3.00

Elective Graduate Mathematics Courses
Three courses/nine credits from all MTH courses excluding MTH 707 and 709.

Required Graduate Applied Mathematics

Capstone Option
One of the following options:
MTH 707 Research Methods and Thesis Seminar 4.00
OR one additional course/three credits from all MTH courses excluding MTH 707 and 709 AND MTH 709 Oral Presentation 1.00

Computer Mathematics Concentration
Requirements
Required Graduate Computer Mathematics Courses
All of the following:
MTH 512 Mathematical Logic and Information 3.00
MTH 521 Linear Programming 3.00
MTH 568 Mathematical Statistics 3.00

Elective Graduate Mathematics Courses
Five courses/fifteen credits from all MTH courses excluding MTH 707 and 709.

Required Graduate Applied Mathematics

Capstone Option
One of the following options:
MTH 707 Research Methods and Thesis Seminar 4.00
OR one additional course/three credits from all MTH courses excluding MTH 707 and 709 AND MTH 709 Oral Presentation 1.00

Credit and GPA Requirements
Minimum Total Credits: 145
Minimum Total Undergraduate Credits: 108
Minimum Graduate Credits: 37 (both concentrations and capstone options)
Minimum Undergraduate Liberal Arts Credits: 60
Min. Undergraduate Mathematics Major GPA: 3.00
Min. Undergraduate Education Major GPA: 2.75
Min. Undergraduate Cumulative GPA: 3.00
Min. Graduate GPA: 3.00

Joint Programs with College of Education, Information and Technology
B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Mathematics
B.S. in Childhood Education (Grades 1 to 6) with Concentration in Mathematics

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Mathematics. This 30-credit program consists of courses in Calculus, Mathematics for elementary education and electives in Mathematics. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Mathematics, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: Mathematics (Grades 7 to 12)

Students seeking to be initially certified to teach Mathematics in secondary schools in New York State should pursue the B.S. in Adolescence Education: Mathematics (Grades 7 to 12). This degree combines 37 credits in Mathematics courses, co-related Computer Science and Physics courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

Pre-Engineering Program

Through collaborative agreements with other universities that specialize in engineering, LIU Post offers a unique program that results in two undergraduate degrees in just five years, forming an excellent foundation for study at graduate, medical or dental schools and presenting a credential that is recognized by employers in a wide range of fields.

Students in this program complete the freshman, sophomore and junior years of the Bachelor of Science in Mathematics and Physics then transfer to an institution with which LIU Post has a formal articulation agreement, including Arizona State University, Polytechnic University of New York and Stevens Institute of Technology.

After two years of study at the second institution, the student will be awarded both the B.S. in Mathematics and Physics from LIU Post and a Bachelor’s degree in Engineering from the second school. Degrees from the partnering institution may be pursued in chemical, civil, computer, electrical, environmental, industrial, materials or mechanical engineering as well as engineering management.

The Pre-Engineering Program saves time and money and results in a combination of degrees and a comprehensive survey of disciplines that has been found to be highly attractive to graduate schools. Degrees in mathematics, physics and engineering also opens doors to great careers in the actuarial sciences, engineering, banking, manufacturing, education and many other fields.

For more information on the LIU Post Pre-Engineering Program, contact the Pre-Engineering Advisor, Dr. James Peters at 516-299-3059, the Department of Mathematics at 516-299-2447.

Actuarial Science

The Mathematics Department encourages students who are interested in pursuing a career in Actuarial Science to take the course P/1 and FM actuarial examinations during his or her senior year. Students preparing for this examination should include MTH 23, 31, 32, 51 and ECO 11, 12 in their program. A course in accounting, such as ACC 11, is also recommended.

MINORS

Minor in Mathematics

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Mathematics.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Mathematics Requirements

Required Graduate Courses
All of the following:
MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00
MTH 9 Calculus and Analytic Geometry III 4.00

Elective Mathematics Courses
At least nine credits/three courses from the following:
MTH 20 Introduction to Sets, Logic, and Mathematical Structures 3.00
MTH 21 Differential Equations 4.00
MTH 22 Applied Linear Algebra 3.00
MTH 23 Foundations of Statistical Analysis 3.00
MTH 31 Advanced Calculus I 3.00
MTH 32 Advanced Calculus II 3.00
MTH 51 Probability 3.00
MTH 61 Discrete Mathematical Structures 3.00
MTH 71 Algebraic Structures 3.00
MTH 73 Fundamental Concepts of Geometry 3.00
MTH 82 Numerical Analysis 3.00
Minor in Financial Engineering

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in financial engineering. Financial engineering involves the application of mathematics to problems in finance, such as portfolio optimization, hedging, arbitrage, and risk assessment. It employs techniques from many areas of mathematics to solve financial problems encountered in banking, financial management, and consulting organizations. This undergraduate minor will begin students’ education in this mathematically-demanding field and may serve as preparation for graduate study and eventual highly remunerative employment in financial centers throughout the world. Students will complete a financial engineering internship as part of this minor.

Required Financial Engineering Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 113</td>
<td>Introduction to C++ for Financial Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 81</td>
<td>Seminar in Financial Services</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 22</td>
<td>Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51</td>
<td>Probability</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 53</td>
<td>Stochastic Calculus</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 96</td>
<td>Internship for Financial Engineering</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 21
Minimum Minor GPA: 2.25
### Mathematics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 01</td>
<td>Elementary Algebra</td>
<td>3</td>
<td>Every Fall and Spring</td>
<td>Provides essential background to prepare students for college-level mathematics. Topics include signed numbers, fractions, decimals, exponents, linear equations and functions, factoring, algebraic fractions, simplification of algebraic expressions, quadratic equations, and word problems. Course counts toward full-time and financial aid status only. Does not count toward degree requirements.</td>
</tr>
<tr>
<td>MTH 1</td>
<td>Introduction to College Mathematics</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>An introduction to the fundamental concepts of contemporary mathematics with topics selected from: sets and logic, number theory, geometry, graph theory, topology, probability, combinatorics, algebraic structures, consumer finance, and linear programming. Not open to students who have taken any MTH course except MTH 01.</td>
</tr>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
<td>Every Fall and Spring</td>
<td>A pre-calculus course providing a unified treatment of functions of algebra and trigonometry. Pre requisite of math 01 with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.</td>
</tr>
<tr>
<td>MTH 3S</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
<td>Every Fall and Spring</td>
<td>Same as MTH 3. Five hours lecture/recitation. Pre requisite of math 01 with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.</td>
</tr>
<tr>
<td>MTH 4</td>
<td>Introductory Mathematics for Business and Social Science</td>
<td>3</td>
<td>Every Fall and Spring</td>
<td>Sets, numbers, polynomials, solution of equations, inequalities, functions and graphs are covered. Not open to students who have taken MTH 3, 3S, 5, 6, 7, 8.</td>
</tr>
<tr>
<td>MTH 4S</td>
<td>Introductory Mathematics for Business and Social Science</td>
<td>4</td>
<td>Four hours of lecture/recitation. Not open to students who have taken MTH 3, 3S, 5, 6, 7, 8.</td>
<td></td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3</td>
<td>Every Fall and Spring</td>
<td>Mathematical models for business, linear programming, matrix algebra and applications are covered. Prerequisite of Math 4 or 4S is required. Not open to students who have taken MTH 8, except for Business Administration, Accountancy, or Dual Accountancy Students.</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>4</td>
<td>Every Fall, Spring and Summer</td>
<td>Limits, derivatives, maxima and minima, indefinite and definite integration, and applications are covered. Prerequisite of MTH 4 or 5 is required. Not open to students who have taken MTH 7.</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>This course covers the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration and the fundamental theorem. Cannot be taken for credit by any student who has completed or is currently taking MTH 1. Pre requisite of MTH 3 or MTH 3S with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>This course covers the applications of the definite integral, the calculus of trigonometric, logarithmic and exponential functions, methods of integration, improper integrals and infinite series. Prerequisite of MTH 7 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 8C</td>
<td>Calculus and Analytic Geometry II</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>This course covers the applications of the definite integral, the calculus of trigonometric, logarithmic and exponential functions, methods of integration, improper integrals and infinite series. Prerequisite of MTH 7 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>3</td>
<td>Every Fall</td>
<td>This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes. Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 10</td>
<td>Calculus and Analytic Geometry IV</td>
<td>3</td>
<td>Every Fall</td>
<td>This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes. Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 11</td>
<td>Calculus and Analytic Geometry V</td>
<td>3</td>
<td>Every Fall</td>
<td>This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes. Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 12</td>
<td>Calculus and Analytic Geometry VI</td>
<td>3</td>
<td>Every Fall</td>
<td>This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes. Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.</td>
</tr>
<tr>
<td>MTH 14</td>
<td>Fundamental Computer Mathematics</td>
<td>3</td>
<td>On Occasion</td>
<td>Basic notions of number representation, matrix arithmetic, logic, set theory, combinatorial analysis and graph theory are studied and algorithmic solutions to problems involving these topics are formulated in program design language. Prerequisite of MTH 3 or the equivalent is required.</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematics for Elementary Education</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>This course develops understanding of concepts underlying the school mathematics curriculum focusing on problem solving, communication, reasoning, multiple representations, and making connections in and out of mathematics. Content includes numbers and numeration, basic arithmetic operations and algorithms, divisibility, prime factorization, integers, and rational numbers.</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
<td>Content includes review of rational numbers, proportional reasoning, decimals, percent, probability, statistics, geometry as shape, transformations, symmetry, and measurement. Prerequisite of MTH 15 is required.</td>
</tr>
<tr>
<td>MTH 17</td>
<td>Problem Solving</td>
<td>3</td>
<td>On Occasion</td>
<td>The development of problem solving strategies is based on a variety of problems. Prerequisites of MTH 15 and 16 are required.</td>
</tr>
<tr>
<td>MTH 18</td>
<td>Geometry: An Informal Approach</td>
<td>3</td>
<td>On Occasion</td>
<td>This course is an informal approach to geometry that stresses material from metric and nonmetric geometry related to the geometry of current elementary school programs.</td>
</tr>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
<td>3</td>
<td>On Occasion</td>
<td>This course is directed toward understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics. Cannot be taken for credit by any student who has completed or is currently taking MTH 23, MTH 41/BIO 141 or MTH 8. Not open to students who have taken MTH 8, 23, 41 or BIO 141.</td>
</tr>
</tbody>
</table>
MTH 20 Introduction to Sets, Logic, and Mathematical Structures
This course covers connectives, truth tables, arguments, quantifiers in addition to the meaning of proof and valid proof, mathematical induction, set operations, properties of relations, equivalence relations, functions, 1-to-1, on to, 1-1 correspondence and mathematical systems.
Prerequisite of MTH 8 is required.
Credits: 3
Every Fall

MTH 21 Differential Equations
This course covers linear and non-linear first order differential equations, homogeneous and non-homogeneous equations of higher order, power series and the methods of Frobenius, Laplace transforms, separation of variables and Fourier series.
Prerequisite of MTH 9 is required.
Credits: 4
Every Spring

MTH 22 Applied Linear Algebra
This course is an introduction to linear algebra that stresses applications and computational techniques. Topics covered include matrices, systems of linear equations, determinants, vector spaces and linear transformations, eigenvalues and eigenvectors.
Prerequisite of MTH 8 is required.
Credits: 3
Every Spring

MTH 23 Foundations of Statistical Analysis
This course is a thorough introduction to statistics as an applied mathematical science that covers discrete and continuous probability distributions, estimation procedures, hypothesis testing, linear regression and tests of correlation, sampling theory and the design of experiments.
Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or MTH 41/BIO 141.
Prerequisite of MTH 8 is required. Not open to students who have taken MTH 19, 41 or BIO 141.
Credits: 3
Every Fall

MTH 25 Literacy in Mathematics
Learning mathematics with textual materials. Using different strategies involving reading, writing, talking and listening to make sense of mathematics and to develop insight into how these strategies can help students of varying ability levels become active participants in learning mathematics. Thus participating students will not only improve their own abilities at learning environments. The course will actively engage students in learning mathematics with texts varying in level of content background and difficulty. Specific attention will be given to strategies that support multiple opportunities accessible to students struggling with text. Materials will be chosen from different subject areas such as precollege mathematics, calculus, discrete mathematics, linear and abstract algebra, real and complex variables, set theory and logic, geometry and topology, and probability and statistics.
Prerequisites of MTH 8 is required.
Credits: 3
Annually

MTH 29 Applied Statistical Methods
This course builds on topics from MTH 23 including models for regression and correlation, point and interval estimates of parameters, and hypothesis testing. Emphasis is on multilinear regression by ANOVA and data analysis. Basic time series are also developed.
Prerequisite MTH 23 and corequisite of MTH 51 or permission of instructor is required.
Credits: 1
On Occasion

MTH 31 Advanced Calculus I
This course begins a careful treatment of the fundamental theorems of differential and integral calculus: limits of sequences, series, functions, continuity, differentiation and the Reimann integral.
Prerequisite of MTH 9 and MTH 20 or permission of Dept are required.
Credits: 3
Alternate Fall

MTH 32 Advanced Calculus II
This course continues a careful treatment of the fundamental theorems of differential and integral calculus: transformations of n-dimensional vector spaces, differentials and differentiation, integration and functions of several variables, line and surface integrals, and the theorems of Gauss and Stokes.
Prerequisite of MTH 31 is required.
Credits: 3
Alternate Spring

MTH 41 Biostatistics
This course covers the fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their uses in biological and medical research.
Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or 23.
Same as BIO 141.
Not open to students who have taken MTH 19 or 23.
Credits: 3
Every Fall

MTH 51 Probability
This course covers probability theory with applications to discrete and continuous random variables.
Prerequisites of MTH 9 and 20 or department permission are required.
Credits: 3
Every Spring

MTH 53 Stochastic Calculus
Students will learn basic mathematical concepts and techniques of stochastic calculus as applied to contemporary financial engineering. Topics will include the binomial asset pricing model, stochastic processes, risk evaluation and management, expected return on portfolios, the Black-Scholes model, stochastic differential equations, risk-neutral probabilities, and options pricing.
Open to students who have received an A- or above in MTH 9 and MTH 51 or with permission of chair.
Credits: 3
On Occasion

MTH 61 Discrete Mathematical Structures
This course provides a detailed study of graphs with an introduction to lattices and develops the student's facility with constructing formal algorithms to solve problems in these areas.
Prerequisite of MTH 8 or the permission of department is required.
Credits: 3
On Occasion

MTH 71 Algebraic Structures
This course covers the real and complex number systems, integral domains, groups, rings, and fields.
Prerequisite of MTH 20 or the permission of the department is required.
Credits: 3
Alternate Fall

MTH 73 Fundamental Concepts of Geometry
This course covers the axiomatic study of geometry and the basic theorems of Euclidean and non-Euclidean geometries.
Prerequisite of MTH 20 or the permission of the department is required.
Credits: 3
Alternate Fall

MTH 81 Topology
This course is a basic treatment of topology with an introduction to homotopy and homology theory.
Prerequisite of MTH 71 is required.
Credits: 3
On Occasion

MTH 82 Numerical Analysis
This course covers the basic notions of numerical analysis, iterative solutions of nonlinear equations, interpolation polynomials, finite differences, numerical integration and differentiation and computer applications.
Prerequisite of MTH 8 or the permission of department is required.
Credits: 3
On Occasion

MTH 83 Complex Analysis
This course is an elementary introduction to functions of a complex variable, including complex numbers, analytic functions, integrals, series and
applications.
Corequisite of MTH 32 is required.
Credits: 3
On Occasion

MTH 84 Introduction to Automata
This course introduces Turing machines, sequential machines, finite automata, state analysis, Godel numbering and unsolvability, push down automata and context-free language.
Prerequisite of MTH 22 or the permission of the department is required.
Credits: 3
On Occasion

MTH 85 Partial Differential Equations
This course examines solutions of the heat, wave and Laplace equations; orthogonal functions including Fourier series, Fourier integrals, and Legendre polynomials; and the Dirchlet and Neumann problems are treated in this setting.
Prerequisite of MTH 21 is required.
Credits: 3
On Occasion

MTH 90 Mathematics Seminar
This course is the preparation and presentation by students of selected topics from the undergraduate mathematics curriculum.
Prerequisite of Senior class standing and any 3 of the following MTH 20, 21, 22, 51, 61, 73 are required
Credits: 1
Every Fall

MTH 91 Independent Study
Independent study for honors and other qualified students under the guidance of a faculty member that may be repeated for credit.
Credits: 3
On Occasion

MTH 95 Special Topics in Mathematics
This course is a detailed treatment of topic in analysis, algebra, mathematical modeling, contemporary applications of mathematics (such as mathematics using technology) or other branch of mathematics not covered by an existing course. This course may be repeated with different content.
Prerequisite of MTH 8 or permission of the department is required.
Credits: 3
On Occasion

MTH 96 Internship for Financial Engineering
Supervised off-campus placement in a financial engineering organization involving the application of academic skills in a professional environment. Internships will be arranged by the Office of the President of LIU, in consultation with the department chair, and will be supervised by a mathematics faculty member. At the end of the semester, the student will submit a report to the supervising faculty member on the activities and accomplishments of the internship.

Open to students who have received an A- or above in MTH 9, MTH 22, MTH 53, FIN 81, CS 113 or with permission of chair.
Credits: 2
On Demand

MTH 303 Mathematics for Liberal Arts - Honors
Core
This course presents an overview of the fundamental concepts of contemporary mathematics, including such topics as finite systems; computer arithmetic, logic and circuits; algorithms; fractals and other patterns; game theory and the mathematics of competition; weighted voting systems; networks; probability; linear programming and curve sketching. The emphasis is on critical thinking and creative problem analysis. The seminar offers liberal arts majors with varied backgrounds an exciting approach to the elements of mathematics.
Must be in Honors College
Credits: 3
On Occasion
DEPARTMENT OF
PHILOSOPHY

Phone: 516-299-2341
Chair: Professor Magee
Professor: Lohstein
Associate Professor: Welnak
Adjunct Faculty: 6

The Department of Philosophy offers a Bachelor of Arts degree in Philosophy and a minor in Philosophy that will enhance the marketability of students in any profession. A Philosophy concentration is also offered for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6). Courses in Philosophy are also part of the American Studies concentration for these degrees.

Faculty members are active scholars who publish regularly on subjects ranging from medical ethics to logic.

Philosophy majors are trained to analyze and tackle complex theories and enlarge their perspectives on life and the world. While we provide the essential preparation for graduate studies in the field, our main focus is to teach students to question; to understand difficult texts and ideas; and to experience the wonder and passion of thought, which prepares those who go on to other areas besides philosophy to think for themselves. A degree in philosophy from LIU Post will encourage you to ask questions; develop your critical thinking, reading and writing skills; strengthen your ability to make decisions; and develop your historical understanding of texts and ideas.

B.A. in Philosophy

The study of philosophy offers students the opportunity to develop an appreciation for the variety of visions that give life meaning. It also provides students with the intellectual resources needed to begin the lifelong project of crafting a vision of their own. From Plato and Socrates to Freud and Sartre, from the great western and eastern religions to existentialism, from philosophy in literature to philosophy of science, students who pursue a degree in philosophy emerge with an understanding of the major thinkers and central problems of the philosophical tradition, as well as an ability to analyze philosophical texts with critical rigor. A degree in philosophy is helpful to students who are pursuing graduate work in various fields or entering professional schools.

A college degree in the field of philosophy will enrich anyone’s life, but it can also be excellent preparation for a wide variety of careers. Law schools welcome philosophy majors because they can manage complex ideas, questions and analysis. Philosophy majors can thrive in the business due to their ability to understand multiple perspectives. As technology, medicine, geopolitics and other forces increasingly give rise to moral dilemmas, those who have studied the great thinkers can provide the insights that lead to reasoned, ethical decision-making.

The 120-credit Bachelor of Arts in Philosophy comprises 30 credits in philosophy and 6 credits in foreign language, in addition to the general requirements for an LIU Post degree. Majors are encouraged to develop a coherent minor program of their choice by selecting at least 18 credits in one other area of study. Our faculty members are active scholars who publish regularly on subjects ranging from medical ethics to logic. The analytical skills you will develop are highly valuable assets for success in all professions.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Philosophy

(Program Code: 07054)

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Philosophy must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Philosophy Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHI 14</td>
<td>3.00</td>
</tr>
<tr>
<td>Introduction to Critical Reasoning</td>
<td></td>
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</tbody>
</table>

Elective Philosophy and Religious Studies

Minor in Philosophy

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Philosophy. The minor in philosophy at LIU Post will introduce students to the great thinkers of the ages, from Socrates and Plato to Freud and Sartre. Philosophy minors will develop critical thinking and analysis skills and be introduced to the role of philosophy in history, politics, literature, science, the law and relationships. The study of philosophy is helpful to students in all fields who are pursuing graduate work or entering professional schools.

Minor in Philosophy Requirements

<table>
<thead>
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<tr>
<td>PHI 25</td>
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</tr>
<tr>
<td>The Birth of Philosophy in the Ancient World</td>
<td></td>
</tr>
<tr>
<td>PHI 26</td>
<td>3.00</td>
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<tr>
<td>The Origins of Modern Philosophy</td>
<td></td>
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Minor in Philosophy Requirements

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<td>3.00</td>
</tr>
<tr>
<td>Introduction to Critical Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

Joint Programs with College of Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Philosophy

B.S. in Childhood Education (Grades 1 to 6) with Concentration in Philosophy

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Philosophy. This 30-credit program consists of course in Ancient and Modern Philosophy and electives in Philosophy. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Philosophy, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

MINORS

Minor in Philosophy

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
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Elective Philosophy and Religious Studies

Minor in Philosophy

<table>
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<td>Introduction to Critical Reasoning</td>
<td></td>
</tr>
</tbody>
</table>
### Required Philosophy Courses
Two courses/six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHI 25</td>
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<td>3.00</td>
</tr>
<tr>
<td>PHI 26</td>
<td>Origins of Modern Philosophy</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 31</td>
<td>19th-Century Philosophy: From the End of History to the Death of God</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 32</td>
<td>Recent Philosophy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Philosophy Courses
At least four courses/twelve credits from all Philosophy (PHI) courses

### Credit and GPA Requirements
- Minimum Total Credits: 18
- Minimum Minor GPA: 2.25
Philosophy Courses

PHI 8 Introduction to Philosophy
Philosophy asks fundamental questions about the meaning and purpose of life, truth, morality, social justice, the existence of God, the nature of beauty, etc. This course introduces students to such questions through an encounter with the ideas of some of the greatest philosophers in history.
Credits: 3
Every Fall, Spring and Summer

PHI 9 Business Ethics
Why is business ethics important? Studies have shown that unethical business practices increase the risk of scandal, harm sales, and women productivity. But these only give us purely self-interested reasons to business ethically. In fact, the key question here is: what responsibilities or duties do companies and their employees have to society as a whole? Trying to separate our obligations to the job from our obligations to humanity often causes otherwise decent people to do indecent things - such as concealing the risks of dangerous or defective products, dumping toxic waste in close proximity to communities, and exploiting disadvantages people for cheap labor. Taking account of the complexities of doing business in a global economy, and using timely examples, this course demonstrates that we both can and must do business in a manner that exemplifies such virtues as responsibility, trustworthiness, respect, and good citizenship.
Credits: 3
On Occasion

PHI 11 Ethics, War, and Terrorism
Is it possible to fight a just war, or does war always involve us in immorality? Is lasting peace possible, or is conflict a necessary (and possibly beneficial) feature of the human condition? What kinds of ethical issues are raised by contemporary war technology (unmanned drones, for example)? What are the criteria for calling someone a terrorist? Can terrorism ever be justified? Is a "war on terrorism" a war without end? This course examines these and other philosophical questions, in relation to recent events.
Credits: 3
On Occasion

PHI 13 Ethics and Society
What does it mean to be a good person? What are our ethical obligations to other individuals and to society as a whole? Is there such a thing as moral truth, or is morality "relative" to individuals or societies? This course is an introduction to ethics, the branch of philosophy that addresses such questions.
Credits: 3
Every Fall, Spring and Summer

PHI 14 Introduction to Critical Reasoning
This is a course in how to reason well, and think critically. Students will learn to identify arguments in actual sources, such as newspapers, magazines, and scientific, legal and philosophical texts. Substantial attention will be devoted to methods of critiquing arguments, and constructing sound arguments. Students will learn how to spot and to avoid common reasoning fallacies. The course treats the basic elements of both deductive and inductive reasoning, as well as topics as reasoning about causality, using statistics in argument, and constructing definitions.
Credits: 3
Every Fall

PHI 16 The Philosophy of Art and Beauty
What is art and why do human beings feel the need to create it? Is the nature of beauty timeless, or relative to cultures or historical periods? What do we mean by creativity in the arts? What is the relationship between art and technology? Are there objective standards of taste and of art criticism? This course introduces students to aesthetics, the branch of philosophy concerned with these questions, through an exploration of both the ideas of major philosophers, and of different art forms (via audio-visual media) including music, dance, painting, and sculpture.
Credits: 3
On Occasion

PHI 18 Social and Political Philosophy
This course examines the central issues of social and political philosophy. Topics may include the legitimacy of the state, political power and personal freedom, peace and social justice, the concept of human rights, civil disobedience, and revolution. Representative authors include Aristotle, Alfarabi, Locke, Rousseau, Marx, Dewey, Camus, Rawls.
Credits: 3
On Occasion

PHI 19 Biomedical Ethics
This course explores philosophical issues raised by modern medical technology and practice such as abortion, euthanasia, experiments on humans and animals, genetic engineering, transplants, the responsibility of the hospital to the community, decisions about who gets limited medical resources, the issues surrounding AIDS, mental illness and behavioral control, and patient rights (which includes the right to know the truth).
Credits: 3
Every Fall

PHI 20 Faith, Reason, and Spirituality
Many people today describe themselves as "spiritual, but not religious." Bu what is the meaning of "spirituality," and how is it different from being religious? And is what is that has caused so many today to turn away from the religions they were raised in? Can these religions be reinvigorated, perhaps through what is now being called spirituality? Does science have to conflict with spirituality? Or are some people right in dismissing it as New Age irrationalism? This course raises these and other questions, exploring the varieties of religious and spiritual experience. Students will be introduced to multiple traditions and movements, and the philosophical issues they raise.
Credits: 3
On Occasion

PHI 21 Literature as Philosophy
Can literature be philosophy? This course deals with how different literary works - short stories, poems, plays, and novels - convey philosophical ideas about life and the human condition. In addition, students will explore the different literary forms that have used by great philosophers: e.g., poetry (Parmenides, Empedocles, and Heidegger), the dialogue (Plato and Hume), aphorism (Heraclitus, Lao-Tzu, and Nietzsche), drama and the novel (Sartre and Camus). Reading selections are both classical and contemporary.
Credits: 3
On Occasion

PHI 23 The Problem of Evil
What is evil? We are often willing to call someone (or their actions) "bad," but when does moral failure rise to the level of "evil"? How does someone become evil? Is evil purely and simply a property of human beings, or is it something that exists in the world around us? Does it make sense to speak of "physical evil" (such as disease, natural disasters, and human calamities)? If a just and loving God exists, why does he permit evil? The course considers multiple philosophical and theological treatments of the problem of evil.
Credits: 3
Not Set

PHI 24 The Jewish, Christian, and Islamic Traditions
The central concern of philosophy in the middle ages (roughly, fifth to fifteenth centuries A.D.) is the relation of philosophy to biblical religion. Which should be the supreme authority, reason and results of rational inquiry, or faith and religious revelation (as communicated in the Hebrew Bible, Christian New Testament, and the Muslim Koran)? This problem is still with us today, in such conflicts as evolution verses creationism, and the secular West verses radical Islam. Course introduces students to the ideas of Jewish, Christian, and Muslim philosophers, such as Maimonides, St. Augustine, St. Thomas Aquinas, and Averroes.
Credits: 3
On Occasion

PHI 25 The Birth of Philosophy in the Ancient World
An introduction to classical Greek philosophy: the pre-Socratics, Plato, Aristotle, and others. The ideas of these thinkers are among the most exciting in the history of philosophy, and lie at the foundation of Western culture itself. This course demonstrates that their writings are as relevant to life today as they were two thousand years ago. The philosophers studied in this course challenge our commonsense perceptions of reality, and our views about the good
life and the good society. This course makes an ideal historical introduction to philosophy.
Credits: 3
Every Fall

**PHI 26 Origins of Modern Philosophy**
This course explores the roots of modern thought, through an encounter with philosophers such as Descartes, Leibniz, Hume, and Kant. The attitudes we find in today's world have their roots in the ideas of early modern philosophers. Many of these authors exhibit an optimistic faith in reason and "progress" - a faith that still reigns supreme in the West, especially in America. In studying modern philosophy, therefore, we are really seeking to understand ourselves. The purpose of this course is to discover the origins of modern ideas - and to gain some critical distance from them.
Credits: 3
Every Fall

**PHI 27 Philosophy of History**
Is history just a contingent series of events, or does it exhibit a rational order? What moves history? Is it economics, or the clash of belief systems, or the actions of great individuals? Can we predict the course of history? Is history moving toward some kind of ultimate goal? This course examines these and other questions through an encounter with philosophers such as Augustine, Vico, Kant, Hegel, Marx, and Nietzsche.
Credits: 3
On Occasion

**PHI 28 Environmental Philosophy**
Environmental philosophy challenges the fundamental assumptions modern people have made about nature, and their relationship to nature. Representative topics include western and non-western views of nature, beneficial vs. exploitative uses of technology, conservation ethics, obligations to future generations and animal rights.
Credits: 3
On Occasion

**PHI 29 Dreams and the Philosophy of the Unconscious**
Do our dreams reveal important truths to us, in symbolic form? Are they messages from the unconscious telling us something about problems in our lives, repressed desires, and the path to self-knowledge? And what is the unconscious? Is there both a personal unconscious, and a collective unconscious shared by all of humankind? How can we interpret our dreams? Can dreams predict the future? Is it possible to manipulate our dreams while they are happening? Course covers the ideas of Western and non-Western thinkers, but centers on the philosophical psychologies of Freud and Jung and their philosophical critics. Special attention is devoted to the great impact that dreams and dream imagery have had on the arts, including poetry, painting (e.g., surrealism), film, and music.
Credits: 3
On Occasion

**PHI 30 Existentialism: Philosophy in the Age of Anxiety**
We live in an age in which belief in God and moral absolutes has declined dramatically. Where can we look for meaning in life today? Existentialism teaches that there is no meaning to life as such, and that it is up to us to give life meaning. This is a hard truth, which some people simply cannot face, but Existentialism tells us that an authentic life is one in which we accept the responsibility of being free to choose. Existentialist thinkers of the nineteenth and twentieth centuries expressed their ideas in short stories, novels, plays, and philosophical treatises. And their ideas had an enormous influence on art, film, psychology, and politics. This course introduces students to such thinkers as Kierkegaard, Nietzsche, Sartre, Camus, and Simone de Beauvoir.
Credits: 3
On Occasion

**PHI 31 19th-Century Philosophy From the End of History to the Death of God**
Is reality a construction of our minds? Can we know how things really are, or only how they appear to us? Has history run its course with the achievement, in our own time, of the highest stage of human development? Or are we moving toward a revolution in human society? Is God dead? The philosophers of the nineteenth century asked these and other provocative questions. Course covers such thinkers as Hegel, Schopenhauer, Nietzsche, and Marx. The ideas of these authors shaped such modern movements as Communism, Nazism, Existentialism, and Neo-Conservatism. You cannot understand the world today without studying its roots in nineteenth-century philosophy.
Credits: 3
On Occasion

**PHI 32 Recent Philosophy**
This course surveys a number of exciting areas of twenty-first century philosophy, and their roots in the philosophical movements of the last century. Representative topics include: philosophy of consciousness, philosophy of neuroscience, feminism, philosophy of the body, so-called "post-modern" philosophy," neo-pragmatism, and the phenomenological movement. These and other recent philosophical trends continue to have a major impact on politics and public policy, literature, film, fiction, and the social sciences. This course places students at the cutting edge of philosophy today.
Credits: 3
On Occasion

**PHI 33 Philosophy and Film**
This course introduces students to philosophical issues through the medium of film. Throughout the semester, students will watch a number of films which deliberately raise provocative philosophical questions, or which can be interpreted philosophically. Short readings by important philosophers will be assigned in conjunction with each film. Attention will be devoted to how films can convey ideas through such means as dialogue, cinematography, and set design. Of particular interest to film majors and other students in the visual and performing arts.
Credits: 3
On Occasion

**PHI 34 19th-Century Philosophy: From the End of History to the Death of God**
What is law, and how are laws justified? Is it right for the state to execute those who commit murder or other crimes? Can torture ever be justified? This course examines these and other issues, touching on current controversies and perennial questions.
Credits: 3
On Occasion

**PHI 35 Justice**
What does it mean to speak of a "just society"? Does justice entail equality, or are some social inequalities both necessary and beneficial? Does social justice demand the redistribution of wealth? Is justice the same thing as "fairness"? What are rights, and how do we know that we have them? What is law, and how are laws justified? Is it right for the state to execute those who commit murder or other crimes? Can torture ever be justified? This course examines these and other issues, touching on current controversies and perennial questions.
Credits: 3
On Occasion

**PHI 36 Renaissance Philosophy: Humanism, Paganism, and Magic**
This course focuses upon the philosophies inspired by the rediscovery of classical Greek and Latin learning in the Renaissance (roughly, late fourteenth through sixteenth centuries A.D.). This was the period that followed the Middle Ages, when the dogmatism of the Church often had a stifling effect upon science and philosophy. In essence, the Renaissance constituted a "pagan revival," in which philosophers and artists sought to meld pagan and Christian ideas and images - some even coming dangerously close to advocating a return to pagan gods. This course covers the humanist movement, as well as the "Hermetica," a collection of philosophical and magical texts.
Credits: 3
On Occasion

**PHI 37 The American Philosophical Revolution**
In today's world, being "pragmatic" is often taken to mean a kind of cynical, ruthless opportunism. But this represents a complete distortion of what
the term originally meant. This course focuses on the pragmatist movement, America’s greatest contribution to philosophy, from its first formations (C.S. Peirce, William James, John Dewey) to its most recent and creative reformulations (Cornel West, Richard Rorty). Pragmatism emphasizes experience over doctrine or dogma, and concrete results and consequences over fixed principles or theories. Pragmatism has played a vital role in almost every area of American intellectual and culture life. This course explores such questions as: what is uniquely American about pragmatism? What is the so-called pragmatic method and how can it be used to solve problems? What is the pragmatic theory of truth?

Credits: 3

On Occasion

PHI 38 Zen Buddhism and Mindfulness
The mindfulness movement has grown from its base in Buddhism to its inclusion in training workshops for health care workers, teachers, therapists, and business professionals. Courses in Mindfulness Based Stress Reduction (MBSR) are now offered in hundreds of locations across the United States. This course will explore different forms of mindfulness practices in Zen and Buddhist philosophy, their historical origins in China and Japan, and how they might be effective in improving both our professional and personal lives.

Credits: 3

On Occasion

PHI 39 Buddhism, Happiness, and the Compassionate Heart
Buddhist teachers state that everything comes from the mind, and if we train the mind properly, happiness will be the result. Recent research in neuroscience seems to support this claim and suggests that small daily exercises can change the way your mind works and have a profound and positive effect on your wellbeing. Drawing from both Buddhist philosophy and modern research, this course will explore the cultivation of happiness and compassion through Buddhist philosophical texts and short practical exercises. By the end of the course all students will have numerous tools they can draw from to lead a happier and more compassionate life.

Credits: 3

On Occasion

PHI 40 The Tao of Health, Sex, and Longevity
Chinese Philosophy in Daily Life
The Chinese philosophy of Taoism is a 5,000-year old tradition which integrates all aspects of daily life, including diet, breathing, exercise, healing – and even sex. Through a study of basic concepts such as yin and yang, the five elements, and the twelve meridian, this course will explore a completely different understanding of what it means to be a human being and how to lead a good life.

Credits: 3

On Occasion

PHI 41 Philosophy of Science
Philosophy of Science deals with fundamental issues surrounding the very nature of science itself. These include the logic and ethics of scientific method and discovery; the difference between science and pseudo-science; the nature of scientific revolution; the role of paradigms and models in science; the justification of induction; the role of confirmation and disconfirmation in scientific research; the relationship between theory and observation. Course covers both classical and contemporary thinkers. Of special interest to any students majoring in the natural and social sciences.

Credits: 3

On Occasion

PHI 42 The American Religious Imagination
This course explores the central religious ideas of the American philosophical and theological traditions, from the Puritan experience of the seventeenth century to the present. The many American religious offshoots and experimental, countercultural religious communities pose a challenge to established religious thought and practice. These communities included a multitude of backwoods utopias which flooded America, especially in the nineteenth century, and which pictured themselves as "heavens on earth." Attention will also be given to the challenges posed by multiculturalism, including the Native American and African-American traditions. The role of literature and the arts (especially music, painting, and film) in the development of the American religious imagination will also be discussed. Other topics include: traditions of unbelief; the relationship between science and religion; and the major spiritual voices of the contemporary United States.

Credits: 3

On Occasion

PHI 43 Knowledge and Truth
What is truth? Is there such a thing as absolute truth, or is everything "relative"? Are there different kinds of truth – for example religious truth, artistic truth, political truth? Are there different ways of knowing, or is scientific method the only valid approach to attaining genuine knowledge? Is the mind "pre-programmed" with certain ideas, or does all knowledge come from experience? Is certainty possible? These and other questions are raised by the area of philosophy known as epistemology. Both classical and contemporary philosophers are covered.

Credits: 3

On Occasion

PHI 44 Metaphysics: God, Freedom, and Immortality
Does God exist? Is there a purpose to the cosmos; a reason for being? Are our action free, or are they determined by factors beyond our control? What is the mind the same thing as the brain, or is it something far more mysterious? Is there life after death? And what is the meaning of life? This course introduces students to these and other questions raised by the branch of philosophy called metaphysics, the study of the fundamental nature of reality. Metaphysics considers the most profound questions that can be asked in life.

Credits: 3

On Occasion

PHI 45 The Mystical Dimension of World Religion
Mysticism claims to be the inner truth of religion, accessible only to the very few. Typically, the mystics teach us that everything is one – and that in our innermost selves we are one with God, thought we do not realize it. Our task is to awaken to this truth, though most people are content to live as if they were asleep. Remarkably, while the orthodox teachings of different religions often put them in opposition, their mystical teachings convey similar messages. This course covers four mystical traditions: the Hindu, Jewish, Christian, and Islamic. Each is treated philosophically – as, in effect, alternative forms in which philosophical truths are conveyed, and the philosophical life can be lived. Selections from the Hindu Upanishads; writings of the Jewish Kabalist; Christian mystics such as Meister Eckhart; writing of the Muslim Sufis.

Credits: 3

On Occasion

PHI 46 Moral Philosophy
This course is an examination of the major topics in traditional and contemporary moral philosophy. Topics include: the logic of moral reasoning, the idea of the good life, vices and virtues, the objectivity of moral judgments, the nature of moral obligation, rights, and duties, the legal enforcement of morality, the relations between science, religion and ethics, the role of morals in society and history. Representative selections from the major works in traditional and contemporary moral philosophy are read.

Prerequisite of 6 units of PHI (Philosophy) or permission of chair are required.

Credits: 3

On Occasion

PHI 47 Philosophy of Mythology
Mythology has been defined as “other people’s religion.” We tend not to think of our own religious traditions as mythology, but a myth is not the same thing as a lie. It is a way of making sense of the world and finding meaning in life. Many myths have ceased to be told and no longer resonate with us, but their meaning can be discerned through interpretation and philosophical reflection. This course examines a number of different mythological traditions – e.g., the Indian, Greek, and Germanic – and attempts to uncover the ideas encoded within them. The course also
### PHI 303 History of Ancient Philosophy - Honors Core
The course begins with an introduction to the history of ancient Greek philosophy from the pre-Socratics to the Hellenistic philosophers. Some instructors emphasize the cultural environment in which ancient Greek philosophy originated, connecting philosophy to the other disciplines; i.e., literature and the arts, politics, etc. Some instructors discuss the non-Western ancient traditions, in particular Buddhism, Confucianism, and Taoism. And some instructors extend the timeframe of the course to include some of the great Medieval philosophers, such as Augustine and Aquinas. The core of the course generally consists of a reading and discussion of the major writings of Plato and Aristotle. Equivalent to PHI 25 for Honors Program students.

**Must be in Honors College**

**Credits:** 3

**Every Fall**

### PHI 304 History of Modern Philosophy - Honors Core
This course is an introduction to the history of modern philosophy from the Renaissance to the end of the 19th Century. The course usually begins with a discussion of the origins of modern science and early modern philosophy (i.e., Descartes). The core of the course generally consists of a reading and discussion of the representative writings of the great modern philosophers (i.e., Spinoza, Leibniz, Locke, Hume, Berkeley, Kant). Some instructors stop at Kant and the 18th Century, while others include 19th Century figures (i.e., Hegel, Marx, Mill, Kierkegaard, Nietzsche), and even some American figures (i.e., Emerson and William James). Equivalent to PHI 26 for Honors Program students.

**Must be in Honors College**

**Credits:** 3

**Every Fall**

### PHI 424 Introduction to Ethics
This course introduces students to various ethical perspectives. And since ethical questions pervade other spheres of human existence, we will also explore the social, political, and religious dimensions of ethical life. Some major perspectives that will be investigated include natural law theory, virtue ethics, deontology, and utilitarianism. Such approaches attempt to address problems that are central to the human condition: Should one be ethical? If so, how can one justify one's ethical stance? Finally, how can one apply these theories to one's way of life?

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

**Credits:** 3

**On Occasion**

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**PLANO**

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### PHI 81 Advanced Tutorial in Philosophy
This course is an in-depth study of the major works of one or more important philosophers, or of a particular movement in the history of philosophy. It is an opportunity for students to, in effect, "design their own course": under the guidance of a professor, students will select the author(s) and readings to be covered. The class is offered to a relatively small number of students each semester, as a tutorial offering students a greater degree of individualized instruction than they would normally in other classes. May be taken more than once if topics are different.

**Prerequisite of 6 units of PHI or RPHL are required.**

**Credits:** 3

**Annually**

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### PHI 100 Philosophical Issues
Each time this course is offered, it will concern itself with a different topic chosen by the instructor and announced in the Schedule of Classes. Specific course descriptions will be available from the Philosophy Department. This course may be repeated for credit only with the express approval of the chair.

**Credits:** 3

**On Occasion**

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### PHI 263 Symbolic Logic
This introduction to modern deductive logic covers truth tables, rules of inference, formal proofs of the validity or invalidity of arguments, and first order predicate logic. The course is particularly useful for students interested in computer science and the foundations of mathematics, or who plan to study philosophy at the graduate level.

**Prerequisite of PHI 14 is required.**

**Credits:** 3

**On Occasion**

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### PHI 422 Critical Reasoning
This course introduces students to the universal rules of critical thinking. The skills learned in this course will prove useful in all future courses, regardless of discipline, as well as in life outside the classroom. The course analyzes issues drawn from contemporary news reports, editorials, political speeches, and scientific discussions for valid and invalid forms of argumentation.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

**Credits:** 3

**On Occasion**

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### PHI 423 Formation of the Western Mind
This course introduces students to three formative periods in the history of Western thought - ancient, medieval, and modern. These phases of the West's philosophical history involved important differences in the areas of philosophy, politics, religion, and science. We will begin by examining the Greek foundations of the West, including both its philosophical and political traditions. From this foundation, we'll turn to reason's confrontation with revelation in the Middle Ages. The impact on modern times will be highlighted through the under-appreciated medieval synthesis of reason and religion. We'll conclude with the modern period, focusing on the introduction of the scientific method, consequent scientific revolution, and its relation to the rise of modern liberalism.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

**Credits:** 3

**On Occasion**
PHYSICS PROGRAM

Phone: 516-299-2447  
Fax: 516-299-3944  
Professors: Liebling, J. Peters  
Adjunct Faculty: 4

Physicists play a critical role in applying the principles of matter and energy to solve scientific problems and make beneficial contributions to society. They work on local, national and global levels within the fields of nuclear energy, space exploration, medical research and electronics.

As a student in the Physics Program, you will receive individualized support from a network of professors who are experts in the areas of numerical astrophysics, holography, lasers and black holes. The Physics Program offers a variety of courses, including optics, thermodynamics and electromagnetism. There are internship opportunities at local businesses and organizations, including the world-renowned cancer research center Cold Spring Harbor Laboratory.

The Physics Program offers a B.A. along with a minor in Physics. Students interested in an engineering degree can participate in the Pre-Engineering Program, which offers a B.S. in Mathematics and Physics and an additional bachelor's degree in engineering from a partnering university. This program is offered with the Department of Mathematics. In conjunction with the College of Education, Information and Technology, the Physics Program offers courses which are part of the concentration in Science for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

B.A. in Physics

LIU Post offers a highly regarded Bachelor of Arts in Physics that explores all areas of this vast field, from theories of relativity and lasers to magnetic fields and electric currents. Our advanced and intermediate classes in physics are quite small – generally no more than six students. This degree can lead to graduate study in various areas, including engineering, meteorology and pharmacy.

Graduates of our program are employed as physicists, teachers, researchers, engineers, inventors and technical writers and editors.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores. It is highly recommended that students who plan to major in physics take a high school program that includes calculus or pre-calculus, and two sciences chosen from biology, chemistry and physics.

B.A. in Physics

{Program Code: 07063}

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Physics must satisfy all Core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Mathematics 4 credits (PHY 3 and 4)
Language/Literature 6 credits
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Physics Courses

All of the following:

PHY 3 University Physics I 4.00
PHY 4 University Physics II 4.00
PHY 13 Classical Thermodynamics 3.00
PHY 16 Electricity and Magnetism 3.00
PHY 17 Mechanics I 3.00
PHY 19 Modern Physics I 3.00
PHY 29 Introduction to Astrophysics 3.00
PHY 40 Electric Circuits Laboratory 1.00

AND one of the following:

PHY 85 Independent Study 3.00
PHY 385 Honors Tutorial 3.00
PHY 386 Honors Tutorial 3.00

AND one of the following:

PHY 86 Thesis 3.00
PHY 389 Honors Thesis 3.00
PHY 390 Honors Thesis 3.00

Required Co-Related Courses

All of the following:

MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00
MTH 9 Calculus and Analytic Geometry III 4.00

AND one of the following:

MTH 23 Foundations of Statistical Analysis 3.00
MTH 51 Probability 3.00

AND two of the following sequences of courses:

Biology

BIO 103 General Biology I 4.00
BIO 104 General Biology II 4.00

Chemistry

CHM 3 Principles of Chemistry I 4.00
CHM 4 Principles of Chemistry II 4.00

Earth Science

ERS 1 Earth Science I 4.00
ERS 2 Earth Science II 4.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

MINORS

Minor in Physics

Undergraduate students who are pursuing a major in another subject area can apply 17 to 18 elective courses toward a minor in Physics.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Physics Requirements

Required Physics Courses

All of the following:

PHY 3 University Physics I 4.00
PHY 4 University Physics II 4.00
PHY 19 Modern Physics I 3.00

Elective Physics Courses

At least two courses/six credits from all PHY courses numbered 13 or above

Credit and GPA Requirements

Minimum Total Credits: 17-18
Minimum Minor GPA: 2.25
Astronomy Courses

AST 9 Introductory Astronomy I
This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses.
Same as PHY 9 without laboratory.
Three hours lecture.
Students taking this course in fulfillment of the Core requirements must take the course with the laboratory (AST 9A).
Credits: 3
Every Fall and Summer

AST 9A Introductory Astronomy I Laboratory
This course is the optional laboratory for AST 9.
Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses.
Three hours laboratory.
Students taking this course in fulfillment of the Core requirements must take the course with the lecture (AST 9).
Prerequisite or corequisite of AST 9 is required.
Credits: 1
Every Fall and Summer

AST 10 Introductory Astronomy II
Astronomy 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe.
Same as PHY 10 without laboratory.
Three hours lecture.
Students taking this course in fulfillment of the Core requirements must take the course with the laboratory (AST 10A).
Credits: 3
Every Spring and Summer

AST 10A Introductory Astronomy II Laboratory
This course is the optional laboratory for AST 10.
Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe.
Three hours laboratory.
Students taking this course in fulfillment of the Core requirements must take the course with the lecture (AST 10).
Prerequisite or corequisite of AST 10 is required.
Credits: 1
Every Spring and Summer

AST 301 Our Violent Universe I - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. This course will also serve as an introduction to basic topics including gravity and light. The question of mankind's place in the Universe as well as the importance of scientific inquiry will be addressed.
Three hours lecture, three hours laboratory.
Prerequisite of AST 301 is required.
Credits: 4
Every Fall

AST 302 Our Violent Universe II - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. The course will also serve as an introduction to basic topics including gravity and light. The question of mankind's place in the Universe as well as the importance of scientific inquiry will be addressed.
Three hours lecture, three hours laboratory.
Prerequisite of AST 301 is required.
Credits: 4
Every Fall

Physics Courses

PHY 1 College Physics I
Same as Physics 11 without laboratory.
Four hours lecture-recitation.
Credits: 3
On Occasion

PHY 2 College Physics II
Same as Physics 12 without laboratory.
Four hours lecture-recitation.
Prerequisite of PHY 1
Credits: 3
On Occasion

PHY 3 University Physics I
Physics 3 is the first half of an introductory, calculus-based, physics course for science and mathematics majors, covering the laws and principles of mechanics, thermodynamics, and waves.
Four hours lecture, two hours laboratory.
Prerequisite or co-requisite of MTH 7 is required.
Credits: 4
Every Fall, Spring and Summer

PHY 4 University Physics II
Physics 4 is the second half of an introductory, calculus-based physics course for science and mathematics majors. It is concerned with the laws and principles of electricity, magnetism, and optics, and includes and introduction to modern physics.
Four hours lecture, two hours laboratory.
Prerequisites of PHY 3 and MTH 7 and corequisite of MTH 8 are required.
Credits: 4
Every Fall, Spring and Summer

PHY 6 The Physics of Music
In this course, the nature and production of musical sound is related to the physical theory of wave phenomena. The quality and construction of musical instruments and acoustic properties of concert halls are studied. Demonstrations and experiments are performed to illustrate the physical theories. No previous college work in Mathematics or Physics is required.
Three hours lecture/laboratory.
Credits: 3
On Occasion

PHY 7 Modern Physics for the Non-Scientist
A non-mathematical survey of 20th-century physics; specifically, the theories of relativity, quantum mechanics, and laser physics. The course stresses the basic concepts and philosophy of modern physics and its impact on today's society.
Credits: 3
On Occasion

PHY 9 Introductory Astronomy I
This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses.
Three hours lecture when offered for three credits (same as AST 9); three hours lecture, three hours laboratory when offered for four credits (same as AST 9 with AST 9A). Students taking this course in fulfillment of the Core requirements must take the course with the laboratory.
Credits: 3 to 4
On Occasion

PHY 10 Introductory Astronomy II
Physics 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe.
Three hours lecture when offered for three credits (same as AST 10); three hours lecture, three hours laboratory when offered for four credits (same as AST 10 with AST 10A). Students taking this course in fulfillment of the Core requirements must take the course with the laboratory.
Credits: 3 to 4
On Occasion

PHY 11 College Physics I
Physics 11 is the first half of an introductory, non-calculus physics course, that covers the laws and principles of mechanics, thermodynamics and wave. The combination of Physics 11 and 12 satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like.
Six hours lecture/laboratory.
Credits: 4
On Occasion

PHY 12 College Physics II
Physics 12 is the second half of an introductory, non-calculus physics course covering electricity, magnetism, optics and an introduction to modern physics. Together with Physics 11, it satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like.
Six hours lecture/laboratory.  
Prerequisite of PHY 11 is required.  
Credits: 4  
Every Spring

PHY 13 Classical Thermodynamics
This course examines the laws of thermodynamics in addition to thermodynamic equations for simple and heterogeneous systems and thermodynamic equilibrium. 
Prerequisites of PHY 3,4 and Prerequisite or Co-requisite of MTH 9 are required.  
Credits: 3  
On Occasion

PHY 14 Modern Optics
This course examines the wave equation and D'Alembert's solution, refractive index and absorption, least action and ray optics for lenses and mirrors, optical instruments including lasers and their limitations, interference and diffraction. 
An introduction to Fourier optics is included.  
Prerequisites of PHY 3,4 and Prerequisite or Co-requisite of MTH 9 are required.  
Credits: 3  
On Occasion

PHY 17 Mechanics I
This course covers statics of rigid bodies and the dynamics of particles. 
Prerequisites of PHY 3,4 and MTH 9 are required.  
Credits: 3  
On Occasion

PHY 18 Mechanics II
In this course, the areas covered are: statics and dynamics of rigid bodies, Lagrange's and Hamilton's equations, oscillating systems, and an introduction to the mechanics of continuous media. 
Prerequisite of PHY 17 is required.  
Credits: 3  
On Occasion

PHY 19 Modern Physics I
This course is an introduction to the physics of the 20th century. Topics covered include special relativity, the Heisenberg uncertainty principle, the Schrödinger equation, spin angular momentum, the Pauli principle, atomic and molecular structure, and perturbation theory. 
Prerequisites of PHY 3,4 and Prerequisite or Co-requisite of MTH 9 are required.  
Credits: 3  
On Occasion

PHY 20 Modern Physics II
This course is a continuation of Physics 19. Topics covered include collision theory, classical and quantum statistics, solid state physics, nuclear physics, elementary particles and the Dirac equation. 
Prerequisite of PHY 19 and Co-requisite of MTH 21.  
Credits: 3  
On Occasion

PHY 21 Advanced Laboratory I
This course is an introduction to the general techniques of experimental physics. Selected experiments in the fields of spectroscopy, heat, electricity, electronics and atomic physics are conducted. 
Four hours laboratory. 
Prerequisite of a PHY (Physics) course numbered above 13 is required.  
Credits: 3  
On Occasion

PHY 22 Advanced Laboratory II
This course is a continuation of Physics 21. 
Four hours laboratory. 
Prerequisite of PHY 21 is required.  
Credits: 3  
On Occasion

PHY 23 Introduction to Astrophysics
This course studies a variety of astronomical processes and structures using a physical approach to understanding their dynamics. Topics include stellar evolution, galaxy structure, cosmology, as well as various high energy events such as supernovae and gamma ray bursts. 
Prerequisite of PHY 19 is required.  
Credits: 3  
On Occasion

PHY 24 Electromagnetic Radiation Theory
This course examines Maxwell's equations, the wave equations and their solution, electromagnetic theory of light, cavity resonators, wave guides. 
Prerequisites of PHY 16 and MTH 21 are required.  
Credits: 3  
On Occasion

PHY 25 Solid State Physics I
This course is an introduction to the physics of metals, semiconductors and insulators that includes the study of crystal structure, lattice vibrations, electron motion in crystals, electrical and thermal properties, magnetism, Fermi surfaces, superconductivity. 
Prerequisite of PHY 19 is required.  
Credits: 3  
On Occasion

PHY 26 Advanced Topics in Physics I
This course is an introduction to the physics of metals, semiconductors and insulators that includes the study of crystal structure, lattice vibrations, electron motion in crystals, electrical and thermal properties, magnetism, Fermi surfaces, superconductivity. 
Prerequisite of PHY 19 is required.  
Credits: 3  
On Occasion

PHY 27 Advanced Laboratory I
This course is an introduction to the general techniques of experimental physics. Selected experiments in the fields of spectroscopy, heat, electricity, electronics and atomic physics are conducted. 
Four hours laboratory. 
Prerequisite of a PHY (Physics) course numbered above 13 is required.  
Credits: 3  
On Occasion

PHY 28 Advanced Laboratory II
This course is a continuation of Physics 27. 
Four hours laboratory. 
Prerequisite of PHY 27 is required.  
Credits: 3  
On Occasion

PHY 29 Introduction to Astrophysics
This course studies a variety of astronomical processes and structures using a physical approach to understanding their dynamics. Topics include stellar evolution, galaxy structure, cosmology, as well as various high energy events such as supernovae and gamma ray bursts. 
Prerequisite of PHY 19 is required.  
Credits: 3  
On Occasion

PHY 30 Electrical Circuits Laboratory
A laboratory course in the design, construction and testing of a variety of electronic circuits. 
Prerequisite of PHY 4 or permission of instructor is required.  
Credits: 1  
Not Set

PHY 31 Circuit Analysis
In this course, the basic concepts of electrical circuit theory and system analysis are introduced. Topics include: circuit elements, practical sources and semiconductor devices, steady state nodal and mesh analysis of d.c. and a.c. circuits, network theorems, filters and resonance, operational amplifiers and transformers, Laplace transforms. The course also contains a laboratory component in which students construct and test circuits. 
Four hours lecture-recitation-laboratory. 
Prerequisite of PHY 4 or permission of instructor is required.  
Credits: 4  
On Occasion

PHY 32 Advanced Topics in Physics II
This course is an introduction to digital systems, including treatment of combinational logic, switching algebra, minimization of logic networks, flip-flops and other circuit elements, sequential networks and the design of digital systems. 
Prerequisite of PHY 31 is required.  
Credits: 3  
On Occasion

PHY 33 Advanced Topics in Physics I
This course is an introduction to digital systems, including treatment of combinational logic, switching algebra, minimization of logic networks, flip-flops and other circuit elements, sequential networks and the design of digital systems. 
Prerequisite of PHY 31 is required.  
Credits: 3  
On Occasion

PHY 34 Electromagnetic Radiation Theory
This course examines Maxwell's equations, the wave equations and their solution, electromagnetic theory of light, cavity resonators, wave guides. 
Prerequisites of PHY 16 and MTH 21 are required.  
Credits: 3  
On Occasion

PHY 35 Solid State Physics I
This course is an introduction to the physics of metals, semiconductors and insulators that includes the study of crystal structure, lattice vibrations, electron motion in crystals, electrical and thermal properties, magnetism, Fermi surfaces, superconductivity. 
Prerequisite of PHY 19 is required.  
Credits: 3  
On Occasion
PHY 301 Physical Universe and Imagination I - Honors Core
With developing emphasis on the historical and philosophical aspects of physics, the course will examine principles and illustrations of mechanics, heat, wave motion and sound. Intended for the non-science major, the first semester will focus on basic laws that govern our thoughts about the universe from the late Renaissance to the present century. No math beyond high school algebra is required.
Three hours lecture, three hours laboratory.
Must be in Honors College
Credits: 4
Every Fall

PHY 302 Physical Universe and Imagination II - Honors Core
From principles of Classical Physics the course will shift in the spring term to modern theories of electricity and magnetism, optics and the shattering advent of Einstein's Theory of Relativity and Heisenberg's Uncertainty Principle. We will arrive at a view of the physical world as it now appears in most current imaginative insights. For students of all majors, the course is designed to teach comprehensively the science and philosophical implications of physics.
Three hours lecture, three hours laboratory.
Prerequisite of PHY 301 is required.
Credits: 4
Every Spring

PHY 422 Modern Physics for Nonscientists: Black Holes, The Quantum, and Cosmology
Modern physics is important for all of us. Advances in physics over the past 100 years have brought us technology ranging from GPS navigation to the Internet, and shed light on some of the deepest questions concerning the nature of the Universe. Exposure to the concepts, history, and implications of modern physics is arguably an integral part of a modern liberal arts education. In this course, the physics of the last 100 years will be addressed using popular-level books and movies. Einstein's theories of relativity will be the foundation for discussing the union of space with time, black holes, wormholes, and the possibility of time travel. Quantum physics will cover the wave nature of matter, indeterminacy of wave functions, and the implications of Heisenberg's uncertainty principle. Finally, we will discuss the great strides that cosmologists have taken towards understanding the nature, structure, and evolution of our universe as a whole.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion
DEPARTMENT OF
POLITICAL SCIENCE /
INTERNATIONAL STUDIES

Phone: 516-299-2408
Fax: 516-299-3943

Chair: Professor Freedman (Director, International Studies Program)
Professors: Klein, Muslih, Soupios
Associate Professors: Bachman (Pre-Law Advisor), Grosskopf (Graduate Director)
Adjunct Faculty: 6

LIU Post’s undergraduate degree programs in political science and international studies prepare students for success in a broad range of rewarding fields, including government, public service, law, education and politics. Political Science and International Studies majors examine worldwide political systems, economic systems and social organizations from a variety of perspectives. The Department of Political Science offers a B.A. in Political Science and a B.A. in International Studies. In addition, students may pursue three five-year accelerated degrees: B.A./M.A. in Political Science, B.A. in Political Science/Master of Public Administration (with the Department of Health Care and Public Administration in the College of Management) and B.A. in International Studies/Master of Business Administration (with several departments in the College of Management). Four minors are offered to students in other majors: American Political Process, International Politics and Government, Political Psychology and Public Administration. Since a number of students are interested in teaching social studies, the Department offers courses which are part of the B.S. in Adolescence Education: Social Studies. This degree leads to initial certification as a high school social studies teacher (Grades 7 to 12). A concentration in Political Science is also offered for students in the B.S. in Early Childhood Education (Birth to Grade 2) and B.S. in Childhood Education (Grade 1 to 6). Courses in Political Science are also part of the American Studies and Social Studies concentrations for these degrees.

LIU Post also offers an extensive Pre-Law Advisement Program to help students select a curriculum that prepares them for admission to law school. The Department is very active in placing students in internships, including full-time, paid positions in the New York State Assembly and Senate in Albany in the spring of the students’ junior and senior years. Other internships are available to selected students in law offices, with judges, and at the United Nations.

Students are engaged in a panoply of extra-curricular activities, including the Political Science Association, the International Studies Association, the Pre-law Association, the Young Republican Club and Young Democrat Club. Graduating seniors with excellent grade point averages may be eligible to be inducted into two national honor societies: Pi Gamma Mu and Pi Sigma Alpha.

B.A. in Political Science

The 120-credit Bachelor of Science in Political Science is an individualized, interdisciplinary program designed for students interested in a liberal arts approach to the contemporary world. You will graduate from this program with a well-rounded knowledge of political theory, American government, international relations, comparative government and public administration. Distinguished professors interact with their students in small class settings that foster the exchange of information, perspective and ideas.

Visiting professors from prestigious institutions, including the United Nations, offer insights developed in the course of careers in diplomacy, politics and public policy. A degree in political science is excellent preparation for a career in education, law, public administration, business and many other fields.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Political Science

[Program Code: 07088]

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Political Science must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits (POL 2 and 3)
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 - 4 credits
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Political Science Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics</td>
<td>3.00</td>
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<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 15</td>
<td>Introduction to Research and Writing in Political Science</td>
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</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
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</table>

AND one of the following:

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>POL 21</td>
<td>American Political Theory</td>
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</tr>
<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
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<tr>
<td>POL 303</td>
<td>European Political Theory I - Honors Core</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 304</td>
<td>European Political Theory II - Honors Core</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Political Science Courses
Six courses/eighteen credits from all POL courses excluding POL 95

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.A. in International Studies

The Bachelor of Arts in International Studies prepares you for a variety of international careers. As the world becomes increasingly smaller, and each region more multicultural, there is a need for professionals who can work across cultures in technology, management and government relations. Our vibrant curriculum equips you with the ability to think and act globally. You will engage in a comprehensive and exciting examination of international politics, economics and social relations. The flexible, interdisciplinary 120-credit program offers professional academic advisement to help you develop a course of study that suits your career goals. Distinguished professors will interact with you in small class settings and will foster the exchange of diverse information, perspectives and ideas.

Coursework is supplemented by internships at renowned institutions, including the United Nations, for a richer understanding of international affairs. These educational and occupational

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experiences will prepare you for positions with multinational corporations, private foundations, think-tanks, non-profit organizations and government agencies, and are excellent preparation for graduate study.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in International Studies

[Program Code: 84034]

Core Requirements

In addition to all major requirements, students pursuing the B.A. in International Studies must satisfy all Core curriculum requirements as follows:

POST 101 First-Year Composition 1 credit
Economics/Political Science 6 credits (ECO 10 and 11)
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 12 credits*
Mathematics 3 - 4 credits
Social Sciences 6 credits (GGR 1 and 2)
Competencies Computer, Library, Oral

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA and must show level 4 proficiency (see below).

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required International Studies Courses

All of the following:

<table>
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<tr>
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<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
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</tr>
<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective International Studies Courses

Three of the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/15</td>
<td>Global Cultures</td>
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<tr>
<td>SOC</td>
<td></td>
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</tr>
<tr>
<td>POL 46</td>
<td>American Foreign Policy I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 47</td>
<td>American Foreign Policy II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 50</td>
<td>International Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 53</td>
<td>International Law I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 54</td>
<td>International Law II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 55</td>
<td>Politics of the Developing Nations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 56</td>
<td>World Affairs Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 57</td>
<td>Asian Religions in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 58</td>
<td>Islam in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 59</td>
<td>China in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
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<tr>
<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
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</tr>
<tr>
<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
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<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
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</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
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<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
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Elective Non-American History Courses

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>The West and the World to 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 136</td>
<td>Disease and History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 138</td>
<td>History of American Militarism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 140</td>
<td>The Ancient Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 141</td>
<td>Ancient Greece and the Mediterranean World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 142</td>
<td>The Roman Empire</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 144</td>
<td>Medieval Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 145</td>
<td>Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 149</td>
<td>Love and Hate in the Middle Ages</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 150</td>
<td>The French Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 151</td>
<td>European Cultural History, 1600-1789</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 153</td>
<td>The Family in Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 160</td>
<td>Nineteenth-Century Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 161</td>
<td>Europe Since 1945</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Required International Studies Area of Specialization
Students must complete at least 18 credits in a specialization that explores a particular subject related to international studies in depth. The courses in this specialization must be approved by the International Studies Program Director.

Required Co-Related Courses
All of the following:

- GGR 1 Human Geography: Man, Environment and Technology 3.00
- GGR 2 Human Geography: The Cultural and Demographic Environment 3.00

Required Level 4 Foreign Language Proficiency
Students must pass a language-proficiency examination approved by the International Studies Program Director or complete one of the following Foreign Language courses:

- FRE 4 Intermediate French II 3.00
- FRE 11 Introduction to French Literature I 3.00
- FRE 12 Introduction to French Literature II 3.00
- GER 4 Intermediate German II 3.00
- GER 11 Introduction to German Literature 3.00
- GER 12 Survey of German Literature 3.00
- HEB 4 Intermediate Modern Hebrew II 3.00
- ITL 4 Intermediate Italian II 3.00
- ITL 11 Selected Readings in Early Italian Literature 3.00
- ITL 12 Selected Readings in Modern and Contemporary Italian Literature 3.00
- JPN 4 Introduction to Japanese Literature I 3.00
- JPN 11 Introduction to Japanese Literature II 3.00
- JPN 12 Introduction to Japanese Literature II 3.00
- RUS 4 Intermediate Russian II 3.00
- SPA 4 Intermediate Spanish II 3.00
- SPA 11 Introduction to Peninsular Literature 3.00
- SPA 12 Introduction to Spanish-American Literature 3.00

Credit and GPA Requirements
- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

ACCELERATED PROGRAMS

B.A./M.A. in Political Science
(Program Code: 79457)

Core Requirements
In addition to all major requirements, students pursuing the B.A./M.A. in Political Science must satisfy all Core curriculum requirements as follows:

- POST 101 First-Year Composition 1 credit
- Economics/Political Science 6 credits (POL 2 and 3)
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
Required Undergraduate Political Science

Acquisition, Exercise, and Maintenance of Power.

The M.A. program offers two tracks. Option I, which requires writing a master’s thesis, is designed for candidates who intend to pursue a doctoral degree. Students choosing Option II must pass a comprehensive examination to demonstrate a graduate-level mastery of the field. The combined bachelor's and master's degree program requires the completion of 141 credits. Designed for ambitious and talented students, this innovative five-year program offers two accredited degrees in less time and for less money.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.A./M.A. in Political Science program (master's degree level) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the graduate director in the Department of Political Science.

B.A./M.A. in Political Science

[Program Code: 79457]
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Required Graduate Political Science
administered by the Political Science Department.

Required Comprehensive Exam
and 708 graduate POL courses excluding POL 706, 707

Three additional courses/nine credits from all

Additional Elective Graduate Political Science
Courses
Three additional courses/nine credits from all

Required Comprehensive Exam
Students must pass a comprehensive exam administered by the Political Science Department.

Thesis Option Requirements
Required Graduate Political Science
Thesis Courses

Credit and GPA Requirements
Minimum Total Credits (for freshmen): 141
Minimum Total Undergraduate Credits: 108
Minimum Graduate Credits: 33
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

B.A. in Political Science / Master
of Public Administration

LIU Post offers students the unique opportunity to prepare for a career in government administration on the federal, state or local level through an accelerated, dual-degree program. In just five years students can earn both a comprehensive, liberal-arts-based undergraduate degree and a master's degree from one of the New York Metropolitan area’s finest graduate programs in public administration.

The B.A. in Political Science provides a thorough examination of the institutions, forces and circumstances that shape government and the political process in the United States. From overviews of constitutional law and the legislative process to in-depth studies of such topics as “Political Psychology” or “Women and Anglo-Saxon Legal Experience,” this program will make you a better-informed citizen and provide knowledge that will aid you in your professional career. Classroom instruction by an expert faculty is augmented by targeted internships in government offices or law firms.

The Master of Public Administration (M.P.A.) is accredited by the prestigious National Association of Schools of Public Affairs and Administration. Coursework focuses on political leadership, policymaking in America and the ways in which individuals relate to society.

Upon successful completion of the required courses, students are awarded both a Bachelor of Arts in Political Science and a Master of Public Administration in five years – a full year less than if the degrees were pursued separately. Because students take some graduate courses as undergraduates, this option offers significant savings in time and money.

ADMISSION REQUIREMENTS
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
• Admission to the upper division of the B.A. in Political Science/Master of Public Administration program (master's degree level) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a Political Science major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the Department of Health Care and Public Administration.

B.A. in Political Science/Master of
Public Administration
(Program Code: 79455)

Core Requirements
In addition to all major requirements, students pursuing the B.A. in Political Science/Master of Public Administration must satisfy all Core curriculum requirements as follows:

Post 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits (POL 2 and 3)
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 - 4 credits
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
Required Undergraduate Political Science Courses

All of the following:

POL 706 Thesis Seminar I: Thesis Research 3.00
POL 707 Research Methods 3.00
POL 708 Thesis Seminar 3.00

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Page 294
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
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<tr>
<td>POL 26</td>
<td>European Political Theory I</td>
<td>3.00</td>
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<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>POL 303</td>
<td>European Political Theory I - Honors Core</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>POL 304</td>
<td>European Political Theory II - Honors Core</td>
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</tbody>
</table>

**Required Undergraduate Political Science/Public Administration Internship**

**Courses**

Two of the following:

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<thead>
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<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>POL 93</td>
<td>Political Science Internship I</td>
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<td>POL 93A</td>
<td>Political Science Internship II</td>
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<td>POL 93B</td>
<td>Political Science Internship III</td>
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<td>POL 93C</td>
<td>Political Science Internship IV</td>
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<td>POL 93L</td>
<td>Political Science Internship V</td>
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<td>Political Science Internship II</td>
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<td>POL 94B</td>
<td>Political Science Internship III</td>
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<td>Public Administration Internship II</td>
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</tr>
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</table>

**Elective Undergraduate Political Science**

**Courses**

Four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>POL 4</td>
<td>Political Psychology</td>
<td>3.00</td>
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<tr>
<td>POL 5</td>
<td>Ethnicity, Race and Politics</td>
<td>3.00</td>
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<td>POL 7</td>
<td>Political Aspects of Economics</td>
<td>3.00</td>
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<tr>
<td>POL 10</td>
<td>Research Problems in Political Science</td>
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<tr>
<td>POL 18</td>
<td>Women and Contemporary Politics</td>
<td>3.00</td>
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<tr>
<td>POL 21</td>
<td>American Political Theory</td>
<td>3.00</td>
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<tr>
<td>POL 22</td>
<td>Asian Political Theory</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>POL 23</td>
<td>Modern China: Political Doctrines and Society</td>
<td>3.00</td>
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<tr>
<td>POL 25</td>
<td>Greek Political Theory</td>
<td>3.00</td>
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<tr>
<td>POL 26</td>
<td>European Political Theory I</td>
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<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
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<tr>
<td>POL 28</td>
<td>Machiavelli and Machiavellianism: the Acquisition, the Exercise and the Maintenance of Power</td>
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<tr>
<td>POL 29</td>
<td>Problems in Contemporary Political Theory</td>
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<tr>
<td>POL 31</td>
<td>American Constitutional Law I</td>
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<td>POL 32</td>
<td>American Constitutional Law II</td>
<td>3.00</td>
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<tr>
<td>POL 34</td>
<td>Legislative Process</td>
<td>3.00</td>
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<tr>
<td>POL 35</td>
<td>The American Judicial Process</td>
<td>3.00</td>
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<tr>
<td>POL 36</td>
<td>Public Opinion</td>
<td>3.00</td>
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<tr>
<td>POL 37</td>
<td>Political Parties</td>
<td>3.00</td>
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<tr>
<td>POL 38</td>
<td>Radical Movements and Politics of Change in the United States</td>
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<tr>
<td>POL 39</td>
<td>American Government: State and Local</td>
<td>3.00</td>
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<tr>
<td>POL 40</td>
<td>Women and the Anglo-American Legal Experience</td>
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</tr>
<tr>
<td>POL 41</td>
<td>The Media and the Law</td>
<td>3.00</td>
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<td>POL 42</td>
<td>Law and Aging in America</td>
<td>3.00</td>
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<td>POL 44</td>
<td>Urban Government</td>
<td>3.00</td>
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<td>POL 45</td>
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<td>POL 46</td>
<td>American Foreign Policy I</td>
<td>3.00</td>
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<td>POL 47</td>
<td>American Foreign Policy II</td>
<td>3.00</td>
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</tr>
<tr>
<td>POL 48</td>
<td>Metropolitan-Area Problems</td>
<td>3.00</td>
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<tr>
<td>POL 49</td>
<td>Politics and Personality: The American Context</td>
<td>3.00</td>
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<tr>
<td>POL 50</td>
<td>International Organization</td>
<td>3.00</td>
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<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
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<tr>
<td>POL 53</td>
<td>International Law I</td>
<td>3.00</td>
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<tr>
<td>POL 54</td>
<td>International Law II</td>
<td>3.00</td>
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<tr>
<td>POL 55</td>
<td>Politics of the Developing Nations</td>
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<tr>
<td>POL 56</td>
<td>World Affairs Since 1945</td>
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<tr>
<td>POL 57</td>
<td>Asian Religions in World Politics</td>
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<td>POL 58</td>
<td>Islam in World Politics</td>
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<tr>
<td>POL 59</td>
<td>China in World Politics</td>
<td>3.00</td>
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<tr>
<td>POL 62</td>
<td>Research Seminar in International Studies</td>
<td>3.00</td>
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<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
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<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
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<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
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<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
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<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
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<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
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<td>POL 71</td>
<td>Russian Government and Politics</td>
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<td>POL 72</td>
<td>Government and Politics of Africa</td>
<td>3.00</td>
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<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
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<tr>
<td>POL 76</td>
<td>Comparative Analysis of Dictatorships</td>
<td>3.00</td>
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<td>POL 77</td>
<td>Political Elites</td>
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<td>POL 79</td>
<td>Violence in Contemporary Politics</td>
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<td>POL 80</td>
<td>Administrative Behavior</td>
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<td>POL 81</td>
<td>Political Leadership in Democratic Societies</td>
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<td>POL 82</td>
<td>Introduction to Public Administration</td>
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<td>POL 83</td>
<td>Policy-Making in American Government</td>
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<td>POL 84</td>
<td>The Executive Process</td>
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<td>POL 88</td>
<td>Contemporary Problems in Public Administration</td>
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<td>POL 90</td>
<td>Senior Seminar in Politics and Government</td>
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<tr>
<td>POL 93</td>
<td>Political Science Internship I</td>
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<tr>
<td>POL 93A</td>
<td>Political Science Internship II</td>
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POL 93B Political Science Internship III 3.00
POL 93C Political Science Internship IV 3.00
POL 93L Political Science Internship V 3.00
POL 94 Political Science Internship I 3.00
POL 94A Political Science Internship II 3.00
POL 94B Political Science Internship III 3.00
POL 94C Political Science Internship IV 3.00
POL 94L Political Science Internship V 3.00
POL 97 Public Administration Internship I 3.00
POL 98 Public Administration Internship II 3.00
POL 303 European Political Theory I - Honors Core 3.00
POL 304 European Political Theory II - Honors Core 3.00
POL 400 State, Society, and the Individual: Hoxie Colloquium 3.00

Required Undergraduate Economics Courses
All of the following:
ECO 10 Introduction to Microeconomics 3.00
ECO 11 Introduction to Macroeconomics 3.00

Elective Undergraduate Economics Courses
Two courses/six credits from all ECO courses numbered 14 or above excluding ECO 95, 303 and 304

Required Graduate Public Administration Foundation Courses
All of the following:
MPA 501 Principles of Public Administration 3.00
MPA 502 Organizational Theory and Behavior in the Health and Public Sectors 3.00
MPA 503 Economic Environment and the Public Sector 3.00
MPA 505 Analytical Methods 3.00
MPA 506 Computer Based Management Systems 3.00

MPA 507 The Policy Process in Health Care and Public Administration 3.00

Required Graduate Public Administration Capstone Seminar Courses
All of the following:
MPA 707 Thesis Research Consultation 3.00
MPA 708 Thesis Research Consultation 3.00

Students must choose either a concentration in Public Administration or Nonprofit Management.

General Public Administration Concentration Requirements
Required Graduate General Public Administration Advanced Core Courses
All of the following:
PAD 602 Human Resource Administration in the Public Sector 3.00
PAD 603 Foundations of Budgeting and Finance in the Public Sector 3.00
PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector 3.00

Elective Graduate Public Administration Courses
Three courses/nine credits of the following:
PAD 712 Environmental Law and Administration 3.00
PAD 714 Seminar in the Politics of Environmental Control 3.00
PAD 715 Environmental Pollution Management 3.00
PAD 716 Coastal Zone Management 3.00
PAD 717 Environmental Impact Analysis 3.00
PAD 725 Governmental Regulation of Land Use 3.00
PAD 729 Environmental Planning 3.00
PAD 748 Managing Metropolitan Government 3.00
PAD 780 Current Issues in Public Administration 3.00

Nonprofit Management Concentration Requirements
Required Graduate Nonprofit Management Core Courses
All of the following:
NPM 650 Introduction to Nonprofit Management 3.00
NPM 651 Fundraising and Development for Nonprofit Organizations 3.00
NPM 652 Human Resource Management in Nonprofit Organizations 3.00
NPM 653 Financial Management in Nonprofit Organizations 3.00
NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations 3.00

Credit and GPA Requirements
Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 108
Minimum Graduate Credits: 42
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

B.A. in International Studies/ Master of Business Administration
This exciting accelerated degree program offers a 21st century alternative to traditional business education. Designed for today's interdependent world – where political and economic forces operate in a global arena – the 5-year program combines an undergraduate education in global studies with a comprehensive M.B.A. preparation in management, marketing, finance and world business. Upon graduation, students will be uniquely equipped for careers in multinational corporations, government and international organizations.

To further their understanding of world politics, global environmental issues and international business planning, students have the option of studying abroad for a junior-year semester at Long Island University's Global College centers in China or India.

The only program of its kind on Long Island,
the B.A. in International Studies/M.B.A. draws on the strengths of the LIU Post College of Liberal Arts and Sciences – renowned for its international studies offerings – and LIU Post's College of Management, which is one of the elite 5 percent of M.B.A. programs accredited by the Association to Advance Collegiate Schools of Business, and is regularly listed in The Princeton Review's "Best 296 Business Schools."

Upon successful completion of the required courses, students are awarded both a Bachelor of Arts in International Studies and the Master of Business Administration – a full year less than if the degrees were pursued separately. Because students take some graduate courses as undergraduates, this option offers significant savings in time and money.

The combined bachelor's and M.B.A. degree program requires the completion of 150 credits 111 undergraduate credits and 39 graduate credits for the M.B.A.

**ADMISSION REQUIREMENTS**

- **Freshmen:** 85 high school average and minimum SAT score of 1100 (minimum 570 Critical Reading) or ACT score of 24 (minimum 24 English)
- **Transfers:** Minimum 3.2 GPA and satisfactory completion of advancement interview
- **Admission to the M.B.A. Portion of the Degree Program:** Requires minimum undergraduate GPA of 3.4, submission of acceptable application package and competitive GMAT score

**B.A. in International Studies/Master of Business Administration**  
(Program Code 86347)

**Core Requirements**

In addition to all major requirements, students pursuing the B.A. in International Studies/Master of Business Administration must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
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</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits (ECO 10 and 11)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>12 credits*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits (MTH 5)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits (GGR 1 and 2)</td>
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</tbody>
</table>

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA and must show level 4 proficiency (see below)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
</tr>
</tbody>
</table>

**Elective Economics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/35</td>
<td>Global Cultures</td>
</tr>
<tr>
<td>ECO/7</td>
<td>Political Aspects of Economics</td>
</tr>
<tr>
<td>POL 25</td>
<td>Economic Geography</td>
</tr>
<tr>
<td>ECO 41</td>
<td>International Economics</td>
</tr>
<tr>
<td>ECO 42</td>
<td>Economics of Underdeveloped Countries</td>
</tr>
<tr>
<td>ECO 43</td>
<td>The Japanese Economy</td>
</tr>
<tr>
<td>ECO 44</td>
<td>The Transition Economies of Central Europe and the Former Soviet Union</td>
</tr>
<tr>
<td>ECO 45</td>
<td>Economics of the Middle East</td>
</tr>
<tr>
<td>ECO 46</td>
<td>Current Economic Issues</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
</tr>
<tr>
<td>ECO 54</td>
<td>History of Economic Thought</td>
</tr>
<tr>
<td>ECO 65</td>
<td>Money and Capital Markets</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>The West and the World to 1750</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
</tr>
<tr>
<td>HIS 136</td>
<td>Disease and History</td>
</tr>
<tr>
<td>HIS 138</td>
<td>History of American Militarism</td>
</tr>
<tr>
<td>HIS 140</td>
<td>The Ancient Middle East</td>
</tr>
<tr>
<td>HIS 141</td>
<td>Ancient Greece and the Mediterranean World</td>
</tr>
<tr>
<td>HIS 142</td>
<td>The Roman Empire</td>
</tr>
<tr>
<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
</tr>
<tr>
<td>HIS 144</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>HIS 145</td>
<td>Early Modern Europe</td>
</tr>
</tbody>
</table>
MBA 620 Managing Information Technology and e-Commerce 3.00
MBA 625 Global Business: Environment and Operations 3.00
MKT 11 Marketing Principles and Practices 3.00
MKT 70 International Business: The Firm & Environment 3.00

Required Graduate Management Perspective Courses

All of the following:
MBA 621 Financial Markets and Institutions 3.00
MBA 622 Competitive Marketing Strategy 3.00
MBA 623 Organizational Behavior 3.00
MBA 624 Operations Management 3.00

Elective Graduate Business Courses

Five courses/fifteen credits from all 700-level business courses (FIN, IBU, MAN, MIS, and MKT), BLW 701 and TAX 726.

Required Capstone Graduate Business Course

MBA 820 Business Policy 3.00

Credit and GPA Requirements

Minimum Total Credits: 153
Minimum Total Undergraduate Credits: 114
Minimum Graduate Credits: 39
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.20
Minimum Undergraduate Cumulative GPA: 3.20
Minimum Graduate GPA: 3.00

Joint Programs with College of Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Political Science
B.S. in Childhood Education (Grades 1 to 6) with Concentration in Political Science

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Political Science. This 30-credit program consists of courses in American and European political system along with electives from all areas of Political Science. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Political Science, please see the
All of the following:

**Required Political Science Courses**

**Government Requirements**

- POL 2 Introduction to American Politics 3.00

**Elective Political Science Courses**

At least four courses/twelve credits from the following:

- POL 26 European Political Theory I 3.00
- POL 27 European Political Theory II 3.00
- POL 31 American Constitutional Law I 3.00
- POL 32 American Constitutional Law II 3.00
- POL 35 The American Judicial Process 3.00
- POL 36 Public Opinion 3.00
- POL 37 Political Parties 3.00
- POL 38 Radical Movements and Politics of Change in the United States 3.00
- POL 39 American Government: State and Local 3.00
- POL 40 Women and the Anglo-American Legal Experience 3.00
- POL 44 Urban Government 3.00
- POL 46 American Foreign Policy I 3.00
- POL 47 American Foreign Policy II 3.00
- POL 48 Metropolitan-Area Problems 3.00
- POL 49 Politics and Personality: The American Context 3.00

**Minor in International Politics and Government Required Political Science Courses**

All of the following:

- POL 3 Introduction to Political Science 3.00
- POL 51 International Relations 3.00

**Elective Political Science Courses**

Two courses/six credits from the following:

- POL 21 American Political Theory 3.00
- POL 26 European Political Theory I 3.00
- POL 62 Research Seminar in International Studies 3.00
- POL 64 Introduction to Comparative Politics 3.00

AND three courses/nine credits from the following:

- POL 23 Modern China: Political Doctrines and Society 3.00
- POL 45 U.S. National Security 3.00
- POL 46 American Foreign Policy I 3.00
- POL 47 American Foreign Policy II 3.00
- POL 50 International Organization 3.00
- POL 52 Psychological Foundations of International Relations 3.00
- POL 53 International Law I 3.00
- POL 54 International Law II 3.00
- POL 55 Politics of the Developing Nations 3.00
- POL 56 World Affairs Since 1945 3.00
- POL 57 Asian Affairs Since 1945 3.00
- POL 58 Islam in World Politics 3.00
- POL 59 China in World Politics 3.00
- POL 65 Politics of the European Union 3.00
- POL 66 Government and Politics of South and Southeast Asia 3.00
- POL 67 Government and Politics of East Asia 3.00
- POL 68 Government and Politics of Western Europe 3.00
- POL 69 Government and Politics of Eastern Europe 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

**Minor in International Politics and Government**

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in International Politics and Government.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**MINORS**

**Minor in American Political Process**

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in American Political Process.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in American Political Process Requirements**

**Required Political Science Courses**

All of the following:

- POL 2 Introduction to American Politics 3.00

**Minor in International Politics and Government**

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in International Politics and Government.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.
### Credit and GPA Requirements

- Minimum Total Credits: 21
- Minimum Minor GPA: 2.25

### Minor in International Studies

Undergraduate students who are pursuing a major in another subject area can apply 30 credits of elective courses toward a minor in International Studies.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

#### Minor in International Studies Requirements

**Required International Studies Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
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<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
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</tbody>
</table>

**Elective International Studies Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/ 35</td>
<td>Global Cultures</td>
<td>3.00</td>
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<tr>
<td>ECO/ 7</td>
<td>Political Aspects of Economics</td>
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</tr>
<tr>
<td>ECO 21</td>
<td>Money and Banking</td>
<td>3.00</td>
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<td>ECO/ 25</td>
<td>Economic Geography</td>
<td>3.00</td>
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<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
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<td>3.00</td>
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<tr>
<td>ECO 43</td>
<td>The Japanese Economy</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 44</td>
<td>The Transition</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 45</td>
<td>Economics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 46</td>
<td>Current Economic Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 54</td>
<td>History of Economic Thought</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND two courses/six credits from the following:**

- **ANT/**
  - SOC
- **ECO/**
  - 7
  - POL
  - 25
- **GGR
  - 1

**Required Co-Related International Studies Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 1</td>
<td>The West and the World to 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 136</td>
<td>Disease and History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 138</td>
<td>History of American Militarism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 140</td>
<td>The Ancient Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 141</td>
<td>Ancient Greece and the Mediterranean World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 142</td>
<td>The Roman Empire</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 144</td>
<td>Medieval Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 145</td>
<td>Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 149</td>
<td>Love and Hate in the Middle Ages</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 150</td>
<td>The French Revolution</td>
<td>3.00</td>
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<tr>
<td>HIS 151</td>
<td>European Cultural History, 1600-1789</td>
<td>3.00</td>
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<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
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<tr>
<td>HIS 153</td>
<td>The Family in Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 160</td>
<td>Nineteenth-Century Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 161</td>
<td>Europe Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 162</td>
<td>Age of Catastrophes: Europe 1914-1945</td>
<td>3.00</td>
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<tr>
<td>HIS 163</td>
<td>Nazi Germany</td>
<td>3.00</td>
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<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
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<tr>
<td>HIS 168</td>
<td>Russia Since 1917</td>
<td>3.00</td>
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<tr>
<td>HIS 180</td>
<td>History of Israel and Palestine</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 183</td>
<td>History of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 184</td>
<td>The Making of Modern Japan, 1660 to the Present</td>
<td>3.00</td>
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<tr>
<td>HIS 185</td>
<td>Modern China, 1839 to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 186</td>
<td>History of Latin America: 1000 AD to 1810 AD</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Credit and GPA Requirements

#### Minimum Total Credits: 30

Minimum Minor GPA: 2.25

### Minor in Political Psychology

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Political Psychology.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

#### Minor in Political Psychology Requirements

##### Required Political Science/Psychology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 4</td>
<td>Political Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

##### Elective Political Psychology Courses

Three courses from the following:

- POL/S 19 Political Sociology
- OC

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 36</td>
<td>Public Opinion</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 49</td>
<td>Politics and Personality: The American Context</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 81</td>
<td>Political Leadership in Democratic Societies</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 84</td>
<td>The Executive Process</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Credit and GPA Requirements

Minimum Total Credits: 21

Minimum Minor GPA: 2.25

### Minor in Public Administration

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Public Administration.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

#### Minor in Public Administration Requirements

##### Required Public Administration Courses

All of the following:

- POL 34 Legislative Process
- POL 39 American Government: State and Local

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>POL 97</td>
<td>Public Administration Internship I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 98</td>
<td>Public Administration Internship II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Public Administration Courses

Three courses from the following:

- POL 80 Administrative Behavior
- POL 82 Introduction to Public Administration
- POL 83 Policy-Making in American Government
- POL 84 The Executive Process
- POL 88 The Contemporary Problems in Public Administration

#### Credit and GPA Requirements

Minimum Total Credits: 21

Minimum Minor GPA: 2.25

### Pre-Law Advisement

The Pre-Law Advisement Program provides students with a full range of academic and career advisement for those who plan to enroll in law school. Admission into a law school requires a bachelor's degree earned in any area of study. Many students considering careers as attorneys and legal professionals earn a bachelor's degree in a subject such as English, history, criminal justice, philosophy, political science, economics, public relations, business or education. LIU Post's academic programs equip students with the outstanding research, writing and critical thinking skills needed to pass law school entrance exams and to gain admittance into law school.

Through LIU Post's Cooperative Education Office, students have opportunities to intern in the legal field with federal district court judges, Nassau and Suffolk County officials, law firms and legal publishers. These internships often result in valuable recommendations to accompany law school applications.

A pre-law adviser assists each student to select the most appropriate courses for their undergraduate major to ensure a strong foundation for success in law school. Students enrolled in the Pre-Law Advisement Program also will receive support in preparing for the Law School Admissions Test (LSAT) and in applying for law school admission.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Period</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics</td>
<td>3</td>
<td>On Occasion</td>
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<tr>
<td></td>
<td>This course introduces the study of the</td>
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<td>Constitutional structure, major functions and</td>
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<td></td>
<td>operations of the national government. Must be</td>
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<td></td>
<td>taken by all Political Science majors. Special</td>
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<td></td>
<td>sections are offered for students in the Program for Academic Success (P</td>
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<td>sections) and for non-native</td>
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<td></td>
<td>speakers (F sections).</td>
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<td></td>
<td>Credits: 3</td>
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<tr>
<td></td>
<td>Every Fall, Spring and Summer</td>
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<tr>
<td>POL 2F</td>
<td>Introduction to American Politics</td>
<td>3</td>
<td>On Occasion</td>
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<tr>
<td></td>
<td>Same as POL 2. For international students only.</td>
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<tr>
<td>POL 2P</td>
<td>Introduction to American Politics</td>
<td>3</td>
<td>Every Spring</td>
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<td></td>
<td>Same as POL 2. For students in the Program for Academic Success.</td>
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<td></td>
<td>Four hours lecture/recitation.</td>
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<td></td>
<td>Must be in Program for Academic Success.</td>
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<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>Every Fall, Spring and Summer</td>
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<tr>
<td></td>
<td>This course is an analysis of the nature of the state,</td>
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<td>political power, law sovereignty and political ideologies. The</td>
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<td>stress is on analysis of contemporary</td>
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<td></td>
<td>concepts. Must be taken by all Political Science</td>
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<td>majors. Special sections are offered for students in the Program for</td>
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<td></td>
<td>Academic Success (P sections) and for non-native speakers (F sections).</td>
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<tr>
<td></td>
<td>Credits: 3</td>
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<tr>
<td>POL 3F</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>Annually</td>
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<tr>
<td></td>
<td>Same as POL 3. For international students only.</td>
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<td></td>
<td>Same as POL 1P prior to Fall 2014.</td>
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<tr>
<td>POL 3P</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>Every Fall</td>
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<td></td>
<td>Same as POL 3. For students in the Program for</td>
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<td>Academic Success.</td>
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<td></td>
<td>Four hours lecture/recitation.</td>
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<td></td>
<td>Must be in Program for Academic Success.</td>
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<tr>
<td>POL 4</td>
<td>Political Psychology</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course is an analysis of the relationship</td>
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<td></td>
<td>between psychological phenomena and the</td>
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<td></td>
<td>formation, maintenance and transformation of</td>
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<td></td>
<td>political beliefs and behavior.</td>
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<td></td>
<td>Credits: 3</td>
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<tr>
<td>POL 5</td>
<td>Ethnicity, Race and Politics</td>
<td>3</td>
<td>On Occasion</td>
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<tr>
<td></td>
<td>The influences of race and ethnicity on politics</td>
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<td></td>
<td>within selected states and regions of the world are</td>
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<td></td>
<td>covered in this course.</td>
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<tr>
<td>POL 7</td>
<td>Political Aspects of Economics</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course is an examination of the political</td>
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<td></td>
<td>aspects of economic institutions and processes with</td>
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<td>particular attention to the relationship of</td>
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<td></td>
<td>governments and markets on the</td>
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<td></td>
<td>domestic and international levels.</td>
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<tr>
<td>POL 10</td>
<td>Research Problems in Political Science</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course may be taken more than once by</td>
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<td></td>
<td>Political Science majors.</td>
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<tr>
<td>POL 15</td>
<td>Introduction to Research and Writing in Political Science</td>
<td>3</td>
<td>Annually</td>
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<td></td>
<td>This course will help students develop their skills in</td>
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<td></td>
<td>the field of political science.</td>
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<td>Students will develop their ability to read and analyze different</td>
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<td>types of literature in the discipline and they will learn to</td>
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<td>use and evaluate these sources in order to answer research</td>
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<td></td>
<td>questions. Pre requisite of POL 1 or POL 2 is required</td>
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<tr>
<td>POL 18</td>
<td>Women and Contemporary Politics</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course is an examination of the current</td>
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<td>political role of women and an evaluation of their</td>
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<td>impact on the political system.</td>
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<td>POL 19</td>
<td>Political Sociology</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course is an examination of power in society:</td>
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<td></td>
<td>definitions, theories, and studies of who has power to</td>
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<td></td>
<td>do what to whom. In addition, the course includes: the symbolic</td>
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<td></td>
<td>uses of politics, the politics of status, the subordination of</td>
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<tr>
<td></td>
<td>economics interests, the political roles of intellectuals, voting and</td>
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<td>political participation, democracy, totalitarianism and</td>
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<td></td>
<td>mass society. Same as SOC 19.</td>
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<tr>
<td>POL 21</td>
<td>American Political Theory</td>
<td>3</td>
<td>On Occasion</td>
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<tr>
<td></td>
<td>Origin and nature of political theory in the United States is reflected</td>
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<td>in the writings of American</td>
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<tr>
<td></td>
<td>political theorists from colonial times to the present.</td>
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<td>POL 22</td>
<td>Asian Political Theory</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>This course is an analysis and discussion of selected</td>
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<td>writers and doctrines in the tradition of Asian</td>
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<td>thought about politics and society from the</td>
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<td></td>
<td>classical period to the present.</td>
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<tr>
<td>POL 23</td>
<td>Modern China Political Doctrines and Society</td>
<td>3</td>
<td>On Occasion</td>
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<td></td>
<td>The influence of political thought on societal change in</td>
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<td>modern China from the late Imperial Period to</td>
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<td>the present is examined.</td>
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<tr>
<td>POL 25</td>
<td>Greek Political Theory</td>
<td>3</td>
<td>On Occasion</td>
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<tr>
<td></td>
<td>This course is an intensive study of Greek political theory with</td>
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<td>special emphasis on the works of</td>
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<td>Plato and Aristotle plus an analysis of the major</td>
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<td>philosophical premises of the Stoc and Epicurean schools. Specific</td>
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<td>topics include the Hellenic theory of human nature, the</td>
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<td>notion of cosmos, political</td>
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<td>psychology, the teleological view of the state, the concept of</td>
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<td>justice and the development of natural</td>
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<td>POL 28</td>
<td>Machiavelli and Machiavellianism: the Acquisition, the Exercise and</td>
<td>3</td>
<td>On Occasion</td>
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<td>the Maintenance of Power</td>
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<td>This course is a study of the main ideas of</td>
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<td>Machiavelli and their impact on</td>
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<td>modern political thought. Selected works of Machiavelli and his</td>
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<td>followers are analyzed and discussed.</td>
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<td>POL 29</td>
<td>Problems in Contemporary Political Theory</td>
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<td>On Occasion</td>
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<td>This course is an analysis of selected problems of</td>
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<td>contemporary political ideologies in relation to</td>
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<td>their political, social and intellectual backgrounds. Stress is</td>
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<td>given to liberalism, socialism, communist, fascism and</td>
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<td>conservatism.</td>
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<td>POL 31</td>
<td>American Constitutional Law I</td>
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<td>This course covers American constitutional law, its</td>
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<td>historical evolution and the Supreme Court as a</td>
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<td>political institution. Emphasis is placed on civil</td>
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rights and civil liberties.
Credits: 3
Every Fall

POL 32 American Constitutional Law II
This course covers American Constitutional law, its historical evolution and the Supreme Court as a political institution. Attention is given to federal courts and the law, the federal system, powers of the various branches of government, economic regulation and taxation.
Credits: 3
Every Fall

POL 33 Law and Film
This course uses films to illuminate themes that are central to our understanding of law and judicial politics. These themes include the relationship between law and justice, the ways in which law is practiced and taught, and the role that courts and trials play in a political system.
Credits: 3
On Occasion

POL 34 Legislative Process
This course covers legislative bodies particularly Congress, the New York legislature, and the City Council of New York; the effect political parties exercise and the bureaucracy, pressure groups and public opinion.
Credits: 3
On Occasion

POL 35 The American Judicial Process
This course covers the structure and function of judicial systems; organization, administration, and politics of judicial bureaucracies; roles of judges, juries, counsel, litigants and interest groups in the adjudication process.
Credits: 3
On Occasion

POL 36 Public Opinion
This course covers the nature and formation of public opinion and its role in political and social affairs; influence of leadership, pressure groups and propaganda; areas of consensus; efforts to measure public opinion.
Credits: 3
On Occasion

POL 37 Political Parties
This course covers the development, organization, and activities of American political parties and the social and political conditions that influence their character and purpose.
Credits: 3
On Occasion

POL 38 Radical Movements and Politics of Change in the United States
This course studies the growth of organizations and associations representing the interests of the radical movements in the United States and their impact on the political scene.
Credits: 3
On Occasion

American foreign policy goals, strategies, and tactics from the 18th century to World War II. Particular attention is devoted to constitutional issues and the decision-making process.
Credits: 3
On Occasion

POL 47 American Foreign Policy II
This course covers contemporary issues in the formulation and implementation of American foreign policy.
Credits: 3
On Occasion

POL 48 Metropolitan-Area Problems
This course uses an interdisciplinary approach to current problems of the metropolitan region. The course examines major issues from the viewpoint of the social sciences. A seminar approach is used with emphasis on writing a paper under the supervision of an instructor.
Credits: 3
On Occasion

POL 49 Politics and Personality: The American Context
This course focuses on the impact of personality on politics. An examination is made of the meaning of "personality" in political science and the responsiveness of the political environment to the psychological aspect of political performance by citizens, activists and leaders. Political style, behavior and choices are viewed in relation to concepts of identity and need, conflict management, etc.
Credits: 3
On Occasion

POL 50 International Organization
A study of the origins, role, structure and function of international institutions essential to an understanding of the global system and its attempts at organization. Possible areas of study include the United Nations, the European Union, and World Trade Organizations.
Credits: 3
On Occasion

POL 51 International Relations
This course considers the development and characteristics of relations among states, national policy, sources of strength and weaknesses in the policies of states, actual and potential importance of areas of the world in determining the course of world events. Must be taken by all Political Science majors.
Credits: 3
Every Fall

POL 52 Psychological Foundations of International Relations
This course is an examination of the psychological factors affecting interactions (behavior) among nations with an emphasis on perception and misperception, aggression, the management of
### POL 51 Comparative Analysis of Dictatorships
This course is an analysis of the institutions, processes, and theoretical foundations of government and politics from the Imperial period to the present.

**Credits:** 3  
**On Occasion**

### POL 52 Comparative Politics
This course is a comparative analysis of government and politics in selected state systems in the contemporary global community.

**Credits:** 3  
**Every Fall and Spring**

### POL 53 International Law I
This course is a study of the concepts of sovereignty and the international community and the development of international organizations from ancient times to the creation of the United Nations.

**Credits:** 3  
**On Occasion**

### POL 54 International Law II
This course is a study of international law to determine its development, changing nature, and the various methods used to enforce it, with special reference to codes of conduct, rights of nationals abroad and the treaties and conventions that make up this body of law.

**Credits:** 3  
**On Occasion**

### POL 55 Politics of the Developing Nations
This course is a survey of problems of new nations as developing areas, trends in political structure and ideologies, problems of economic development, relationships to existing great powers.

**Credits:** 3  
**On Occasion**

### POL 56 World Affairs since 1945
This course studies the impact of World War II upon the state system, the cold war and the development of bipolar international politics, the United Nations as an instrument for international order and security, the decline of the colonial system and the emergence of new states, development of the People's Republic of China and Western Europe as new power centers.

**Credits:** 3  
**On Occasion**

### POL 57 Asian Religions in World Politics
The doctrines, practices, and institutions of selected Asian religions with special attention to their role in contemporary world politics are examined in this course.

**Credits:** 3  
**On Occasion**

### POL 58 Islam in World Politics
This course is a study of the doctrines and practices of Islam with special attention to its current impact on social, economic and political developments in Asia, Africa and the Middle East.

**Credits:** 3  
**On Occasion**

### POL 59 China in World Politics
This course is an analysis and discussion of the international politics and foreign relations of China.

**Credits:** 3  
**On Occasion**

### POL 60 Modern China: Political Doctrines and Society
The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.

**Credits:** 3  
**On Occasion**

### POL 61 Modern China: Political Doctrines and Society
This course is a study of a major current problem of an international nature. The roots of the conflict, its historical development, the viewpoints of the various parties involved, its proposed solutions and its international implications are analyzed and evaluated. The topic for in-depth research varies each time the course is offered.

**Credits:** 3  
**On Occasion**

### POL 62 Research Seminar in International Studies
This course is a survey of the major concepts, problems of modern dictatorship using communist and fascist political systems for comparative purposes.

**Credits:** 3  
**On Occasion**

### POL 63 Research Seminar in International Studies
This course is a study of the impact of World War II upon the state system, the cold war and the development of bipolar international politics, the United Nations as an instrument for international order and security, the decline of the colonial system and the emergence of new states, development of the People's Republic of China and Western Europe as new power centers.

**Credits:** 3  
**On Occasion**

### POL 64 Introduction to Comparative Politics
This course is a comparative analysis of government and politics in selected state systems in the contemporary global community.

**Credits:** 3  
**Every Fall and Spring**

### POL 65 Politics of the European Union
This course covers the history, institutions and selected policies of the European Union.

**Credits:** 3  
**On Occasion**

### POL 66 Government and Politics of South and Southeast Asia
This course covers political developments in South and Southeast Asia in the 20th century such as colonialism and the nationalist revolts, new governments their problems and politics, conflicts of interest of the great powers.

**Credits:** 3  
**On Occasion**

### POL 67 Government and Politics of East Asia
This course is an examination of the political institutions and processes of China, Japan and Korea.

**Credits:** 3  
**On Occasion**

### POL 68 Government and Politics of Western Europe
This course covers internal government structures, principles and practices of leading Western European powers.

**Credits:** 3  
**On Occasion**

### POL 69 Government and Politics of Eastern Europe
This course covers internal government structures, principles and practices of leading Eastern European powers.

**Credits:** 3  
**On Occasion**

### POL 70 Government and Politics of the Middle East
This course covers internal government structures, principles and practices of selected countries in the Middle East.

**Credits:** 3  
**On Occasion**

### POL 71 Russian Government and Politics
This course is an analysis of the institutions, processes and theoretical foundations of government and politics from the Imperial period to the present.

**Credits:** 3  
**On Occasion**

### POL 72 Government and Politics of Africa
This course covers the internal government structures, principles and practices of selected countries in Africa.

**Credits:** 3  
**On Occasion**

### POL 73 Government and Politics of Latin America
This course covers the internal structures, principles and practices of leading Latin American countries.

**Credits:** 3  
**On Occasion**

### POL 74 Comparative Analysis of Dictatorships
This course is an analysis and discussion of selected problems of modern dictatorship using communist and fascist political systems for comparative purposes.

**Credits:** 3  
**On Occasion**

### POL 75 Political Elites
This course is a survey of the major concepts, theories, and approaches to political leadership that focuses on the recruitment, socialization, and circulation of those who rule, elite/mass relations and the role of elites in the policy process.

**Credits:** 3  
**On Occasion**

### POL 76 Violence in Contemporary Politics
This course is an analytic study of the background, causes, motivations, possible justifications and impact of political violence in modern times.

**Credits:** 3  
**On Occasion**

### POL 77 Administrative Behavior
This course covers the concepts and theories of administrative and organizational behavior. A survey of the literature on administrative patterns will be provided, with special attention to public organization, decision-making, leadership and small-group behavior in the social system bureaucracy.

**Credits:** 3  
**Every Fall**
POL 81 Political Leadership in Democratic Societies
This course is a study of the theory and practices of leadership applied to selected democratic societies. Credits: 3
On Occasion

POL 82 Introduction to Public Administration
This course studies the structures and operations of the American administrative system with a review of some problems inherent in bureaucracy. Credits: 3
On Occasion

POL 83 Policy-Making in American Government
This course studies the emphasis on policymaking at different levels of national, state, and local government. It includes an analysis of relationships of political inputs to policy outputs; evolution of the results of the policy process; relationship to the democratic process and the limitations. Credits: 3
On Occasion

POL 84 The Executive Process
This course examines the requirements of institutional leadership; internal and external communications; the selections, use and evaluation of staff; advice; patterns of delegation and control; and political relations. Credits: 3
On Occasion

POL 88 Contemporary Problems in Public Administration
This course is a senior seminar examining selected issues in public administration. May be repeated with the permission of the chair. Credits: 3
On Occasion

POL 90 Senior Seminar in Politics and Government
Seniors majoring in Political Science consider a given topic chosen by the instructor. The topic varies from year to year. Credits: 3
On Occasion

POL 93, 93A, 93B, 93C, 93L Political Science Internship I
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law. Credits: 3
Annually

POL 94, 94A, 94B, 94C, 94L Political Science Internship I
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law. Prerequisite of 3.0 average and the permission of the department chair. Credits: 3

POL 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology. Same as ECO 95, GGR 95, HIS 95 and SOC 95. Prerequisite of Adolescent Education Social Studies major is required. Credits: 3
Annually

POL 97 Public Administration Internship I
Placement within a government agency provides administrative experience in the operations of the public sector. Prerequisite of junior or senior status and Political Science major. Credits: 3
On Occasion

POL 98 Public Administration Internship II
Placement within a government agency provides administrative experience in the operations of the public sector. Prerequisite of junior or senior status and Political Science major. Credits: 3
Annually

POL 303 European Political Theory I - Honors Core
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Plato to Machiavelli. Must be in Honors College Credits: 3
Every Fall

POL 304 European Political Theory II - Honors Core
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Machiavelli to the modern world. Must be in Honors College Credits: 3
Every Spring

POL 400 State, Society, and the Individuals Hoxie Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science, International Studies and Sociology/Anthropology. The faculty member leading the colloquium's topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department. Same as ANT 400, ECO 400, GGR 400, HIS 400 and SOC 400. Prerequisite of Senior status is required. Credits: 3
On Occasion

POL 422 Global Affairs Since 1945
This class will combine a close examination of international relations (IR) theories, with real world issues and events. We will begin with theoretical discussions about how IR scholars study and understand world events. The class then discusses the major events of the Cold War and changes in both our thinking about world politics and events since the end of the Cold War in 1990. The second half of the semester will focus on current events that include national security issues, as well as economic issues, and questions of human welfare.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY. Credits: 3
On Occasion

POL 423 American Foreign Policy: Past, Present and Future
This course covers the history of American foreign policy since 1945. We will analyze past, and current policy questions, and look at the future of U.S. Policy. We will focus on policy evaluation. What consequences did these policies produce for the U.S. and for the rest of the international community? Were these decisions good or bad for American foreign policy? How much does American Foreign Policy affect the world we live in?
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY. Credits: 3
On Occasion
survey of current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such knowledge is obtained, and be given the opportunity to study basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge. Our faculty’s expertise spans many areas, including marriage and family, hypnosis, sexuality, adolescent behavior, neuroscience, psychotherapy, developmental disabilities and learning and memory.

ADMISSION REQUIREMENTS
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Psychology

Core Requirements
In addition to all major requirements, students pursuing the B.A. in Psychology must satisfy all Core curriculum requirements as follows:
- POST 101 First-Year Composition 1 credit
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (may be satisfied in major)
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits (may be satisfied in major)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

<table>
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<tr>
<th>Required Introductory Psychology</th>
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<tbody>
<tr>
<td>Sequence</td>
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<td>One of the following sequences:</td>
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<tr>
<td>PSY 1 General Psychology I 3.00</td>
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<tr>
<td>PSY 2 General Psychology II 3.00</td>
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<td>OR</td>
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Required Psychology Courses

All of the following:
- PSY 21 Experimental Psychology I 4.00
- PSY 22 Experimental Psychology II 4.00
- PSY 53 Psychological Statistics I 4.00

Elective Psychology Courses
If PSY 1 and 2 are taken, eighteen credits of the following are required. If PSY 3 and 4 are taken, sixteen credits of the following are required.
- PSY 15 Critical Thinking 3.00
- PSY 23 Behavioral Economics 3.00
- PSY 24 Psychological Tests and Measurements 3.00
- PSY 25 Developmental Psychology: Childhood 3.00
- PSY 26 Developmental Psychology: Adolescence 3.00
- PSY 27 Play and Play Therapy 3.00
- PSY 28 Assessment of Stress and Coping in Children and Adolescents 3.00
- PSY 29 Developmental Disabilities 3.00
- PSY 30 Personality: Research and Theory 3.00
- PSY 32 Social Psychology 3.00
- PSY 34 Advanced Issues in Social Psychology 3.00
- PSY 35 Trauma and Disaster Psychology 3.00
- PSY 36 Environmental Psychology 3.00
- PSY 37 Neuroscience 3.00
- PSY 39 Psychopharmacology 3.00
- PSY 40 The Psychology of Gender 3.00
- PSY 41 Special Topics in Psychology 1.00 (may only be taken once to satisfy this requirement)
- PSY 42 Human Neuropsychology 3.00
- PSY 43 Forensic Psychology: The Law and Human Behavior 3.00
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PSY 44 Differential Diagnosis of Central Nervous System Disorders 3.00
PSY 47 Industrial and Organizational Psychology 3.00
PSY 54 Psychological Statistics II 3.00
PSY 57 Cognitive Psychology 3.00
PSY 58 Animal Learning and Cognition 3.00
PSY 60 Sensation and Perception 3.00
PSY 61 Historical Foundations of Contemporary Psychology 3.00
PSY 62 Learning and Memory 3.00
PSY 63 Abnormal Psychology 3.00
PSY 64 Systems and Theories of Psychotherapy 3.00
PSY 65 Humanistic Psychology 3.00
PSY 67 Comparative Psychology 3.00
PSY 68 Psychosomatics: Bodily Protest 3.00
PSY 70 Developmental Psychology: Adulthood and Aging 3.00
PSY 71 Practicum in the Teaching of Psychology I 3.00
PSY 72 Practicum in the Teaching of Psychology II 3.00
PSY 75 Applied Behavior Analysis 3.00
PSY 76 Practicum in Psychology I 3.00
PSY 77 Practicum in Psychology II 3.00
PSY 78 Advanced Issues in Applied Behavior Analysis 3.00
PSY 91 Problems in Psychological Research I 1.00
PSY 92 Problems in Psychological Research II 3.00
PSY 99 Field Study of Wild Dolphin Social Behavior 3.00
PSY 324 Field Study of Wild Dolphin Social Behavior 3.00
PSY 359 Honors Advanced Elective 3.00
PSY 385 Honors Tutorial 3.00
PSY 386 Honors Tutorial 3.00

PSY 389 Honors Thesis 3.00
PSY 390 Honors Thesis 3.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. in Psychology

The Bachelor of Science in Psychology is designed specifically for students who intend to continue their study of psychology at the graduate level, either in research or clinical programs. This comprehensive degree program also is a suitable major for pre-medical students. You will study general and experimental psychology, neuroscience and psychological statistics, and have access to a wide range of fascinating electives to satisfy your psychology course requirements. In addition, the 120-credit program includes required courses in mathematics, biology and chemistry and electives from the fields of political science, economics, sociology, geography, anthropology and fine arts.

As a psychology major, you will undertake a survey of current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such knowledge is obtained, and be given the opportunity to study in greater depth basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Psychology

(Program Code: 06449)

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Psychology must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
  - First-Year Composition 6 credits
  - Economics/Political Science 6 credits
  - Fine Arts 3 credits

Major Requirements

Required Introductory Psychology Sequence

One of the following sequences:

- PSY 1 General Psychology I 3.00
- PSY 2 General Psychology II 3.00
- OR
- PSY 3 Principles of Psychology I 4.00
- PSY 4 Principles of Psychology II 4.00

Required Psychology Courses

All of the following:

- PSY 21 Experimental Psychology I 4.00
- PSY 22 Experimental Psychology II 4.00
- PSY 53 Psychological Statistics I 4.00
- PSY 54 Psychological Statistics II 3.00

Elective Psychology Courses

If PSY 1 and 2 are taken, fifteen credits of the following are required. If PSY 3 and 4 are taken, thirteen credits of the following are required.

- PSY 15 Critical Thinking 3.00
- PSY 23 Behavioral Economics 3.00
- PSY 24 Psychological Tests and Measurements 3.00
- PSY 25 Developmental Psychology: Childhood 3.00
- PSY 26 Developmental Psychology: Adolescence 3.00
- PSY 27 Play and Play Therapy 3.00
- PSY 28 Assessment of Stress and Coping in Children and Adolescents 3.00
- PSY 29 Developmental Disabilities 3.00
- PSY 30 Personality: Research and Theory 3.00
- PSY 32 Social Psychology 3.00

History/Philosophy 6 credits
Laboratory Science 8 credits (BIO 103 and 104)
Language/Literature 6 credits
Mathematics 4 credits (MTH 7)
Social Sciences 6 credits (may be satisfied in major)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.
### Elective Psychology Courses

If PSY 1 and 2 are taken, eighteen credits of the following are required. If PSY 3 and 4 are taken, sixteen credits of the following are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
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<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
<td>3.00</td>
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**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 3</td>
<td>Principles of Psychology I</td>
<td>4.00</td>
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<tr>
<td>PSY 4</td>
<td>Principles of Psychology II</td>
<td>4.00</td>
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### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

### Joint Programs with College of Education, Information and Technology

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Psychology**

- **B.S. in Childhood Education (Grades 1 to 6) with Concentration in Psychology**

  Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Psychology. This 30- to 32-credit program consists of courses in introductory Psychology and electives from all areas of Psychology. Courses which are part of this concentration may not be taken on a pass/fail basis.

  For information about these programs and the concentration in Psychology, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

## MINORS

### Minor in Psychology

Undergraduate students who are pursuing a major in another subject area can apply 24 credits of elective courses toward a minor in Psychology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

### Minor in Psychology Requirements

**Required Introductory Psychology Sequence**

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3</td>
<td>Principles of Psychology I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 4</td>
<td>Principles of Psychology II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

## Required Co-Related Courses

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
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**AND one of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 3S</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Joint Programs with College of Education, Information and Technology

- **B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Psychology**

  Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Psychology. This 30- to 32-credit program consists of courses in introductory Psychology and electives from all areas of Psychology. Courses which are part of this concentration may not be taken on a pass/fail basis.

  For information about these programs and the concentration in Psychology, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

## MINORS

### Minor in Psychology

Undergraduate students who are pursuing a major in another subject area can apply 24 credits of elective courses toward a minor in Psychology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

### Minor in Psychology Requirements

**Required Introductory Psychology Sequence**

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3</td>
<td>Principles of Psychology I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 4</td>
<td>Principles of Psychology II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Elective Psychology Courses

If PSY 1 and 2 are taken, eighteen credits of the following are required. If PSY 3 and 4 are taken, sixteen credits of the following are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 15</td>
<td>Critical Thinking</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 21</td>
<td>Experimental Psychology I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 22</td>
<td>Experimental Psychology II</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 23</td>
<td>Behavioral Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 24</td>
<td>Psychological Tests and Measurements</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 25</td>
<td>Developmental Psychology: Childhood</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 26</td>
<td>Developmental Psychology: Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 27</td>
<td>Play and Play Therapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 28</td>
<td>Assessment of Stress and Coping in Children and Adolescents</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 29</td>
<td>Developmental Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 30</td>
<td>Personality: Research and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 32</td>
<td>Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 34</td>
<td>Advanced Issues in Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 35</td>
<td>Trauma and Disaster Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 36</td>
<td>Environmental Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 37</td>
<td>Neuroscience</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 39</td>
<td>Psychopharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 40</td>
<td>The Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 41</td>
<td>Special Topics in Psychology (may only be taken once to satisfy this requirement)</td>
<td>1.00-3.00</td>
</tr>
<tr>
<td>PSY 42</td>
<td>Human Neuropsychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 43</td>
<td>Forensic Psychology: The Law and Human Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 44</td>
<td>Differential Diagnosis of Central Nervous System Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 47</td>
<td>Industrial and Organizational Psychology</td>
<td>3.00</td>
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<tr>
<td>PSY 53</td>
<td>Psychological Statistics I</td>
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<tr>
<td>PSY 54</td>
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<tr>
<td>PSY 57</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSY 58</td>
<td>Animal Learning and Cognition</td>
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<tr>
<td>PSY 60</td>
<td>Sensation and Perception</td>
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<tr>
<td>PSY 61</td>
<td>Historical Foundations of Contemporary Psychology</td>
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<tr>
<td>PSY 62</td>
<td>Learning and Memory</td>
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<tr>
<td>PSY 63</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 64</td>
<td>Systems and Theories of Psychotherapy</td>
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</tr>
<tr>
<td>PSY 65</td>
<td>Humanistic Psychology</td>
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<tr>
<td>PSY 67</td>
<td>Comparative Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 68</td>
<td>Psychosomatics: Bodily Protest</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 70</td>
<td>Developmental Psychology: Adulthood and Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 71</td>
<td>Practicum in the Teaching of Psychology I</td>
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<tr>
<td>PSY 72</td>
<td>Practicum in the Teaching of Psychology II</td>
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</tr>
<tr>
<td>PSY 75</td>
<td>Applied Behavior Analysis</td>
<td>3.00</td>
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<tr>
<td>PSY 76</td>
<td>Practicum in Psychology I</td>
<td>3.00</td>
</tr>
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<td>PSY 77</td>
<td>Practicum in Psychology II</td>
<td>3.00</td>
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<tr>
<td>PSY 91</td>
<td>Problems in Psychological Research I</td>
<td>1.00</td>
</tr>
<tr>
<td>PSY 92</td>
<td>Problems in Psychological Research II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 99</td>
<td>Field Study of Wild Dolphin Social Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Field Study of Wild Dolphin Social Behavior</td>
<td>3.00</td>
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<tr>
<td>PSY 359</td>
<td>Honors Advanced Elective</td>
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<tr>
<td>PSY 385</td>
<td>Honors Tutorial</td>
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<tr>
<td>PSY 386</td>
<td>Honors Tutorial</td>
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<tr>
<td>PSY 389</td>
<td>Honors Thesis</td>
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<tr>
<td>PSY 390</td>
<td>Honors Thesis</td>
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</tbody>
</table>

**Credit and GPA Requirements**
Minimum Total Credits: 24
Minimum Minor GPA: 2.25
Psychology Courses

PSY 1 General Psychology I
This course is a survey of the principles of psychology. Learning, motivation, emotion, sensation, perception, statistical methods and the biological basis of behavior are among the topics covered. Not open to students who have taken PSY 3.
Not open to students who have taken PSY 3.
Credits: 3
Every Fall, Spring and Summer

PSY 2 General Psychology II
This course is a continuation of General Psychology I including cognitive functions, intelligence, personality, abnormal behavior, therapies, social and applied psychology. Not open to students who have taken PSY 4.
Pre-requisite of PSY 1 is required.
Not open to students who have taken PSY 4.
Credits: 3
Every Fall, Spring and Summer

PSY 3 Principles of Psychology I
This course is an introduction to the scientific study of behavior with emphasis on the physiological bases of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken PSY 1.
Three hours lecture, three hours laboratory.
Not open to students who have taken PSY 1.
Credits: 4
Every Fall

PSY 4 Principles of Psychology II
This course is a continuation of the scientific study of behavior, with emphasis on areas of applied psychology. Topics include social psychology, personality and psychopathology, developmental psychology, and tests and measurement. Not open to students who have taken PSY 2.
Three hours lecture, three hours laboratory.
Pre-requisite of PSY 3 is required.
Not open to students who have taken PSY 2.
Credits: 4
Every Spring

PSY 11 Educational Psychology
This course introduces aspects of psychology related to the learning process that can be applied to PK-12 classroom experiences. Specific topics include behavioral, cognitive, and constructivist theories of learning and their applications; aspects individual and group differences, including varying perspectives on intelligence; and theories of motivation and their application.
Credits: 3
On Occasion

PSY 15 Critical Thinking
This course is an examination of the behavioral and social underpinnings of superstition and false beliefs. Distinction will be made between testable scientific theories and pseudoscience.
Pre-requisite of PSY 2 or PSY 4 are required.
Credits: 3
On Occasion

PSY 21 Experimental Psychology I
This course is an introduction to the philosophy of science and the basic principles of research. The design of observational, correlational, and experimental research is covered. Representative experiments are performed, analyzed and reported in written form. In order to complete this course, students will need to serve as subjects in one research project conducted by a member of the Psychology Department. Five hours lecture and laboratory.
Pre-requisites of PSY 2 or 4 and PSY 53 are required.
Credits: 4
Every Fall and Spring

PSY 22 Experimental Psychology II
This course is an advanced treatment of research methods and content in the areas of learning, neuroscience methods, perception and cognition or social psychology. The topic area is determined by the instructor. Practical experience in experimental design, execution, analysis of research, and the writing of research reports is included. In order to complete this course, students will need to serve as subjects in one research project conducted by a member of the Psychology Department. Five hours lecture and laboratory.
Pre-requisite of PSY 21 is required.
Credits: 4
Every Fall and Spring

PSY 23 Behavioral Economics
This course describes how the use of evidence from psychology can improve the predictive power of standard economic theories. Standard economic theories represent human beings in ways that are often different from how they really behave. Evidence suggests that human behavior diverges often from standard notions of economic rationality in predictable ways. Predictions about individual behavior are more accurate and the policies of governments are more effective when this evidence is effectively used. This course is a non-technical introduction to the intersection of psychology and economics.
Same as ECO 23.
Credits: 3
On Occasion

PSY 24 Psychological Tests and Measurements
A study of techniques used to evaluate intelligence and personality with special emphasis on projective tests. Students are asked to do original research based upon actual test data.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 25 Developmental Psychology Childhood
Behavior and development during childhood is covered. Focus is on normal physical, intellectual, emotional, and social growth and development.
Pre-requisite of PSY 1 is required.
Credits: 3
Every Fall and Spring

PSY 26 Developmental Psychology Adolescence
Behavior and development during adolescence is covered. Focus is on normal physical, intellectual, emotional, and social growth and development.
Pre-requisite of PSY 1 is required.
Credits: 3
Every Fall and Spring

PSY 27 Play and Play Therapy
This course examines the stressors and normative adaptive and maladaptive coping strategies of children and adolescents. Students will learn specific stress reducing individual and group techniques. Student assessment skills will be developed through behavioral observation of preschoolers and interviews with tweens and teens.
Credits: 3
On Occasion

PSY 28 Assessment of Stress and Coping in Children and Adolescents
This course examines the stressors and normative adaptive and maladaptive coping strategies of children and adolescents. Students will learn specific stress reducing individual and group techniques. Student assessment skills will be developed through behavioral observation of preschoolers and interviews with tweens and teens.
Credits: 3
On Occasion

PSY 29 Developmental Disabilities
This course is a survey of the etiology and treatment of a wide range of developmental disabilities including autism, intellectual impairment, defects in perceptual development and learning disabilities.
Credits: 3
On Occasion

PSY 30 Personality Research and Theory
This course is a survey of major personality theories. Their historical development and current research are among the topics covered.
A Prerequisite or Corequisite of PSY 1 is required.
Credits: 3
Every Fall

PSY 32 Social Psychology
The interpersonal influence on human behavior, involving empirical and theoretical literature in social psychological processes, with particular emphasis on applied problems.
A prerequisite of PSY 1 or PSY 3 is required.
Credits: 3
Every Fall

PSY 34 Advanced Issues in Social Psychology
This course offers students an opportunity to learn more about specific topics within social psychology. The course will cover in detail one aspect of social psychology, such as persuasion and attitude change, prejudice and stereotyping, social cognition, applications of social psychology. May not be taken more than once even if topic is different.
Credits: 3
On Occasion

PSY 35 Trauma and Disaster Psychology
Through an investigation of actual natural/man-made disasters, war, acts of interpersonal and sexual violence, cases of child abuse and terrorist attacks, this course will help students increase their understanding of the impact of psychology trauma and loss on individuals, families, and the community.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 36 Environmental Psychology
Emphasis is placed on human adaptation to the built and natural environment. Topics include: architecture and the use of space, housing and home, residential mobility, privacy, crowding, and environmental stress.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 37 Neuroscience
This course is a survey of neural base of behavior. Topics will include the sensory system (e.g., vision and audition), neuroanatomy and neurotransmitter. Brain structure will be associated with neurological functions and dysfunction (e.g. schizophrenia, depression, stroke, Alzheimer's and Parkinson's disease. Finally, neural correlates of "sleep", "movement" and "learning" will be covered.
Pre-requisite of PSY 1 or 3 is required.
Credits: 3
Every Fall

PSY 39 Psychopharmacology
This course is a survey of drugs that affect behavior. The course usually begins with the fundamentals of nervous system structure and function, briefly covers techniques for assessment of drug effects, and then scrutinizes representative depressants, tranquilizers, antidepressants, and stimulants and concludes by examining the opiates, the hallucinogens, and marijuana.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
Every Fall

PSY 40 The Psychology of Gender
The psychological influences on the nature and development of women and men are examined from social learning, psychoanalytic, and cognitive-perceptual viewpoints. Topics include family and work roles, sexual identity, interpersonal attraction, friendship, achievement and health.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
Every Spring

PSY 41 Special Topics in Psychology
The instructor chooses a study of selected topics in psychology. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different, but only for general elective credit.
Credits: 1 to 3
On Occasion

PSY 42 Human Neuropsychology
An advanced treatment of the study of the human brain and its relation to behavior. Students will review neuroanatomy and the basic principles of brain function. The main focus of the course will be on the neurological basis of cognition and behavior, neurological issues and disorders, and applied human neuropsychology.
Credits: 3
On Occasion

PSY 43 Forensic Psychology: The Law and Human Behavior
This course covers psychological principles and practices applied to the legal system. Expert testimony, relevancy of mental illness, competencies, abuse and trauma are among the topics covered.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 44 Differential Diagnosis of Central Nervous System Disorders
This course will primarily focus on disorders of the central nervous system. It will introduce the student to the standard neurological approaches for diagnosing diseases associated with the brain and spinal cord. It will include some clinical disorders such as cancer (e.g., neoplasms, gliomas, meningiomas), myasthenia gravis, migraines, diseases of the spine and skull (e.g., cervical spondylosis, syringomelia) and motor neuron diseases.
Pre-requisite of PSY 37 is required.
Credits: 3
On Occasion

PSY 47 Industrial and Organizational Psychology
This course examines the application of psychological principles and techniques to various organizational situations. Topics covered usually include selection and attitude measurement, management development, employment problems, and man-machine relationships. The principles taught are applicable in health care, educational and industrial organizations.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 49 Psychology of Aging
This course examines the aging process, the psychological and social aspects of aging, the geriatric workplace, the family of the elderly, and the psychological impact of aging.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 50 Social Psychology
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 51 Advanced Issues in Social Psychology
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 52 Clinical Psychology
This course covers psychological principles and current research in clinical psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
Pre-requisite of PSY 1 or 3 or permission of instructor is required.
Credits: 3
On Occasion

PSY 53 Psychological Statistics I
This course covers psychological principles and current research in clinical psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 54 Psychological Statistics II
This course covers psychological principles and current research in clinical psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 55 Multicultural Psychology
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 56 Developmental Psychology
This course examines the application of psychological principles and techniques to various organizational situations. Topics covered usually include selection and attitude measurement, management development, employment problems, and man-machine relationships. The principles taught are applicable in health care, educational and industrial organizations.
Pre-requisite of PSY 2 or 4 is required.
Credits: 3
On Occasion

PSY 57 Cognitive Psychology
This course covers psychological principles and current research in clinical psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
Pre-requisite of PSY 1 or 3 or permission of instructor is required.
Credits: 3
On Occasion

PSY 58 Animal Learning and Cognition
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 59 Social Psychology
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 60 Sensation and Perception
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion

PSY 61 Historical Foundations of Contemporary Psychology
This course introduces the principles of descriptive and inferential statistics. The course will cover descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Pre-requisite of PSY 53 is required.
Credits: 3
On Occasion
**PSY 68 Psychosomatics: Bodily Protest**
This course is a study of physical disease as influenced by the emotions from historical, causative and research points of view. Psychophysiological disorders of every bodily system are studied including cancer, heart disease and obesity.

**Pre-requisite of PSY 1 or 3 is required.**
Credits: 3
Every Fall

**PSY 70 Developmental Psychology: Adulthood and Aging**
This course covers understanding adult life, growing old in contemporary society and experiencing changes in body, ability and personality.

**Pre-requisite of PSY 25 or 26 are required.**
Credits: 3
Every Fall

**PSY 71 Practicum in the Teaching of Psychology I**
The student receives training and experience in innovative methods of teaching psychology at the college level. Open only to students who have demonstrated excellence in psychology. Registration only by invitation of the instructor and department chair.

Credits: 3
Every Fall, Spring and Summer

**PSY 72 Practicum in the Teaching of Psychology II**
The student receives training and experience in innovative methods of teaching psychology at the college level. Open only to students who have demonstrated excellence in psychology. Registration only by invitation of the instructor and department chair.

Credits: 3
Every Fall, Spring and Summer

**PSY 75 Applied Behavior Analysis**
This course is a survey of the methodology for the analysis of human behavior and techniques for behavioral change. It includes a discussion of behavioral approaches to developing more effective systems of rehabilitation in institutions for the mentally ill and intellectually impaired, and for behavior change in the homes or classrooms of normal and emotionally disturbed children.

A pre requisite of PSY 1 or PSY 3 is required.
Credits: 3
Every Fall

**PSY 76 Practicum in Psychology I**
This practicum is a supervised field experience in an applied community setting such as child-care programs, centers for the developmentally disabled or halfway houses. For advanced majors only who can arrange a minimum of one day a week for field placement in addition to weekly meetings with a practicum supervisor.

Credits: 3
Every Fall and Spring

**PSY 78 Advanced Issues in Applied Behavior Analysis**
This course will expand upon some of the topics covered in our initial Applied Behavior Analysis course (PSY 75), and will introduce new topics as well.

A pre requisite of PSY 75 is required.
Credits: 3
On Occasion

**PSY 91 Problems in Psychological Research I**
This course is for advanced undergraduates who wish to do research under the guidance and supervision of a faculty member on a problem of mutual interest. A written report of the research project will be submitted at the end of each semester's work.

Credits: 1 to 3
Every Fall, Spring and Summer

**PSY 99 Field Study in Psychology**
This is a travel course conducted during winter session or summer session that allows students to participate in research in various environments, for example, "Strategies for Addressing Extreme Poverty in Rural Africa: Promoting Literacy Among Ugandan Families." The topics and location will vary depending upon the instructor. Additional fees are necessary.

Credits: 3
Every Fall, Spring and Summer

**PSY 301 Principles of Psychology I - Honors Core**
This course is an introduction to the scientific study of behavior with emphasis on the physiological basis of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken Psychology 1 or 3.

Three hours lecture, three hours laboratory.
Conrquisite of PSY 301L is required.
Credits: 4
Every Fall

**PSY 302 Principles of Psychology II - Honors Core**
This course is a continuation of the scientific study of behavior with emphasis on areas of applied...
psychology. Topics include social psychology, personality and psychopathology, tests and measurement, verbal learning and memory. Not open to students who have taken Psychology 2 or 4. Three hours lecture, three hours laboratory.

Pre-requisite of PSY 301.

Credits: 4

Every Spring

PSY 421 Making Sense of Data

It has been said that there are three kinds of lies: lies, damn lies, and statistics. While this is a bit of an exaggeration, it is true that statistics and numerical data can be used to help convince people of a particular point of view. The goal of this course is to provide some essential background in data and research (e.g., measures of central tendency, measures of variability, graph construction, experimental versus non-experimental research designs), and then use this information to discuss how it can be both used and misused.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3

On Occasion

PSY 422 The Self in the Twenty-first Century

How do people make sense of who they are? How does this sense of who they are make a difference in how they perceive and interpret information from the world? Why do two people look at the same situation and draw completely different conclusions? The goal of this course is to address such questions. The course will first provide an overview of relevant concepts from the field of social cognition (e.g., self concept, priming, confirmation bias, illusory correlation). These concepts will then be applied to concrete questions such as how people make sense of political information, why it can be so hard to persuade others to our point of view, why prejudice and stereotyping persist, and why groups get into conflicts with each other.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3

On Occasion
DEPARTMENT OF
SOCIOLOGY AND
ANTHROPOLOGY

Phone: 516-299-2404
Fax: 516-299-3943

Chair: Professor Lichten
Associate Professors: Ferraro, Parrott, Sweeney
Assistant Professor: Rogers
Adjunct Faculty: 4

The Department of Sociology and Anthropology offers the Bachelor of Arts in Sociology. As part of this degree, students may choose from concentrations in general sociology or Applied Sociology. In addition, there are four possible specializations in Applied Sociology (Community Sociology, Family and Gender, Race and Ethnicity, and Social Policy and Social Change) all requiring one semester of internship. In conjunction with the College of Education, Information and Technology, the Department offers a concentration in Sociology for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6). Courses in Sociology and Anthropology are also part of the American Studies and Social Studies concentrations for these degrees. The Department offers courses which are part of the B.S. in Adolescence Education: Social Studies. This degree leads to initial certification as a high school social studies teacher (Grades 7 to 12). Undergraduate minors in anthropology and sociology are also available.

An undergraduate education in sociology and anthropology provides students with a practical basis for pursuing a diverse range of careers in both private and public sectors including law, education, social work, business, public administration, and many others. Our programs deepen the understanding of human society and familiarizes undergraduates with the fundamental tools and concepts of the field, including research methodologies, theoretical perspectives and statistical analyses.

B.A. in Sociology

The sociology major is designed to cultivate in students an appreciation for the sociological imagination, or “the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world,” as C. Wright Mills said. As a sociology major, you will examine how humans interact, how they organize together and form enduring social institutions, and how human lives and societies change over time. You will examine institutions such as the family, government, economy, religion, education and the media. You will study in detail the issues that impact us daily as individuals and as a society, and consider the ways we may respond. You may find yourself in class discussions on such diverse topics as the decline of the middle class, the role of gender in sexual experiences, educational inequalities, family conflict, disparities in healthcare, genocide, racism in the media, and the changing demographics of urban and suburban communities.

The 120-credit Bachelor of Arts degree in Sociology will deepen your understanding of human society. You will become familiar with the fundamental tools and concepts of the field, including research methodologies, theoretical perspectives and statistical analyses. Additionally, you can enhance your sociology degree with a minor in anthropology.

Additional Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

CONCENTRATION IN APPLIED SOCIOLOGY

The 120-credit Bachelor of Arts in Sociology with a Concentration in Applied Sociology develops practical skills for a wide variety of sectors of society, such as counseling, mental health services, law enforcement, business and many more.

Focusing on specialized skills will allow you to turn sociology into action. The public and private sectors, organizations, agencies and industry look to applied sociology to define problems, identify their variables and craft viable solutions or courses of action.

Additional Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Sociology

([Program Code: 07091])

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Sociology must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

| First-Year Composition | 6 credits |
| Economics/Political Science | 6 credits |
| Fine Arts | 3 credits |
| History/Philosophy | 6 credits |
| Laboratory Science | 8 credits |
| Language/Literature | 6 credits |
| Mathematics | 3 - 4 credits |
| Social Sciences | 6 credits |

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Sociology/Anthropology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 53</td>
<td>Sociological Statistics</td>
</tr>
<tr>
<td>SOC 85</td>
<td>Social Theory</td>
</tr>
<tr>
<td>SOC 91</td>
<td>Methods of Social Research</td>
</tr>
</tbody>
</table>

AND one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 1</td>
<td>Development of the Human Species, Culture and Society</td>
</tr>
<tr>
<td>ANT 2</td>
<td>Human Society</td>
</tr>
</tbody>
</table>

Students must choose either a concentration in General Sociology or Applied Sociology (with specializations in Community Sociology, Family and Gender, Race and Ethnicity or Social Policy and Social Change).

General Sociology Concentration Requirements

E elective Sociology Courses

Eight courses/twenty-four credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2</td>
<td>Social Institutions</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 10</td>
<td>Sociology of the Mass Media: Film, TV, Music, News</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Cities, Towns and Suburbs</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 16</td>
<td>Social Control</td>
</tr>
<tr>
<td>SOC 17</td>
<td>Women: A Cross-Cultural and Literary Perspective</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Inequality and Social Class in Contemporary Society</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SOC 20</td>
<td>Sociology of Aging</td>
</tr>
<tr>
<td>SOC 21</td>
<td>Sociology of Health and Illness</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
</tr>
<tr>
<td>SOC 23</td>
<td>Ethnographic Field Work</td>
</tr>
<tr>
<td>SOC 24</td>
<td>Sociology of Adolescence and Youth</td>
</tr>
<tr>
<td>SOC 25</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 28</td>
<td>Men, Women and Power</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
</tr>
<tr>
<td>SOC 32</td>
<td>Justice and Society</td>
</tr>
<tr>
<td>SOC 33</td>
<td>Deviant Behavior</td>
</tr>
<tr>
<td>SOC 34</td>
<td>Sociology of Religion</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Culture: The Integration of the World Community</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
</tr>
<tr>
<td>SOC 42</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOC 43</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
</tr>
<tr>
<td>SOC 46</td>
<td>Complex Organizations</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
</tr>
<tr>
<td>SOC 48</td>
<td>Substance Abuse in American Society</td>
</tr>
<tr>
<td>SOC 54</td>
<td>Advanced Sociological Statistics</td>
</tr>
<tr>
<td>SOC 55</td>
<td>Immigration and Society</td>
</tr>
<tr>
<td>SOC 56</td>
<td>Computers, Technology and Society</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
</tr>
<tr>
<td>SOC 60</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
</tr>
<tr>
<td>SOC 62</td>
<td>The Sociology of Human Sexuality</td>
</tr>
<tr>
<td>SOC 63</td>
<td>Gender Roles</td>
</tr>
<tr>
<td>SOC 64</td>
<td>Individual, Culture, and Society</td>
</tr>
<tr>
<td>SOC 65</td>
<td>Culture and Mental Health</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
</tr>
<tr>
<td>SOC 67</td>
<td>Gangs and American Society</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
</tr>
<tr>
<td>SOC 72</td>
<td>People in Crisis</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOC 77</td>
<td>Interpersonal Relations</td>
</tr>
<tr>
<td>SOC 87</td>
<td>Sociology of Knowledge</td>
</tr>
<tr>
<td>SOC 92</td>
<td>Internship and Practicum in Applied Sociology</td>
</tr>
<tr>
<td></td>
<td>Community Service I</td>
</tr>
<tr>
<td>SOC 94</td>
<td>Community Service II</td>
</tr>
<tr>
<td>SOC 98</td>
<td>Topics in Sociology</td>
</tr>
<tr>
<td>SOC 99</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 389</td>
<td>Honors Thesis</td>
</tr>
<tr>
<td>SOC 400</td>
<td>State, Society, and the Individual: Hoxie Colloquium</td>
</tr>
</tbody>
</table>

**Applied Sociology Concentration with Specialization in Community**

**Sociology Requirements**

**Required Applied Sociology Internship Course**

**Elective Community Sociology Courses**

Seven courses/twenty-one credits of the following:

- **ANT 42** Medicine and Anthropology 3.00
- **ANT 45** Anthropology of Hunger and Development 3.00
- **SOC 11** Urban Sociology 3.00
- **SOC 20** Sociology of Aging 3.00
- **SOC 21** Sociology of Health and Illness 3.00

**Applied Sociology Concentration with Specialization in Family and Gender Requirements**

**Required Applied Sociology Internship Course**

**Elective Family and Gender Courses**

Seven courses/twenty-one credits of the following:

- **ANT 32** Anthropology of Aging 3.00
- **SOC 17** Women: A Cross-Cultural and Literary Perspective 3.00
- **SOC 20** Sociology of Aging 3.00
- **SOC 22** Sociology of Families 3.00
- **SOC 24** Sociology of Adolescence and Youth 3.00
### Applied Sociology Concentration with Specialization in Race and Ethnicity Requirements

**Required Applied Sociology Internship Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 92</td>
<td>Internship and Practicum in Applied Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Race and Ethnicity Courses**

Seven courses/twenty-one credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 21</td>
<td>North-American Indian Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 24</td>
<td>Cultures and Peoples of Sub-Saharan Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 32</td>
<td>Anthropology of Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Culture: The Integration of the World Community</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Applied Sociology Concentration with Specialization in Social Policy and Social Change Requirements**

**Required Applied Sociology Internship Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 92</td>
<td>Internship and Practicum in Applied Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Social Policy and Social Change Courses**

Seven courses/twenty-one credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3</td>
<td>Social Problems</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 10</td>
<td>Sociology of the Mass Media: Film, TV, Music, News</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 16</td>
<td>Social Control and Resistance</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 20</td>
<td>Sociology of Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 32</td>
<td>Justice and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 33</td>
<td>Deviant Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 42</td>
<td>Criminology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 43</td>
<td>Juvenile Delinquency</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

**Joint Programs with College of Education, Information and Technology**

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Social Studies**

- Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Social Studies. This 30-credit program consists of courses from Economics, History, Geography, Political Science and Sociology/Anthropology. Courses which are part of this concentration may not be taken on a pass/fail basis.

  For information about these programs and the concentration in Social Studies, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Sociology**

- Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Sociology. This 30-credit program consists of introductory Sociology courses along with Sociology electives. Courses which are part of this concentration may not be taken on a pass/fail basis.

  For information about these programs and the concentration in Sociology, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.
B.S. in Adolescence Education: Social Studies (Grades 7 to 12)

Students seeking to be initially certified to teach Social Studies in secondary schools in New York State should pursue the B.S. in Adolescence Education: Social Studies (Grades 7 to 12). This degree combines courses from Economics, Geography, History, Political Science and Sociology/Anthropology with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

MINORS

Minor in Anthropology

As technology and communication allow greater interaction among people, as our own culture becomes more complex, and as boundaries between cultures become less clear, anthropological skills and approaches are increasingly critical to foster understanding of any society’s organizations, communities and institutions.

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Anthropology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Anthropology Requirements

Required Anthropology Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 1</td>
<td>Development of the Human Species, Culture</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>and Society</td>
<td></td>
</tr>
<tr>
<td>ANT 2</td>
<td>Human Society</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 35</td>
<td>Global Culture: The Integration of the World</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Anthropology Courses

One course/three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 21</td>
<td>North-American Indian Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 24</td>
<td>Cultures and Peoples of Sub-Saharan Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 85</td>
<td>Seminar in Archeology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND one course/three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 42</td>
<td>Medicine and Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 50</td>
<td>Biophysical Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 51</td>
<td>Forensic Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 63</td>
<td>Gender Roles</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 64</td>
<td>Individual, Culture, and Society</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND one course/three credits from either of the two above elective lists.

Elective Geography or Sociology Course

One course/three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGR 1</td>
<td>Human Geography: Man, Environment</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>and Technology</td>
<td></td>
</tr>
<tr>
<td>SOC 55</td>
<td>Population Problems</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 85</td>
<td>Social Theory</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

Minor in Sociology

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Sociology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

A minor in Sociology will add to any major a practical understanding of how the parts of our dynamic society fit together, the causes of social problems and the nature of social change. In addition to basic skills and knowledge, the minor also covers social theory and research methods.

Minor in Sociology Requirements

Required Sociology Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 53</td>
<td>Sociological Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 85</td>
<td>Social Theory</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Sociology Courses

At least four courses/twelve credits from all SOC courses (except SOC 95)

Credit and GPA Requirements

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

Minors in Sociological Sub-Fields

In contrast with our traditional Sociology minor, which includes statistical and research methodologies that are more applicable to career and professional training, our minors in the sociological sub-fields (social change and social inequalities, race, ethnicity and society, and gender and society), are geared more toward students majoring in other areas of study. These minors are each designed to enhance a student’s knowledge of significant social issues and their relationship to the structures and processes of society. The selected courses provide an understanding of these issues on a local, cross-cultural and global scope.

This study is particularly useful for students interested in professions and careers that necessitate fundamental understandings of global cultures and social issues of gender, race and social inequalities.

Minor in Gender and Society

Requirements

Elective Gender and Society Courses

At least fifteen credits/five courses of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 24</td>
<td>Sociology of Adolescence and Youth</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 28</td>
<td>Men, Women and Power</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 62</td>
<td>The Sociology of Human Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 63</td>
<td>Gender Roles</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor in Race, Ethnicity and Society

Requirements

Elective Race, Ethnicity and Society Courses

At least fifteen credits/five courses of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 2</td>
<td>Human Society</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 21</td>
<td>North-American Indian Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
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<td>---------</td>
</tr>
<tr>
<td>ANT 24</td>
<td>Cultures and Peoples of Sub-Saharan Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

**Minor in Social Change and Social Inequalities Requirements**

**Elective Social Change and Social Inequalities Courses**

At least fifteen credits/five courses of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3</td>
<td>Social Problems</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 10</td>
<td>Sociology of the Mass Media: Film, TV, Music, News</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 28</td>
<td>Men, Women and Power</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Anthropology Courses

**ANT 1 Development of the Human Species, Culture and Society**
This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic. Meets Core Curriculum requirements when combined with ANT 2.
Credits: 3
Every Fall

**ANT 2 Human Society**
This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 1.
Credits: 3
Every Spring

**ANT 20 Anthropology Through Film**
The goal of this course is to introduce students to a cross-cultural approach to human diversity through film. Documentary films include "Kung San of the Kalahari," "The Azande of Sudan," "The Palauan of Micronesia" and other relevant films.
Credits: 3
On Occasion

**ANT 21 North American Indian Cultures**
This course examines American Indian cultures north of Mexico from prehistoric to modern times with special emphasis on Indian reactions to European and American contact.
Credits: 3
On Occasion

**ANT 22 The Anthropology of Middle and South America**
This course covers the origin and development of indigenous cultures, culture areas and culture types and Indian and African influences on contemporary cultures.
Credits: 3
On Occasion

**ANT 23 Ethnographic Field Work**
This course covers contemporary ethnographic field methods in order to study life styles and social problems. Students gain experience in interviewing, participant observation, content analysis and documentary analysis. He or she completes a study using one or more of the following techniques: participant observation, recorded interviews, photography, filmmaking and videotaping.
Same as SOC 23.
Credits: 3
On Occasion

**ANT 24 Cultures and Peoples of Sub-Saharan Africa**
This course examines culture areas and culture types of Sub-Saharan Africa and the major cultural and social changes in traditional institutions occasioned by the European impact.
Credits: 3
On Occasion

**ANT 30 Global Cultures**
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. How have these cultures changed over time? What is the relationship between US culture and people in other parts of the world? Same as SOC. 35.
Credits: 3
On Occasion

**ANT 40 Language and Culture**
The course covers concepts such as symbols, language, cognition, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.
Credits: 3
On Occasion

**ANT 42 Medicine and Anthropology**
The course covers the worldwide view of medical practices and systems in different societies. Methods of diagnosis and treatment of illness, theories of the causes of illness and the effects of disease on various cultures are discussed using examples drawn from "primitive" to industrial societies. How medicine fits in with the nature and beliefs of each separate culture is emphasized.
Credits: 3
On Occasion

**ANT 45 Anthropology of Hunger and Development**
This course aims to understand the dynamics of the hunger problems in terms of food production and distribution and the effects of developmental schemes on local populations. It examines various development projects and their histories and the complicated relationships between the actors involved each with their own understanding of development.
Credits: 3
On Occasion

**ANT 50 Biophysical Anthropology**
This course deals with the human species as a physical entry. The course reviews the fossil evidence for human evolution, theories of human evolution, population genetics, human variation, the concepts of "race" and studies of the evolutionary behavior and biology of other primates.
Credits: 3
On Occasion

**ANT 51 Forensic Anthropology**
This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. This course also examines the contribution of forensic anthropologists to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained death.
Credits: 3
Annually

**ANT 63 Gender Roles**
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as SOC 63.
Credits: 3
On Occasion

**ANT 64 Individual, Culture and Society**
This course discusses how culture shapes the individual. It will address socialization processes and the development of selves and identities. The course covers concepts such as symbols, language, cognition, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.
Same as SOC 64.
Credits: 3
On Occasion

**ANT 65 Culture and Mental Health**
This course is an examination of sociocultural factors which produce or perpetuate psychiatric disorders and their variations by culture.
Same as SOC 65.
Credits: 3
On Occasion

**ANT 70 Language and Culture**
This course examines language as a matrix of culture, the structure of languages, relationship of language to culture with an emphasis on preliteracy cultures and the use of language as a tool in anthropological research.
Credits: 3
On Occasion

**ANT 85 Seminar in Archeology**

LIU Post Undergraduate Bulletin 2017-2018
This course defines archeology: the study of pre history; relationships of archeology to anthropology, geology, paleobiology, paleoecology, and the classics; methods of field research; contributions to knowledge.

Offered for 5 credits when special field work is included.

Credits: 3 to 5
On Occasion

**ANT 99 Independent Study in Anthropology**
This course is an individually-tailored program of supervised study in a selected area of anthropology.

Credits: 3
On Occasion

**ANT 303 Development of the Human Species, Culture and Society - Honors Core**
This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It also traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic. Meets Core Curriculum requirements when combined with ANT 304.

Must be in Honors College
Credits: 3
Every Fall

**ANT 304 Human Society - Honors Core**
This course is the study of basic elements seen in economic reciprocity and exchange, spiritual beliefs and sacred practices, marriage forms and kin groups, leadership and settling of disputes, social inequalities and their supporting ideologies. The course also studies social aspects resulting from peoples of diverse cultures and levels of development encountering each other in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 303.

Must be in Honors College
Credits: 3
Every Spring

**ANT 400 State, Society, and the Individual Hoxie Colloquium**
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.

Same as ECO 400, GGR 400, HIS 400, POL 400 and SOC 400.
Credits: 3
On Occasion

**Sociology Courses**

**SOC 1 Introduction to Sociology**
This course covers the nature and social organization of human society, socialization, culture and social interaction. Meets Core Curriculum requirement when combined with SOC 2.

Credits: 3
Every Fall, Spring and Summer

**SOC 2 Social Institutions**
This course covers the basic institutions of society: the family, religion, education, the state, and the economic order; the social classes and stratification; bureaucracy, population and social change. Meets Core Curriculum requirement when combined with SOC 1.

Pre-requisite of SOC 1 is required.
Credits: 3
Every Fall, Spring and Summer

**SOC 3 Social Problems**
This course explores America's and global social problems utilizing sociological theory and empirical research. Social Problems studied will include poverty, economic and social inequality, sexism, racism, ageism, social alienation, health care crises, social control and the national security state, among others.

Credits: 3
On Occasion

**SOC 10 Sociology of the Mass Media: Film, TV, Music, News**
This course is the sociological analysis of mass media and how the media both influence and are influenced by society. Particular attention is paid to the social impact and meaning of movies, TV programs, music, journalism and advertising.

Credits: 3
On Occasion

**SOC 11 Urban Sociology**
This course is an examination of power in society: definitions, theories, and studies of who has power to do what to whom. In addition, the course includes: the symbolic uses of politics, the politics of...
of status, the subordination of economic interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism and mass society. Same as POL 19. 
Credits: 3

SOC 20 Sociology of Aging 
Issues studied include social psychological theories of aging, health, quality of life, primary relations, housing, retirement and leisure, death and dying. Credits: 3

SOC 21 Sociology of Health and Illness 
This course examines social factors affecting the health of individuals and populations. This course investigates medicine as a major social institution including sociological conceptions about physical and mental health illness, the ‘sick’ role, comparative medical beliefs, practices and organization, U.S. health care organizations, medical and paramedical occupations, doctor-patient interaction, problems of medical care in the U.S. today. Credits: 3

SOC 22 Sociology of Families 
This course will introduce students to sociological concepts and contemporary issues within the sociological field of the family. Topics will include defining the family structure, media representations, identity, sexuality, relationship stages, child rearing, and work-family balance. Diversity and change are central themes as we explore families historically and cross-culturally. Credits: 3

SOC 23 Ethnographic Field Work 
An ethnography is a systematic description of a culture based on a social scientist's firsthand observation. Sociologically, the researcher is recording social life and connecting the everyday to larger themes. Some of these themes may include race, gender, sexuality, religion, and class. This course includes firsthand fieldwork experience, such as interviewing, participant observation, photography, content analysis, and documentary analysis. Same as ANT 23. Credits: 3

SOC 24 Sociology of Adolescence and Youth 
This course is a sociocultural examination of typical issues troubling adolescents and youth. The study of broken homes, unemployment, health, sexually transmissible diseases, family abuse, runaways, career planning, nuclear fears, blended families, suicide, and confusion over traditional and emergent androgynous sex roles are included in this course. Credits: 3

Annually

SOC 25 Sociology of Education 
This course examines the social nature of education. Sociology and education are structured to illuminate new pathways to dynamic social awareness. A group-oriented human relations examination of social values and beliefs that reshape mass attitudes and behavior is included. Credits: 3

SOC 26 Gender, Race and Ethnicity 
How does gender, race, and ethnicity impact our everyday lives? Sociologists argue that these categories are interconnected and socially constructed– their meanings have changed over time and are shaped by society. This course will examine these terms and how they relate to social institutions and phenomena, such as education, family, social change, media, public policy, culture, and the economy. Credits: 3

SOC 27 Men, Women and Power 
This course explores the relationship between gender roles and empowerment. A cross-cultural approach enables the student to see what variables (e.g., political, socioeconomic, and patriarchal) correlate with models favorable to empowering women in the public domain. Credits: 3

SOC 28 Men, Women and Power 
This course considers Latino/a people's cultural and identity struggle. We will examine the different forces, events, activities and individuals shaping the way culture and identity are ultimately defined and practiced. Credits: 3

SOC 29 Sociology of Latino/a Culture and Identity 
This course considers Latino/a people's cultural and identity struggle. We will examine the different forces, events, activities and individuals shaping the way culture and identity are ultimately defined and practiced. Credits: 3

SOC 30 Social Movements and Collective Behavior 
Focusing on how social change often occurs through collective action, this course examines social movements in an American and global context. Social movements develop across the political spectrum to remake all or part of society. What do particular social movements hope to change and how do they try to accomplish their goals? Examples of social movements we will examine include contemporary civil rights, labor and workers' movements; peace, feminist and LGBTQ rights movements, White Supremacist and Nationalist movements, and globally important social movements such as those addressing environmental and economic justice issues. Sociological research will be used to explain the role of social movements in addressing issues of social justice and social inequalities. Credits: 3

SOC 31 Social Movements and Collective Behavior 
This course examines the relation between law, social policy and inequality. The social construction of justice through legal definitions of rights, evoking problems in policing social groups across racial and class lines and areas of conflict in the judicial system are emphasized. Pre-requisite of SOC 1 is required. Credits: 3

SOC 32 Justice and Society 
This course examines the relation between law, social policy and inequality. The social construction of justice through legal definitions of rights, evoking problems in policing social groups across racial and class lines and areas of conflict in the judicial system are emphasized. Pre-requisite of SOC 1 is required. Credits: 3

SOC 33 Deviant Behavior 
This course examines the causes and patterns of social norm violation. The evolution and conflict of American social norms and rules, styles of social control, the development of unconventional ideologies and world views and alleged deviant subcultures are emphasized. Credits: 3

SOC 34 Sociology of Religion 
This course is a discussion of religion as a social phenomenon. Topics discussed include: definitions of religion, "civil religion" and other explanations of the way religion affects societies, Max Weber's Protestant ethic hypotheses, secularization, anticipated trends in religion and types of religious organizations. Credits: 3

SOC 35 Global Cultures 
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. How have these cultures changed over time? What is the relationship between US culture and people in other parts of the world? Same as ANT 35. Credits: 3

SOC 36 The Sociology of Genocide 
Genocide as a social phenomenon will be discussed utilizing a social problems approach. The course material explores the social processes by which racial and ethnic ideologies, joined by nationalistic fervor, result in mass death and ethnic cleansing. Credits: 3

SOC 37 The Sociology of Conflict 
This course explores sociological theories and case studies of social conflict. Using the works of Weber, Marx, C. Wright Mills, Georg Simmel and other sociological conflict theorists, we will explore the social relations of war and peace; racial and ethnic conflict; gender and family violence and conflicts in other social institutions. Credits: 3
SOC 42 Criminology
This course covers the development of the scientific study of criminology, such as: methods, theories, and research studies of the analysis of prediction of criminal behavior, with emphasis on the adult offender, apprehension, court actions, punishments and treatment techniques.
Credits: 3
On Occasion

SOC 43 Juvenile Delinquency
This course covers the development of the scientific study of juvenile delinquency, with emphasis on methods, theories, and studies concerning causation, treatment and prevention.
Credits: 3
On Occasion

SOC 45 Industrial Sociology
This course is a study of industrial society including: class structure, bureaucracy and corporate organization, relationship of industry to government and management to labor, consumer culture, social change in industrial societies.
Credits: 3
On Occasion

SOC 46 Complex Organizations
This course is a comparative analysis of large-scale organizations and their operations in government, industry, business and education. This course fulfills core curriculum requirements when combined with Soc. 1, Ant. 1 or 2.
Credits: 3
On Occasion

SOC 47 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation, creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 48 Substance Abuse in American Society
This course deals with the social history of drug and alcohol abuse in American society. It reviews rehabilitation/treatment programs currently in use and the efforts to manage the problem.
Credits: 3
On Occasion

SOC 53 Sociological Statistics
This course will help students understand what questions to ask about statistics we encounter, how to produce statistics, and how to interpret statistics. Students will become familiar with descriptive statistics, inferential statistics, bivariate measures of association, and basic multivariate statistical techniques. They will also be introduced to the practical applications of the course material, as they read and discuss the statistics presented in scholarly articles, magazine surveys, newspaper reports, nonprofit reports, etc. This course is required of students with a major or full minor in sociology. We strongly recommend this course be taken in the junior year.
Pre-requisite of SOC 1 is required.
Credits: 3
Every Fall

SOC 54 Advanced Sociological Statistics
This course covers partial and multiple correlations, multivariate analysis, analysis of variance, parametric and nonparametric tests, uses of the computer.
Pre-requisite of SOC 53 or the consent of the instructor is required.
Credits: 3
On Occasion

SOC 55 Population Problems
Why do immigrants come to the U.S.? How does population movement affect the migrants themselves, and the local communities where they live? What is the economic impact of immigration on the U.S. society? What should the U.S. do to control illegal immigration? How do immigration issues in the U.S. (policies, assimilation, backlash, etc.) compare to immigration issues in other Westernized nations? This course is devoted to understanding controversial issues around immigration. While the U.S. will be the central focus in this course, we will also become familiar with immigration issues in other areas of the world. We will read and discuss social science research on demographics of immigrants, immigration policy, immigrant incorporation, the impact of immigration on the receiving society, and more.
Credits: 3
On Occasion

SOC 56 Computers, Technology and Society
This course examines the relationship between human society and the development of new technologies and scientific exploration. Students will explore sociological, feminist, and environmental theories of the relationship between humans and technology, including the possibilities for democratic participation in technological development, the impacts of technology on marginalized groups, perspectives on utopian and dystopian futures, and the use of science and technology for environmental and social control.
Credits: 3
On Occasion

SOC 58 Sociology of Men and Masculinities
This course investigates the social construction of masculinity and manhood. Drawing on sociological theory and research, the course takes a critical look at how manhood is constructed through socialization, in everyday interactions, and within various social institutions, such as education, work, the family, media and sports and recreation. The course also investigates how masculinity operates as a system of privilege that intersects with race/ethnicity, social class, sexuality, and other forms of stratification. Specific topics examined include: boyhood socialization and youth peer cultures, fatherhood, intimate partner violence, representations of men in the media, and gender and social change.
Credits: 3
On Occasion

SOC 59 Gendered Violence
This course examines a variety of issues related to gender and violence, such as sexual violence, domestic violence, male and female gang violence, school bullying, stalking, and sexual harassment. We also explore other forms of gendered violence that occur globally, such as female genital cutting, female infanticide, honor killing, sex slavery, and rape as a tool of war. We will discuss why such gendered violence occurs, why these crimes are the least likely to be reported and prosecuted, how the media portrays gendered violence (including music videos, movies, and news reports), and what social movements have been established nationally and internationally to combat violence against women.
Credits: 3
On Occasion

SOC 60 Sociology of Gender
This course explores gender issues in contemporary society with an emphasis on the United States. Both historical and theoretical perspectives are used to examine the social construction of gender and how these constructions are applied in society.
Credits: 3
On Occasion

SOC 61 Feminism and Social Change
This course explores feminism, social change, and the intersectional impacts of gender, race, class, and sexuality on women’s struggles for justice, from the late 19th century to today. These fights for justice include gender pay equity, lesbian rights, reproductive rights, an end to violence against women, and much more. In addition to an overview of these mainstream and marginalized US feminist struggles, students will learn about women’s activism within seemingly ungendered social movements, such as within civil rights, environmental justice, and the anti-war movement. Fulfills core curriculum requirements when combined with Soc. 1, or Ant. 1 or 2.
Credits: 3
On Occasion

SOC 62 The Sociology of Human Sexuality
This course explores human sexual expression and influences on sexual activity from a sociological perspective. The focus will be upon examining ways in which human sexuality has been socially constructed.
Credits: 3
On Occasion
SOC 63 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as ANT 63.
Credits: 3
On Occasion

SOC 64 Individual, Culture, and Society
This course discusses how culture shapes the individual. It will address socialization processes and the development of selves and identities. The course covers concepts such as symbols, language, cognition, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.
Same as ANT 64.
Credits: 3
On Occasion

SOC 65 Culture and Mental Health
This course is an examination of the sociocultural factors which produce or perpetuate psychiatric disorders and their variations by culture.
Same as ANT 65.
Credits: 3
On Occasion

SOC 66 The African-American Experience
This course explores the persistent concern for the distinctive character of African-American identity and experience. Historical and contemporary analyses of African-American social thought and experience are included.
Credits: 3
On Occasion

SOC 67 Gangs and American Society
This course examines various contemporary gangs and focuses on the transformation and spread of gang cultures by clarifying the differences among groups that are defined as gangs and tracing their evolution, diversification and diffusion.
Credits: 3
On Occasion

SOC 68 Sociology of Asian Americans
This course examines the diverse experiences of Asian Americans from a sociological perspective. We will focus on topics such as immigration policies and ethnic acculturation, ethnic entrepreneurship, conflict and the urban community, gender and family, and the portrayals of Asian Americans in popular culture. The course also explores concepts such as panethnic identity, race, racism, ethnicity, prejudice, and discrimination. Meets core curriculum requirements when combined with Sociology 1 or Anthropology 1 or 2.
Credits: 3
On Occasion

SOC 69 Race and Ethnicity
This course examines the background and current realities of historically marginalized racial-ethnic groups in the United States. The seminar begins with an overview of theoretical perspectives on racial-ethnic relations, a brief history of the main racial-ethnic groups in the US, and a discussion of new immigration to this country. We then discuss several key arenas for racial-ethnic inequality, including housing, the criminal justice system, education and the workplace. Meets Core Curriculum requirements when combined with Sociology 1 or Anthropology 1 or 2.
Credits: 3
On Occasion

SOC 70 Sociology of Poverty
This course examines the extent and characteristics of poverty within the US and globally, including how the risk of poverty varies with respect to differences in race, ethnicity, gender, age, family background, and geographical residence. Students will also explore the consequences of poverty on individuals, families, and communities, as well as the social policies that directly or indirectly impact poverty and inequality. Students will compare US policies to those in other developed nations, and will learn what is occurring to combat poverty on a global level. Meets Core Curriculum requirements when combined with Sociology 1 or Anthropology 1 or 2.
Credits: 3
On Occasion

SOC 71 Globalization
Sociological study of globalization explores the growing global interconnectedness between peoples, nations, cultures, and societies. People in various nations and societies around the world experience globalization differently – their experiences vary by race, gender, class, sexuality, and other key social locations. This course approaches the study of globalization critically, with an eye to inequality, an emphasis on sociological theories and the important social and environmental impacts of globalization. Specific topics examined include: free trade, sweatshops, migration, environmental degradation, gender inequality, the digital divide, transnational corporations, and the role of technology.
Credits: 3
On Occasion

SOC 72 People in Crisis
This course is an introduction to crisis intervention theory and strategies of intervention with individuals and families in life crises such as illness, substance abuse, family violence, divorce, suicide, death and/or catastrophe.
Credits: 3
On Occasion

SOC 73 Environmental Sociology
This course introduces students to the growing interdisciplinary field of environmental sociology, which examines the complex relationship between society and the environment. Topics include the impacts of humans on the environment, how the environment constructs human society, and more specifically, the debates on climate change, natural disasters, food and agriculture, technology, energy, environmental conservation, risks, environmental justice, and environmental sustainability in the global world. The course investigates the social-structural causes of environmental degradation, such as consumption and commodity production, and how our own daily lives impact the environment. In addition, the course examines social movements, public policy, and individuals who work to resist environmental degradation.
Not open to students who took SOC 98 (Topics in Sociology: Environmental Sociology) prior to Fall 2013.
Credits: 3
On Occasion

SOC 74 Food and Society
This course centers something we can all relate to - food - and connects it to economic and political forces that structure the global food system. Food is more than a personal consumer choice as those choices are impacted by our culture and marketing. Food consumption also has an impact on the environment, the economy, and the process of globalization. This course examines the relationship between food and broader socioeconomic forces, as well as social issues such as food scarcity, food technologies, mass production, labor, global inequalities, and social movements.
Credits: 3
On Occasion

SOC 77 Interpersonal Relations
This course focuses on the relation between self and society through an examination of social interaction at various levels and in various contexts including interpersonal, small group and larger institutions.
Credits: 3
On Occasion

SOC 85 Social Theory
How have sociological theorists understood society and the human condition? This course explores the theoretical traditions of sociology by studying the theories of the major figures of classical and contemporary sociology including Marx, Weber, Durkheim, Du Bois, Simmel, Mead, Marcuse, C. Wright Mills, Erving Goffman, bell hooks, among others. Themes discussed include the basis of community stability; religion, belief and social order; alienation in modern life; bureaucracy and power; suicide; social pathology and group life; economic exploitation and consumer society; social change and social conflict. This course is required to fulfill the major and full minor in sociology.
Prerequisite of Soc 1 with Junior or Senior status is required.
SOC 87 Sociology of Knowledge
This course covers social conditions that give rise to systems of thought and theories of symbolic interaction.
Credits: 3
On Occasion

SOC 91 Methods of Social Research
This course introduces students to a variety of research methods, with particular focus on interviewing, survey research, observation, and content analysis. Other topics include research ethics, theoretical approaches to research, experimental research methods, evaluation research, and data analysis. Students complete an independent research project to give them experience in data collection and analysis. This course is required of Sociology majors.
Prerequisite of SOC 53 is required.
Prerequisite of SOC 53 is required.
Credits: 3
Every Spring

SOC 92 Internship and Practicum in Applied Sociology
Students undergo a supervised, off-campus internship in an area related to sociology or anthropology. In addition to devoting 100 hours to a community organization, each intern will complete a series of written assignments. Students applying for internships should generally have at least a 3.2 GPA, should have adequate time to devote to an internship, and should at least be a junior. Students may contact the sociology department if they are interested in this course. Placement and registration will be contingent upon faculty approval. Prerequisite of Sociology major or minor, or Anthropology minor and permission of Chair are required.
Prerequisite of Sociology major or minor or Anthropology minor and permission of Department are required.
Credits: 3
Every Semester

SOC 93 Community Service I
The first in a two-course sequence, this course serves as preparation for the following semester's field practice experience. The course considers major theories and methods in community service (what are the leading questions and approaches to community service in the past and present and their present day relevance?), along with the development of awareness and understanding for language usage and communication approaches to work effectively with different racial/ethnic, class and gender individuals.
Credits: 3
On Occasion

SOC 94 Community Service II
A continuation of SOC 93, this course represents an actual field experience through which students have the opportunity to put into practice knowledge and skills learned in SOC 93. Students develop and participate in a service project in a community-based organization, school, church, etc. Students are required to participate in their project at least three times a week for a minimum of 3 hours per visit and a weekly two hour seminar.
Prerequisite of SOC 93 is required.
Credits: 3
On Occasion

SOC 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology.
Same as ECO 95, GGR 85, HIS 95 and POL 95.
Prerequisite of Adolescent Education Social Studies major is required.
Credits: 3
Annually

SOC 98 Topics in Sociology
This course examines special sociological issues. The topic varies each semester as noted in the Schedule of Classes. Specific course descriptions are available from the Sociology and Anthropology Department.
Credits: 3
On Occasion

SOC 99 Independent Study
This course is an individually-tailored program of supervised study in a selected area of sociology. Prerequisite of 15 units of SOC (Sociology) are required.
Credits: 3
On Occasion

SOC 303 Introduction to Sociology - Honors Core
This course provides an in-depth survey of the major theories and concepts of sociology including analyses of social structure, social interaction, socialization, normative and deviant behavior. It traces the development of sociology through the often competing theories of Marx, Weber, Durkheim, Mead, Mills, Merton, Goffman and others.
Must be in Honors College
Credits: 3
Every Fall

SOC 304 Social Institutions - Honors Core
This course provides an in-depth examination of society's basic institutions. Students analyze society's political, economic and social institutions using divergent and often competing schools of sociological thought. The processes of social control and social change are studied.
Prerequisite of SOC 303 is required. Student must be in Honors Program.
Credits: 3
Every Spring

SOC 400 State, Society, and the Individuals Hoxie Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium’s topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.
Same as ANT 400, ECO 400, GGR 400, HIS 400 and POL 400.
Prerequisite of Senior status is required.
Credits: 3
On Occasion

SOC 422 American Social Problems in a Global Context
American society and its social problems are examined here utilizing a comparative approach focusing on the global interconnectedness of societies. Social problems theory, grounded in broader sociological perspectives, is used to enhance student learning of the social problems impacting post-modernity globally, including issues of poverty and concentrated wealth; economic and social inequalities, social conflict, peace and war; work and culture; gendered institutions and family; society, nature and the environment; social institutions and their impact on healthcare and health itself. While the focus is primarily on American social problems, the comparative, global approach brings into the discussion both globalization's impact on these problems and alternative institutional responses to the problems.
For students in Interdisciplinary Studies B.S., following 'Critical Issues for 21st-Century Professionals Track' (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion
Committed to access and excellence, the College of Management offers innovative, practice-based, engaged learning and promotes relevant and impactful scholarship to empower students with the functional competencies, critical thinking, global knowledge, and ethical values to become successful professionals in enterprise and society. Graduates of the College should possess professional accountability and social responsibility along with the functional skills and professional capabilities to contribute in meaningful ways as members of today’s technology-based economy in public companies, private organizations and nonprofit entities.

The College is distinguished by AACSB-accredited bachelor’s degrees in accountancy and business administration (with concentrations in finance, international business, management and marketing). AACSB-accredited accelerated (dual-degree) programs with master’s degrees in accountancy, business administration (MBA) and taxation are also available.

A number of engaged learning opportunities have been introduced beginning in 2015 and have already been recognized by AACSB for their excellence. LIU-iQ Student Consulting, LIU-iF Student Investment Fund and LIU-iBL Institute for Branding and licensing are examples where students can take classes for credit and then apply what they have learned in real-world settings.

The College of Management Comprises three schools, the School of Business, the School of Professional Accountancy, Finance and Fintech and the School of Computer Science, Innovation and Management Engineering, where at the undergraduate level, the bachelor of science degree in Computer Science are offered. A new department within CSIME is being launched in Fall 2017 as the Department of Data Science, Business Analytics and Innovation which looks to house the new major in Sports Management as well as Fashion Merchandising. This demonstrates the College's commitment to embracing disruption where student capabilities must be cultivated to meet market demands.

Across the College, courses of study are taught by a distinctively credentialed faculty and practicing professionals who provide students with the discipline area skills, knowledge, professional abilities and personal attributes that can form the basis for success in their professional lives.

Please direct your questions to the dean’s office at 516-299-3017, email: liupostbiz@liu.edu or fax: 516-299-3131.

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DEPARTMENT OF MANAGEMENT

Phone: 516-299-2361  
Fax: 516-299-3131

Chair: Baichuan Xiao  
Senior Professor: Xiao  
Professors: Palvia, Wang  
Associate Professors: Freeley, Jalajas, Kobeissi, Porrini, Shin, Yang, Zhu  
Assistant Professor: Moon  
Adjunct Faculty: 7

The 21st century is more challenging to managers than preceding decades. The Department of Management curriculum helps students develop analytical and behavioral skills needed to face managerial challenges in a global economy. The primary function of managers is to creatively solve problems and/or facilitate the problem solving efforts of others. Students develop an understanding of this function through the management process of creative problem solving in planning, organizing, leading and controlling.

Academic programs include the Bachelor of Science in Business Administration with a concentration in Management and the accelerated Bachelor of Science in Business Administration program with a concentration in Management. All programs are accredited by AACSB International — the Association to Advance Collegiate Schools of Business, the world’s premier business education accreditation agency.

The roles and behaviors expected of managers are explained and the skills required to be a successful manager are developed. Courses cover general management, human resource management, organizational behavior, management information systems, operations management, decision analysis, statistics, business policy, international management and management of technology. A GPA of 2.0 is required of all management majors.

B.S. in Business Administration (Program Code: 06990)

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Business Administration must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (fulfilled by ECO 10 and 11)
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (fulfilled by MTH 5)
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Depending upon the concentration selected, students typically are also required to take 2 to 3 liberal arts electives in order to meet the required liberal arts credit total.

B.S. in Business Administration Required Courses

Major Requirements

Business Administration required courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACC 11 Accounting Principles I</td>
</tr>
<tr>
<td>ACC 12 Accounting Principles II</td>
</tr>
<tr>
<td>FIN 11 Principles of Finance I</td>
</tr>
<tr>
<td>FIN 12 Principles of Finance II</td>
</tr>
<tr>
<td>LAW 13 Legal Environment of Business</td>
</tr>
<tr>
<td>MAN 11 Principles of Management</td>
</tr>
<tr>
<td>MAN 12 Organizational Behavior</td>
</tr>
<tr>
<td>MAN 16 Business Communication</td>
</tr>
<tr>
<td>MAN 18 Introduction to Business Information Processing</td>
</tr>
<tr>
<td>MAN 71 Business Policy</td>
</tr>
<tr>
<td>MKT 11 Marketing Principles and Practices</td>
</tr>
<tr>
<td>MKT 14 Consumer Motivation and Behavior</td>
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</tbody>
</table>

B.S. in Business Administration Required Co-Related Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10 Introduction to Microeconomics</td>
</tr>
<tr>
<td>ECO 11 Introduction to Macroeconomics</td>
</tr>
<tr>
<td>ECO 72 Statistics</td>
</tr>
<tr>
<td>MTH 5 Linear Mathematics for Business and Social Science</td>
</tr>
<tr>
<td>MTH 6 Calculus for Business and Social Science</td>
</tr>
<tr>
<td>POL 2 Introduction to Political Science II</td>
</tr>
</tbody>
</table>

Finance Concentration Requirements

Required Statistics Course

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>QAS 20 Business Statistics</td>
</tr>
</tbody>
</table>

Required Economic Analysis Course

Students must complete one of the following

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 61 Microeconomic Analysis</td>
</tr>
<tr>
<td>ECO 62 Macroeconomic Analysis</td>
</tr>
</tbody>
</table>

Required Finance Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 31 Investments</td>
</tr>
<tr>
<td>FIN 81 Seminar in Financial Services</td>
</tr>
</tbody>
</table>

Finance Elective Courses

Students must complete two courses from the list below:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 29 Private Equity and Venture Capital</td>
</tr>
<tr>
<td>FIN 32 Security Analysis</td>
</tr>
</tbody>
</table>
Students must complete two of the following Marketing Elective Courses

**Required Marketing Courses**
- MKT 91 Independent Research Study 1.00
- MKT 92 Independent Research Study 2.00
- MKT 95 Internship 3.00

**Business Elective**
- Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

### Management Concentration Requirements

**Required Statistics Course**
- QAS 20 Business Statistics 3.00

**Required Marketing Courses**
- MKT 51 Marketing Research 3.00
- MKT 81 Marketing Seminar 3.00

**Marketing Elective Courses**
- Students must complete two of the following courses
  - MKT 21 Retailing 3.00
  - MKT 24 Digital Marketing and Branding 3.00
  - MKT 31 Sales Management 3.00
  - MKT 33 Marketing and the Regulatory Environment 3.00
  - MKT 35 Integrated Marketing Communications 3.00
  - MKT 41 Advertising 3.00
  - MKT 45 Industrial Marketing 3.00
  - MKT 55 Marketing Channels 3.00
  - MKT 61 Product Strategy 3.00
  - MKT 70 International Business 3.00
  - The Firm & Environment
  - MKT 71 International Marketing 3.00
  - MKT 72 Entry Strategies 3.00
  - MKT 73 Fundamentals of Export Marketing 3.00

**Required Management Courses**
- MAN 14 Creating and Managing a Small Business 3.00
- MAN 81 Management Seminar 3.00
- Students must complete two of the following Management Elective Courses
  - MAN 13 Managing Group Dynamics 3.00
  - MAN 22 Human Resource Management and Labor Relations 3.00
  - MAN 23 Business and Society 3.00
  - MAN 34 Service Management 3.00
  - MAN 51 Production Management 3.00
  - MAN 75 International Management and Cross Cultural Behavior 3.00
  - MAN 91 Independent Research Study 1.00
  - MAN 92 Independent Research Study 2.00
  - MAN 93 Management Internships 3.00
  - MAN 94 Management Internships 3.00

**International Business Concentration Requirements**

**Required Statistics Course**
- QAS 20 Business Statistics 3.00

**Required International Business Courses**
- FIN 71 Global Financial Markets 3.00

**Business Elective**
- Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. Note that LAW 13 is not required for the International Business Concentration.

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 63
- Minimum Business Major Credits: 57
- Minimum Major GPA: 2.00

### DUAL DEGREE PROGRAMS

**B.S./M.B.A. in Business Administration**

The 150-credit B.S./M.B.A. in Business Administration degree program offers students the opportunity to complete two AACSB-accredited business degrees in only five years. Earn a Bachelor of Science degree in Business Administration with concentrations in finance, international business, management or marketing, then seamlessly transition into the Master of Business Administration (M.B.A.) program. This dual-degree program enables you to enter the business world sooner, armed with superior credentials and higher earning potential.

Small class sizes guarantee individualized attention from our internationally renowned faculty. To accommodate busy schedules, M.B.A. students have the option to take courses offered on weeknights and/or Saturdays.

In designing a curriculum that fits your needs and career goals you can choose from a rich array of M.B.A. electives, such as "Program Management," "International Marketing," "Corporate Mergers and Restructuring Strategies" (online course); "Negotiation Strategy" and "Business Consulting" to name a few.

The business programs at LIU Post are accredited by AACSB International – the Association to Advance Collegiate Schools of Business, the world's leading business school accrediting organization. AACSB accreditation represents the highest standard of achievement for business schools worldwide; less than one-third of business schools worldwide have achieved this distinction.
American schools and 5 percent of international programs can claim this distinction.

**ADMISSION REQUIREMENTS**

Undergraduate students can apply for admission into the 5-year B.S./M.B.A. in Business Administration program during their junior year. Before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:

1. Minimum overall GPA of 3.0 (all colleges/universities attended)
2. At least a grade of “B” (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
   - ECO 11 AND ECO 12
   - ACC 11 OR ACC 12
   - FIN 11 OR FIN 12
   - MAN 11
   - MKT 11
   - ECO 72 or QAS 20
3. Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and
4. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor’s degree at LIU Post.

**B.S. in Business Administration / Master of Business Administration**

(Program Code: 31072)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Business Administration/Master of Business Administration must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (ECO 10 and 11)
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (MTH 5)
- Social Sciences 6 credits
- Competencies: Computer, Library, Oral

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Undergraduate Major Requirements**

**Required Undergraduate Business Administration Courses**

A grade of B or better is required in ACC 11 OR 12, FIN 11 OR 12, MAN 11 & MKT 11.

- ACC 11 Accounting Principles I 3.00
- ACC 12 Accounting Principles II 3.00
- ECO 10 Introduction to Microeconomics 3.00
- ECO 11 Introduction to Macroeconomics 3.00
- MTH 6 Calculus for Business and Social Science 3.00
- POL 2 Introduction to Political Science II 3.00

**Required Undergraduate Co-Related Courses**

A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.

- ECO 10 Introduction to Microeconomics 3.00
- ECO 11 Introduction to Macroeconomics 3.00
- MKT 11 Marketing Principles and Practices 3.00
- MKT 14 Consumer Motivation and Behavior 3.00
- Required Undergraduate Co-Related Courses

**Required Statistics Course**

A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.

- QAS 20 Business Statistics 3.00

**Marketing and International Business**

**Required Statistics Course**

A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.

- QAS 20 Business Statistics 3.00

**Required Marketing Courses**

- MKT 51 Marketing Research 3.00
- MKT 81 Marketing Seminar 3.00

**Marketing Elective Courses**

Students must complete two of the following courses

- MKT 21 Retailing 3.00
- MKT 24 Digital Marketing and Branding 3.00
- MKT 31 Sales Management 3.00
- MKT 33 Marketing and the Regulatory Environment 3.00

**Finance Elective Courses**

Students must complete two courses from the list below:

- FIN 32 Security Analysis 3.00
- FIN 33 Derivative Markets 3.00
- FIN 35 Spreadsheet Modeling In Finance 3.00
- FIN 61 Advanced Financial Policies 3.00
- FIN 65 Money and Capital Markets 3.00
- FIN 71 Global Financial Markets 3.00
- FIN 72 Global Financial Management 3.00
- FIN 91 Independent Research Study 1.00
- FIN 92 Independent Research Study 1.00
- FIN 93 Internship 3.00
- FIN 94 Internship 3.00

**Marketing Concentration**

**Requirements (Undergraduate)**

**Required Statistics Course**

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

- QAS 20 Business Statistics 3.00

**Required Marketing Courses**

- MKT 51 Marketing Research 3.00
- MKT 81 Marketing Seminar 3.00

**Marketing Elective Courses**

Students must complete two of the following courses

- MKT 21 Retailing 3.00
- MKT 24 Digital Marketing and Branding 3.00
- MKT 31 Sales Management 3.00
- MKT 33 Marketing and the Regulatory Environment 3.00
Management Elective Courses
Students must complete two of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 51</td>
<td>Production Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 75</td>
<td>International Management and Cross Cultural Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MAN 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
<tr>
<td>MAN 93</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 94</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

Management Concentration Requirements (Undergraduate)
Required Statistics Course
Students must complete one of the following courses. A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 or ECO 72 is required to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 19</td>
<td>Business Analytics</td>
<td>3.00</td>
</tr>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 14</td>
<td>Creating and Managing a Small Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 81</td>
<td>Management Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students must complete two of the following Management Elective Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 13</td>
<td>Managing Group Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 22</td>
<td>Human Resource Management and Labor Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 23</td>
<td>Business and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 34</td>
<td>Service Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Graduate Management Perspective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 624</td>
<td>Operations Management</td>
<td>3.00</td>
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</table>

Required Graduate Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 620</td>
<td>Managing Information Technology and e-Commerce</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Competitive Marketing Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 623</td>
<td>Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Global Business: Environment and Operations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Graduate Business Courses
Students must complete five courses from BLW 701, TAX 726 or FIN, IBU, MAN, MIS, MKT numbered 700 or above.

Required Graduate Capstone Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 820</td>
<td>Business Policy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 120
- Minimum Undergraduate Liberal Arts Credits: 63
- Minimum Graduate Major Credits: 36
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

MINORS

Minor in Business Administration

A minor in Business Administration is a great complement to any degree. Students have the ability to master business knowledge and skills with a Business Minor, which consists of 18 credits: 9 credits of required business core courses and 9 credits of elective courses from any of the four Business Administration areas of specialization (finance, international business, management and marketing). Students seeking a business minor should contact an academic and career counselor for more information.

Minor in Business Administration Requirements

Required Business Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MGT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Student must complete one from the following:
ACC 11 Accounting Principles I 3.00
FIN 11 Principles of Finance I 3.00

Business Elective Courses
Students must complete nine credits in ACC, BUS, FIN, LAW, MAN, MIS, MKT, QAS.
Students must complete 18 credits for the minor in Business.

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.25
### Management Courses

**MAN 11 Principles of Management**  
This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.  
**Credits:** 3  
**Every Semester**

**MAN 12 Organizational Behavior**  
This course focuses on human behavior within organizations, including such topics as: personality, job attitudes, motivation, leadership, group process, diversity, formal and informal organizations, decision making and negotiation, and organizational culture.  
**Prerequisite of MAN 11 is required.**  
**Credits:** 3  
**Every Semester**

**MAN 13 Managing Group Dynamics**  
A central factor in achieving productive working relationships is the ability to effectively manage group dynamics. This course examines the dynamics of interpersonal relationships within small groups. Teams will be formed and appropriate exercises conducted to develop interpersonal communication skills required for effective participation in decision-making work groups.  
**Credits:** 3  
**Every Semester**

**MAN 14 Creating and Managing a Small Business**  
An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal business plan including market research, operational and organizational design, marketing and financial planning.  
**Prerequisites of MAN 11 and FIN 11 are required.**  
**Credits:** 3  
**Every Semester**

**MAN 16 Business Communication**  
This course examines the opportunities and problems inherent in the process of business communication. The course is designed to improve effective business communication with emphasis on individual and interpersonal skills building. Topics include, but are not limited to, determining appropriate style and tone in various types of written business communications; strengthening verbal effectiveness through the use of presentations and graphics; and learning to interpret and use non-verbal communication for greater impact. This course addresses the unique communication challenges that arise as a result of diversity, globalization and the pervasiveness of technology.  
**Prerequisite of MAN 12 is required.**  
**Credits:** 3  
**Every Semester**

**MAN 18 Introduction to Business Information Processing**  
This course is an introduction to information processing. Emphasis is on computer hardware and software and how it is integrated by end-users for management information systems. Personal Computer packages (spreadsheets, database management systems, word-processing) will be used to illustrate the tools available to managers.  
**Credits:** 3  
**Every Semester**

**MAN 22 Human Resource Management and Labor Relations**  
This course is a review of current human resource management and labor relations policies, practices and techniques. Topics include recruitment, placement, evaluation and compensation of employees.  
**Prerequisite of MAN 11 is required.**  
**Credits:** 3  
**Every Fall and Spring**

**MAN 23 Business and Society**  
This course is a review of the major cultural, political and ethical issues that confront corporate systems in its attempt to adapt to the needs of a changing environment. This course of study includes analysis of the interrelationships of business with government (U.S. and foreign), labor, and the individual in society.  
**Prerequisite of MAN 11 is required.**  
**Credits:** 3  
**Every Fall and Spring**

**MAN 31 Negotiation**  
Negotiation is a central part of personal career and organizational strategy. Through the study and practice of negotiation, students develop strategic thinking, learn about the psychology of bargaining, explore their decision making and psychological biases, broaden their ability to convey important points of view with respect to analyzing complex positions and ultimately develop their ability to apply the totality of learning through their educational experience. The class is experiential helping students build advanced interpersonal and communication skills, presentation skills, constructive conflict resolution skills (personal and in-team) through the use of business-specific, knowledge intensive exercises and roleplays. The course develops students’ strategic thinking as well as their ability to conduct circumspect situational-analysis with ethical emphasis. Consequently students build a comprehensive set of skills necessary for a business career. The course is highly beneficial to students in the management major and would also be a strong elective to complement any major.  
**Prerequisite of MAN 12 is required.**  
**Credits:** 3  
**Every Fall and Spring**

**MAN 34 Service Management**  
This course provides students with the concepts and tools necessary to effectively manage a service operation. The strategic focus should also provide students with the foundation to open their own service businesses. Topics are organized around three modules: (1) Understanding Services, (2) Designing the Service Enterprise, and (3) Managing Service Operations.  
**Prerequisite of QAS 20 is required.**  
**Credits:** 3  
**Every Fall**

**MAN 71 Business Policy**  
This is a capstone course in which the disciplines of management, finance, marketing and accounting are integrated to focus on policy decision-making to solve business problems. Computer based business simulations may be used to make essential policy decisions.  
**Prerequisite of MAN 11 & 18 & FIN 11 & MKT 11 and Senior status is required.**  
**Credits:** 3  
**Every Semester**

**MAN 75 International Management and Cross Cultural Behavior**  
This course is a survey of managerial actions and practices in a global setting. The impact of economic, political, and socio-cultural differences in international business management are explored. This course provides a framework for understanding cultural differences and the implications of such differences in forming managerial policies.  
**Prerequisite of MAN 11 is required.**  
**Credits:** 3  
**Every Fall and Spring**

**MAN 81 Management Seminar**  
In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of a pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology.  
**Prerequisite of Senior status is required.**  
**Credits:** 3  
**Every Semester**

**MAN 91 Independent Research Study**  
A program of supervised research in a selected area of management.  
**Prerequisite of Senior status is required.**  
**Credits:** 1  
**Every Semester**

**MAN 92 Independent Research Study**  
A program of supervised research in a selected area of management.  
**Prerequisite of Senior status is required.**  
**Credits:** 2
Every Semester

MAN 93 Management Internships
Internships are planned programs of research observations, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Students who have reached senior status and have maintained a major GPA of 3.0 or better for the past two academic years may apply.

Credits: 3

On Occasion

MAN 94 Management Internships
Internships are planned programs of research observations, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Students who have reached senior status and have maintained a major GPA of 3.0 or better for the past two academic years may apply.

Credits: 3

On Occasion

MIS 20 Information Systems Management
This course is an overview of information systems technology. This course will emphasize management concepts and strategy essential for the selection, development, design, implementation, use, and maintenance of information technologies (IT) and information systems (IS) applications. Business case studies are used to facilitate classroom discussion.

Prerequisite of MAN 18 is required.

Credits: 3

Every Semester

MIS 30 Business Systems Analysis and Database Design
The topics included in this course are the approaches to collecting and analyzing users, information requirements, principles of entity relationship and data modeling, normalization principles to improve database design, data administration, data security, database backup and recovery, and new directions in Data Base Management Systems (DBMS).

Prerequisite or co-requisite of MIS 20 is required.

Credits: 3

On Demand

MIS 40 Management Support Systems
This course introduces the use of computer-based systems - Management Support Systems (MSS) - in support of managerial decision-making and organizational activity. MSS support managers in his/her decision-making process and improve the effectiveness of managerial activities. Topics include the evolution of MSS, decision-making, data management and modeling which include these Systems: Decision Support (DSS), Expert Support (ES), Group Support (GSS), and Executive Support (ESS).

Prerequisite or co-requisite of MIS 20 is required.

Credits: 3

Every Semester

MIS 50 Management of Telecommunications and Networks
This course will introduce the students to the concepts of telecommunications (TC), TC networks, TC equipment, TC capabilities, and TC systems. The issue of managing TC networks is addressed. This knowledge enables students to evaluate TC options in an organizational setting. Students gain an understanding of emerging technologies in order to make informed decisions.

Prerequisite or co-requisite of MIS 20 is required.

Credits: 3

On Demand

MIS 60 Managing Information Technology and Electronic Commerce in a Multinational Business Environment
This course focuses on Information Technology (IT) environments around the world including national infrastructures and regulatory regimes, global IT applications, global IT development strategies, global management support systems and global IT management strategies. The course emphasizes the critical role IT plays in managing global finance, marketing, manufacturing, trade and accounting practices. Also, this course focuses on the comparison and contrast of e-commerce with traditional commerce.

Prerequisites or co-requisites of MIS 20, 30, 40, and 50 are required.

Credits: 3

On Demand

QAS 19 Business Analytics
Proposed Catalogue Description: This course introduces the basic concepts, principles and methods of business analytics, a growing field to support managerial decision making based on data and modeling. Topics include regression analysis, forecasting, data mining, linear programming, integer linear programming, simulation, decision analysis, and database management. A strong emphasis is placed on applying analytics to a wide range of business decision making problems in finance, marketing and operations with Microsoft Excel and Analytics Solver Platform.

Prerequisites of Mth6 and Eco 72 are required.

Credits: 3

Every Semester

QAS 20 Business Statistics
This course introduces some of the statistical concepts and techniques used in business decision-making at an advanced level. The emphasis is on business application. Problems from the functional areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decisions.

Credits: 3

Every Semester
DEPARTMENT OF MARKETING AND INTERNATIONAL BUSINESS

Phone: 516-299-2361/2308
Fax: 516-299-3131
Chair: T. Steven Chang
Professors: Chang, Rao, Siddiqi
Assistant Professors: Bao, Mayor, Wolfe
Adjunct Faculty: 9

Marketing is crucial to the health and survival of any organization. In times of turbulent change, domestically and internationally, sophisticated marketing techniques are the key to survival and continued growth in a competitive world.

Academic programs include the Bachelor of Science in Business Administration with a concentration in marketing or international business and the five-year accelerated Bachelor of Science in Business Administration/Master of Business Administration (M.B.A.) degree program. All programs are accredited by AACSB International – the Association to Advance Collegiate Schools of Business, the world’s premier business education accreditation agency. The Department of Marketing and International Business offers a wide range of courses which cover basic and advanced concepts in marketing and international business strategy.

Students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the marketing mix. A GPA of 2.0 is required for all marketing and international business majors.

B.S. in Business Administration

CONCENTRATION IN MARKETING

In today’s fiercely competitive global economy, sophisticated marketing is often the key to the survival and continued growth of any business organization. The undergraduate program in marketing combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in marketing. Within the 120-credit degree program, students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the ever-changing marketing mix.

The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. The College’s Center for Learning is equipped with wireless classrooms, two board rooms, a financial markets classroom, small seminar rooms and a student lounge. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island.

The Bachelor of Science degree in Business Administration is accredited by AACSB International. The AACSB designation recognizes that you have received the highest quality preparation and skills in basic and advanced concepts of marketing and business administration.

CONCENTRATION IN INTERNATIONAL BUSINESS

In this age of increasing globalization, graduates with a degree in business administration and a specialty in international business are in demand. If you love to travel and are curious about the world beyond America’s borders, this 120-credit undergraduate program will prepare you for a career working for international corporations in the U.S. or working overseas for multinational corporations.

Through classes such as "International Marketing," "Global Financial Markets," "International Management" and "Cross Cultural Behavior," you will learn cutting-edge strategies for cross-cultural management, cross-border manufacturing and marketing to different cultures in today's globally competitive marketplace.

The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. The College’s Center for Learning is equipped with wireless classrooms, two board rooms, a financial markets classroom, small seminar rooms and a student lounge. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island. Students have opportunity to study abroad through LIU Global in such countries as China, England and Australia.

The Bachelor of Science degree in Business Administration is accredited by the prestigious AACSB International – The Association to Advance Collegiate Schools of Business. This means that your degree will be recognized around the world. The AACSB designation recognizes that you have received the highest quality preparation and skills in global management and business administration.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Business Administration

(Program Code: 06990)

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Business Administration must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits (ECO 10 and 11)
- **Fine Arts** 3 credits
- **History/Philosophy** 6 credits
- **Laboratory Science** 8 credits
- **Language/Literature** 6 credits
- **Mathematics** 3 credits (MTH 5)
- **Social Sciences** 6 credits
- **Competencies** Computer, Library, Oral

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Business Administration required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Accounting Principles I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 12</td>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 12</td>
<td>Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 16</td>
<td>Business Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 18</td>
<td>Introduction to Business Information Processing</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 71</td>
<td>Business Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 14</td>
<td>Consumer Motivation and Behavior</td>
<td>3.00</td>
</tr>
</tbody>
</table>

B.S. in Business Administration Required Co-Related Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Students must complete two undergraduate Business Elective courses.

### Finance Concentration Requirements

**Required Statistics Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Economic Analysis Course**

Students must complete one of the following.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 61</td>
<td>Microeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 62</td>
<td>Macroeconomic Analysis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Finance Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 31</td>
<td>Investments</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 81</td>
<td>Seminar in Financial Services</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Finance Elective Courses**

Students must complete two courses from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 29</td>
<td>Private Equity and Venture Capital</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 32</td>
<td>Security Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 33</td>
<td>Derivative Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 35</td>
<td>Spreadsheet Modeling In Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 61</td>
<td>Advanced Financial Policies</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 65</td>
<td>Money and Capital Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 71</td>
<td>Global Financial Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 72</td>
<td>Global Financial Management</td>
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</tr>
<tr>
<td>FIN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 92</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 93</td>
<td>Internship</td>
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</tr>
<tr>
<td>FIN 94</td>
<td>Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Business Elective**

Students must complete two undergraduate courses.

### Marketing Concentration Requirements

**Required Statistics Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
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</tbody>
</table>

**Required Marketing Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKT 51</td>
<td>Marketing Research</td>
<td>3.00</td>
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<tr>
<td>MKT 81</td>
<td>Marketing Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Marketing Elective Courses**

Students must complete two of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 21</td>
<td>Retailing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 24</td>
<td>Digital Marketing and Branding</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 31</td>
<td>Sales Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 33</td>
<td>Marketing and the Regulatory Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 35</td>
<td>Integrated Marketing Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 41</td>
<td>Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 45</td>
<td>Industrial Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 55</td>
<td>Marketing Channels</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 61</td>
<td>International Business The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 71</td>
<td>International Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 72</td>
<td>Entry Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 73</td>
<td>Fundamentals of Export Marketing</td>
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<tr>
<td>MKT 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MKT 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
<tr>
<td>MKT 95</td>
<td>Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Business Elective**

Students must complete two undergraduate courses.

### Management Concentration Requirements

**Required Statistics Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 19</td>
<td>Business Analytics</td>
<td>3.00</td>
</tr>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Management Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 14</td>
<td>Creating and Managing a Small Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 81</td>
<td>Management Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students must complete two of the following Management Elective Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 13</td>
<td>Managing Group Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 22</td>
<td>Human Resource Management and Labor Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 23</td>
<td>Business and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 34</td>
<td>Service Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 51</td>
<td>Production Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 75</td>
<td>International Management and Cross Cultural Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MAN 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
<tr>
<td>MAN 93</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 94</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Business Elective**

Students must complete two undergraduate courses.

### International Business Concentration Requirements

**Required Statistics Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required International Business Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 71</td>
<td>Global Financial Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 70</td>
<td>International Business The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 71</td>
<td>International Business The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Business Elective**

Students must complete two undergraduate courses.

### International Business Elective Courses

Students must complete two of the following International Business Elective Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 71</td>
<td>Global Financial Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 70</td>
<td>International Business The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 71</td>
<td>International Business The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:

1. Minimum overall GPA of 3.0 (all colleges/universities attended)
2. At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
   - ECO 11 AND ECO 12
   - ACC 11 OR ACC 12
   - FIN 11 OR FIN 12
   - MAN 11
   - MKT 11
   - ECO 72 or QAS 20
3. Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and
4. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

### B.S. in Business Administration / Master of Business Administration

#### Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Business Administration/Master of Business Administration must satisfy all core curriculum requirements as follows:

| POST 101 | 1 credit |
| First-Year Composition | 6 credits |
| Economics / Political Science | 6 credits |
| (ECO 10 and 11) |
| Fine Arts | 3 credits |
| History / Philosophy | 6 credits |
| Laboratory Science | 8 credits |
| Language / Literature | 6 credits |
| Mathematics | 3 credits |
| (MTH 5) |
| Social Sciences | 6 credits |
| Competency: | Computer, Library, Oral |

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

#### Undergraduate Major Requirements

### Required Undergraduate Business Administration Courses

A grade of B or better is required in ACC 11 OR 12, FIN 11 OR 12, MAN 11 & MKT 11.

| ACC 11 Accounting Principles I | 3.00 |
| ACC 12 Accounting Principles II | 3.00 |
| FIN 11 Principles of Finance I | 3.00 |
| FIN 12 Principles of Finance II | 3.00 |
| LAW 13 Legal Environment of Business | 3.00 |
| MAN 11 Principles of Management | 3.00 |
| MAN 12 Organization Behavior | 3.00 |
| MAN 16 Business Communication | 3.00 |
| MAN 18 Introduction to Business Information Processing | 3.00 |
| MAN 71 Business Policy | 3.00 |
| MKT 11 Marketing Principles and Practices | 3.00 |
| MKT 14 Consumer Motivation and Behavior | 3.00 |
| ECO 10 Introduction to Microeconomics | 3.00 |
| ECO 11 Introduction to Macroeconomics | 3.00 |
| ECO 72 Statistics | 3.00 |
| MTH 5 Linear Mathematics for Business and Social Science | 3.00 |
| MTH 6 Calculus for Business and Social Science | 3.00 |
| POL 2 Introduction to Political Science | 3.00 |
### Marketing and International Business

**Required Statistics Course**
A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Economic Analysis Course**
Students must complete one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 61</td>
<td>Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 62</td>
<td>Macroeconomics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Finance Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 31</td>
<td>Investments</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 81</td>
<td>Seminar in Financial Services</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Finance Elective Courses**
Students must complete two courses from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 32</td>
<td>Security Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 33</td>
<td>Derivative Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 35</td>
<td>Spreadsheet Modeling in Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 61</td>
<td>Advanced Financial Policies</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 65</td>
<td>Money and Capital Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 71</td>
<td>Global Financial Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 72</td>
<td>Global Financial Management</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 92</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 93</td>
<td>Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 94</td>
<td>Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Business Elective**
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

### Marketing Concentration

**Requirements (Undergraduate)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Marketing Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 51</td>
<td>Marketing Research</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 81</td>
<td>Marketing Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Marketing Elective Courses**
Students must complete two of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 21</td>
<td>Retailing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 24</td>
<td>Digital Marketing and Branding</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 25</td>
<td>Brand Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 31</td>
<td>Sales Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 33</td>
<td>Marketing and the Regulatory Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 35</td>
<td>Integrated Marketing Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 36</td>
<td>Brand Licensing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 41</td>
<td>Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 45</td>
<td>Industrial Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 55</td>
<td>Marketing Channels</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 61</td>
<td>Product Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 70</td>
<td>Intl Business : The Firm &amp; Environ</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 71</td>
<td>International Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 72</td>
<td>Entry Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 73</td>
<td>Fundamentals of Export Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MKT 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Business Elective**
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

### Management Concentration

**Requirements (Undergraduate)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 19</td>
<td>Business Analytics</td>
<td>3.00</td>
</tr>
<tr>
<td>QAS 20</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Management Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 14</td>
<td>Creating and Managing a Small Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 81</td>
<td>Management Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Students must complete two of the following Management Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 13</td>
<td>Managing Group Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 22</td>
<td>Human Resource Management and Labor Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 23</td>
<td>Business and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 34</td>
<td>Service Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 51</td>
<td>Production Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 75</td>
<td>International Management and Cross Cultural Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MAN 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
<tr>
<td>MAN 93</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 94</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

International Business Concentration
Requirements (Undergraduate)
Required Statistics Course
A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.
QAS 20 Business 3.00 Statistics

Required International Business Courses
FIN 71 Global 3.00 Financial Markets
MKT 70 Intl Bus:The Firm & Environ 3.00
MKT 71 International Marketing 3.00

Students must complete 2 of the following International Business Elective Courses
FIN 72 Global 3.00 Financial Management
MAN 75 International 3.00 Management and Cross Cultural Behavior
MKT 72 Entry 3.00 Strategies

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. Note that LAW 13 is not required for the International Business Concentration.

Graduate Requirements

Required Graduate Business Courses
Students must have received a B or better to waive requirement for M.B.A.
MBA 621 Financial 3.00 Markets and Institutions
MBA 624 Operations 3.00 Management

Required Graduate Management Perspective Courses
MBA 620 Managing Information Technology and e-Commerce 3.00

MBA 622 Competitive Marketing Strategy 3.00
MBA 623 Organizational Behavior 3.00
MBA 625 Global Business: Environment and Operations 3.00

Elective Graduate Business Courses
Students must complete five courses from BLW 701, TAX 726 or FIN, IBU, MAN, MIS, MKT numbered 700 or above.

Required Graduate Capstone Course
MBA 820 Business Policy 3.00

Credit and GPA Requirements
Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 63
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

MINORS

Minor in Branding and Licensing
Branding and licensing are ubiquitous in the world of business. Brand management is a central marketing activity that has existed for a long time, but its importance really became evident during the merger and acquisition wave in the 1980s as companies paid large sums of money for the intangible value of brands. Universities soon followed with research and courses dedicated to pursuing brand management, and in particular, brand equity. However, very few branding and licensing programs exist at universities, and if they do, the focus tends to be on graduate education and/or “one-off” course offerings. Although branding and licensing commonly are associated with the field of marketing, it is clear that they transcend marketing to also affect areas as disparate as law and accounting. A minor in Branding and Licensing can help fill this void and appeal to undergraduate students from a variety of majors.

Minor in Branding and Licensing Core Requirements
MKT 14 Consumer Motivation and Behavior 3.00

MKT 24 Digital Marketing and Branding 3.00
MKT 25 Brand Management 3.00
MKT 36 Brand Licensing 3.00
MKT 51 Marketing Research 3.00
MKT 96 Internship for Branding and Licensing 3.00

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Major GPA: 3.0

Minor in Entrepreneurship
The 18-credit Minor in Entrepreneurship is intended for both business majors and non-business majors who want to acquire business knowledge and entrepreneurial skills necessary to transform innovative ideas into a new venture and sustaining competitive advantage in small business management.

Minor in Entrepreneurship Requirements
Entrepreneurship Minor Requirements
Required Entrepreneurship Courses
ENT 101 Foundations of Entrepreneurship 3.00

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Major GPA: 2.25
Marketing and International Business Courses

MKT 11 Marketing Principles and Practices
This is the core marketing course for the LIU Undergraduate Program and it also appeals to non-business-majors who are interested in marketing. The aim of the course is to provide a rigorous and comprehensive introduction to contemporary marketing practice. The participants learn how to analyze complex business situations, identify underlying problems and decide on courses of action with the help of the modern marketing management techniques. The students learn the concepts and terminology of modern marketing management during lectures, cases and class discussions. Application of the marketing management concepts becomes the focus for the term project.
Credits: 3
Every Semester

MKT 14 Consumer Motivation and Behavior
Consumer behavior is a field of study that aims to understand decision-making processes that consumers undertake when they identify the needs of, search for, evaluate, purchase, use, and dispose of products or services. This course covers the cognitive and emotional processes consumers go through; how individual differences based on social, cultural, economic, personal and psychological factors affect these processes; and how consumers respond to marketing stimuli, such as advertising campaigns or price discounts. Along with other topics, the knowledge of consumer brand awareness and brand preferences students gain in this course should help students learn more about how and why consumers do what they do (and think what they think) and relatedly, help students cultivate their marketing managerial skills to develop more effective marketing plans, such as to promote brands and licensed properties.
Prerequisite of MKT 11 is required.
Credits: 3
Every Semester

MKT 21 Retailing
This is a survey course emphasizing retail strategy, the evolution of retail institutions such as hypermarkets and the wheel of retailing, markdowns, atmospherics, location and distribution strategy, scrambled merchandising, market analysis and inventory control. Also, the creation of store image and consumer loyalty is studied.
Prerequisite of MKT 11 is required.
Credits: 3
On Occasion

MKT 24 Digital Marketing and Branding
Discover the exciting cuttingedge frontier of marketing and develop skills to help all businesses and organizations adapt to the new digital age. Beginning with an overview of current technology development, this course surveys the most important ideas and tools practiced by leading digital companies including search engine marketing, social network marketing, social media marketing, and electronic commerce. This course examines digital marketing as the intersection between technology and liberal arts, and emphasizes the fundamental role of liberal arts in the areas of product design and promotion. This course emphasizes the role that digital media plays in licensing, brand management, and retail distribution of licensed properties. Hands-on experience is required by learning coding to build digital marketing elements and by using social media to market brand and product.
Prerequisites of MKT 11 and 14 are required.
Credits: 3
On Occasion

MKT 25 Brand Management
Students will develop core skills needed towards understanding, crafting, measuring, and managing brand strategies across a variety of industries, such as fashion, sports, and entertainment. The course draws on marketing, sociological, psychological, and technological theories of consumer behavior and culture and examines branding as a co-creation of consumers, marketers, and culture. The course objectives are to: 1) design effective brand identities and value propositions as part of overall business strategy; 2) develop brand-building and licensing programs (including associated legal issues); 3) apply brand licensing and creative elements for effective branding; 4) license key brands to expand retail channels internationally; and 5) leverage digital technologies, such as social media marketing, to promote branding and licensing programs.
Prerequisite of MKT 11 is required.
Credits: 3
Every Fall and Spring

MKT 31 Sales Management
The importance of managing the creative selling function, including telemarketing, missionary sales, prospecting and qualifying prospects, territory management, role ambiguity, evaluation of sales performance and motivating a sales force is examined in this course.
Prerequisite of MKT 11 is required.
Credits: 3
On Occasion

MKT 35 Integrated Marketing Communications
The course focuses on promoting synergy of marketing communications practices and relationships with the customer. It emphasizes strategic planning and management of marketing communications. The program covers a variety of functional areas including advertising, public relations, direct response, sales promotion and event sponsorship, as well as basic principles of brand communication relationships and position strategies.
Prerequisite of MKT 11 is required.
Credits: 3
On Occasion

MKT 36 Brand Licensing
This course aims to explore the meaning of brand equity and to study how to evaluate and maximize opportunities for communicating that equity through brand extensions and licensing. It provides students with a clear understanding of how firms utilize brand extensions and licensing for effective marketing communications to help achieve their particular goals and objectives as well as the strategic and creative process that must be followed to succeed. Students will learn how companies deliver new brand-aligned products to the marketplace through the vehicle of trademark licensing. The course relies heavily on examples and case studies of actual brand programs that have been developed by famous and some not-so-famous brands and other owners of intellectual property (including celebrities, sport leagues, and fashion designers among others).
Prerequisite of MKT 11 is required.
Credits: 3
Every Fall

MKT 41 Advertising
The course studies advertising strategy including positioning, institutional advertising, advocacy advertising, media selection and scheduling, agency relations, the role of the advertising manager, comparative advertising, the creative process, the use of testimonials, cooperative advertising, and the assessment of advertising effectiveness and consumer reactions.
Prerequisite of MKT 11 is required.
Credits: 3
Every Semester

MKT 43 Direct Marketing
Direct response sales is one of the fastest growing areas in the field of marketing. Methods of tapping this market constitute some of the most sophisticated techniques devised and are the cutting edge of information technology. This course will familiarize students with the entire range of direct response channels and the advertising strategies appropriate to each.
Prerequisite of MKT 11 is required.
Credits: 3
Annually

MKT 45 Industrial Marketing
This course covers study of business-to-business marketing, organizational buying behavior, decision-making units, buying center processes, OEMs, value added dealers, industrial segmentation, market concentration, SIC codes, derived demand, joint demand, straight/modify/new task purchases, make/buy/lease decisions and government marketing.
Prerequisite of MKT 11 is required.
Credits: 3
On Occasion
MKT 51 Marketing Research
This course covers marketing research methods and designs, including survey methods, focus groups, in-depth interviews, observations, and experimental approaches. Topics also include sampling techniques, segmentation, analysis and interpretation of data, and writing research reports. The knowledge of marketing research students gain in this course should help students learn more about how to find out what and why consumers do what they do (and think what they think) and relatedly, help students cultivate their marketing managerial skills to develop more effective marketing plans, such as by designing marketing analytics to evaluate brand equity and licensed properties. Prerequisites: MKT 11 and QAS 20 are required.
Credits: 3
Every Semester

MKT 55 Marketing Channels
This course covers the analysis and management of distribution strategies, including selection of wholesalers, channel power and conflict, channel dominance, physical distribution and logistics, legal constraints and international comparisons of marketing distribution systems. Prerequisite: of MKT 11 is required.
Credits: 3
On Occasion

MKT 61 Product Strategy
This course presents a comprehensive presentation of the product planning and development process. Topics include idea generation, concept development, screening criteria, concept testing, commercialization and the development of marketing plans. Marketing mix decisions and strategies over the product's life cycle are also covered. The global dimensions of product development and product strategies as well as ethical issues are explored and integrated into the course. Prerequisite or co-requisite of MKT 51 is required.
Credits: 3
Annually

MKT 70 International Business: The Firm & Environment
The course aims to introduce the students to the discipline of international business. It discusses the uniqueness of the international environment and identifies the opportunities and threats for domestic business. It explains the key institutions which have facilitated globalization through the multilateral negotiation process. The bilateral forces stimulating regionalization are also analyzed. Of particular concern is the role of the firm in these processes. Theories and concepts related to trade, investment and strategic decisions including corporate structural options are discussed.
Credits: 3
On Occasion

MKT 71 International Marketing
This course is a study of the international marketplace, with special emphasis on the international environment, social/cultural and political/legal differences, trade barriers, foreign entry, licensing and joint ventures, the multinational firm and global marketing strategy. Prerequisites of MKT 11 and 14 are required.
Credits: 3
Every Semester

MKT 72 Entry Strategies
This course is an overview of International Marketing entry strategies. Students will examine the infrastructure of these markets, emerging trends, barriers to entry, and the development of marketing strategies needed to enter and compete in these unique environments. Prerequisite of MKT 71 is required.
Credits: 3
Annually

MKT 73 Fundamentals of Export Marketing
This course is an introduction to international marketing tactics for those students interested in exporting. The course examines the discovery of leads for export targets, analyzes marketing methods, sales costs and expenses, surveys, and how to design, control and operate a global distribution network. In addition, the various governmental agencies and support systems available to assist businesses in globalizing their marketing activities are examined. Prerequisite of MKT 71 is required.
Credits: 3
Annually

MKT 81 Marketing Seminar
This is the capstone course aimed at developing the student's analytical abilities through class discussion of actual marketing cases and the use of computer simulations involving a variety of marketing decision-making skills and knowledge. Prerequisite of MKT 51 or corequisite of MKT 51 with instructors permission and Senior status is required.
Credits: 3
Every Semester

MKT 91 Independent Research Study
This is a program of supervised research in a selected area of marketing. Prerequisites of MKT 11 and 14 are required.
Credits: 1
Every Semester

MKT 92 Independent Research Study
This is a program of supervised research in a selected area of marketing. Prerequisites of MKT 11 and 14 are required.
Credits: 2
Every Semester

MKT 95 Internship
Internships are planned programs of research, observation, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students with assistance from LIMA member organizations. Approval must be obtained from the Chair of the Marketing & International Business Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship. Prerequisite of MKT 11, 14, Marketing subplan with Senior status and a 3.00 MKT courses GPA are required.
Credits: 3
Every Semester

MKT 96 Internship for Branding and Licensing
Internships are planned programs of research, observation, study, and participation in selected organizations for students who plan to become professional brand or product managers. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students with assistance from LIMA member organizations. Approval must be obtained from the Chair of the Marketing & International Business Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship. A prerequisite of MKT 25, MKT 36 and Senior status with a 3.00 MKT courses GPA.
Credits: 3
Annually

ENT 11 Principles of Management
This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.
Credits: 3
Every Semester

ENT 12 Marketing Principles and Practices
This is a survey course of the field of marketing with particular emphasis on segmentation and target marketing, differential advantage, product life cycles, positioning, marketing mix decisions and product development.
Credits: 3
Every Semester

ENT 13 Principles of Finance I
This course provides basic principles by which the modern corporation manages its assets, controls its liabilities, and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations.
Credits: 3
Every Semester

ENT 14 Accounting Principles
This course presents an introduction to fundamental financial accounting principles, concentrating on identifying, recording, and communicating the economic events of a business organization. This course studies the theory and practice of accounting. Topics covered during the semester include the balance sheet, income statement, and principles required to understand financial accounting systems.

_Credits: 3_

*Every Fall and Spring*

**ENT 15 Idea to Enterprise**

An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal enterprise pitch culminating in a presentation to a panel of venture capitalists.

*Prerequisite of MAN 11 and FIN 11 are required.*

_Credits: 3_

*Every Fall*

**ENT 16 Management Seminar**

In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of pragmatic problems. The research project incorporates theoretical and empirical literature plus relevant methodology.

*Prerequisite of Senior status is required.*

_Credits: 3_

*Every Semester*

**ENT 17 Social Entrepreneurship Consulting**

On a rotating semester basis various entrepreneurship specialties will be covered such as social marketing, crowd funding, E-commerce, social entrepreneurship, etc.

_Credits: 3_

*Every Semester*

**ENT 101 Foundations of Entrepreneurship**

Introduction to the fundamentals of entrepreneurship helps students gain an understanding of the business principles necessary to start and operate a business. Students will develop an awareness of the opportunities for new venture formation and develop the planning skills needed to open a new technology-based enterprise. Students will explore the traits and characteristics of successful entrepreneurs and gain an awareness of knowledge needed in research, planning, operations, and regulations impacting investment readiness. They will learn strategies of business in management and marketing and the economic role of the entrepreneur in the market system. The course will cover all aspects of entrepreneurship and enterprise formation. By the end of the class students should be ready to start their own business from the ground up.

_Credits: 3_
B.S. in Accountancy

The 120-credit Bachelor of Science in Accountancy is ideal preparation for a career in the fields of accountancy, taxation and business services. Professors with extensive professional experience and top academic credentials lead small classes, interacting closely with students.

Students have opportunities for internships at the Big Four accounting firms, as well as mid-sized and small firms. In addition, the LIU Post Accounting Society and the Kappa Omicron Chapter of Beta Alpha Psi bring together majors through formal and informal events throughout the year. It is common for students in the program to have offers of full-time employment even before graduating. Alumni of this program can be found in positions of leadership at major New York-based accounting and business services firms.

B.S. in Accounting Learning Goals

1. Demonstrate knowledge and understanding of accounting fundamentals.
2. Demonstrate ability to apply accounting concepts.
3. Demonstrate effective oral and written communication skills.
4. Use information technology for decision making and problem solving in business.
5. Understand professional responsibilities and methods for identifying and addressing ethical issues in business and accounting.
6. Understanding the global nature of today’s accounting and business environment.
7. Demonstrate effective collaborative skills.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 80–85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Accountancy must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political</td>
<td>6 credits</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
</tr>
<tr>
<td>Fine Arts</td>
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</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Required Accountancy Courses

Students must have a grade of C or better in all courses to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>3.00</td>
</tr>
<tr>
<td>Accounting Principles I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 12</td>
<td>3.00</td>
</tr>
<tr>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 21</td>
<td>3.00</td>
</tr>
<tr>
<td>External Reporting I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 22</td>
<td>3.00</td>
</tr>
<tr>
<td>External Reporting II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 61</td>
<td>3.00</td>
</tr>
<tr>
<td>Managerial Cost Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 80</td>
<td>3.00</td>
</tr>
<tr>
<td>Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 82</td>
<td>3.00</td>
</tr>
<tr>
<td>Auditing</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 84</td>
<td>3.00</td>
</tr>
<tr>
<td>Tax &amp; Business Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 85</td>
<td>3.00</td>
</tr>
<tr>
<td>Advanced Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 90</td>
<td>3.00</td>
</tr>
<tr>
<td>Applications in Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Business Courses

Student must complete at least 50% (12 credits) of business courses at LIU Post to graduate.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 11</td>
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<tr>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>3.00</td>
</tr>
<tr>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>3.00</td>
</tr>
<tr>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 19</td>
<td>3.00</td>
</tr>
<tr>
<td>Commercial Law for Accountants</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>3.00</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MIS 20</td>
<td>3.00</td>
</tr>
<tr>
<td>Information Systems Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>3.00</td>
</tr>
<tr>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
</tbody>
</table>
B.S. in Business Administration

CONCENTRATION IN FINANCE
The 120-credit Bachelor of Science in Business Administration with a concentration in finance prepares you for a diverse career in all aspects of global financial management.

ADMISSION REQUIREMENTS
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Business Administration
[Program Code: 06990]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Business Administration must satisfy all core curriculum requirements as follows:

First-Year Composition 6 credits
Economics/Political Science 6 credits (fulfilled by ECO 10 and 11)
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 credits (fulfilled by MTH 5)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Depending upon the concentration selected, students typically are also required to take 2 to 3 liberal arts electives in order to meet the required liberal arts credit total.

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 66
Minimum Accounting and Business Credits: 54
Minimum Accounting GPA: 2.0
Minimum Business Courses GPA: 2.00
Minimum Cumulative GPA: 2.00

Finance Concentration Requirements
Required Statistics Course
QAS 20 Business Statistics 3.00

Required Economic Analysis Course
Students must complete one of the following
ECO 61 Microeconomic Analysis 3.00
ECO 62 Macroeconomic Analysis 3.00

Required Finance Courses
FIN 31 Investments 3.00
FIN 81 Seminar in Financial Services 3.00

Finance Elective Courses
Students must complete two courses from the list below:
FIN 29 Private Equity and Venture Capital 3.00
FIN 32 Security Analysis 3.00
FIN 33 Derivative Markets 3.00
FIN 35 Spreadsheet Modeling In Finance 3.00
FIN 61 Advanced Financial Policies 3.00
FIN 65 Money and Capital Markets 3.00
FIN 71 Global Financial Markets 3.00
FIN 72 Global Financial Management 3.00
FIN 91 Independent Research Study 1.00
FIN 92 Independent Research Study 1.00
FIN 93 Internship 3.00
FIN 94 Internship 3.00

**Business Elective**
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

### Marketing Concentration

**Requirements**

**Required Statistics Course**
- QAS 20 Business Statistics 3.00

**Required Marketing Courses**
- MKT 51 Marketing Research 3.00
- MKT 81 Marketing Seminar 3.00

**Marketing Elective Courses**
Students must complete two of the following courses
- MKT 21 Retailing 3.00
- MKT 24 Digital Marketing and Branding 3.00
- MKT 31 Sales Management 3.00
- MKT 33 Marketing and the Regulatory Environment 3.00
- MKT 35 Integrated Marketing Communications 3.00
- MKT 41 Advertising 3.00
- MKT 45 Industrial Marketing 3.00
- MKT 55 Marketing Channels 3.00
- MKT 61 Product Strategy 3.00
- MKT 70 International Business The Firm & Environment 3.00
- MKT 71 International Marketing 3.00
- MKT 72 Entry Strategies 3.00
- MKT 73 Fundamentals of Export Marketing 3.00
- MKT 91 Independent Research Study 1.00
- MKT 92 Independent Research Study 2.00
- MKT 95 Internship 3.00

**Business Elective**
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

**Management Concentration Requirements**

**Required Statistics Course**
- QAS 19 Business Analytics 3.00
- QAS 20 Business Statistics 3.00

**Required Management Courses**
- MAN 14 Creating and Managing a Small Business 3.00
- MAN 81 Management Seminar 3.00

**Management Elective Courses**
Students must complete two of the following Management Elective Courses
- MAN 13 Managing Group Dynamics 3.00
- MAN 22 Human Resource Management and Labor Relations 3.00
- MAN 23 Business and Society 3.00
- MAN 34 Service Management 3.00
- MAN 51 Production Management 3.00
- MAN 75 International Management and Cross Cultural Behavior 3.00
- MAN 91 Independent Research Study 1.00
- MAN 92 Independent Research Study 2.00
- MAN 93 Management Internships 3.00
- MAN 94 Management Internships 3.00

**International Business Concentration Requirements**

**Required Statistics Course**
- QAS 20 Business Statistics 3.00

**Required International Business Courses**
- FIN 71 Global Financial Markets 3.00
- MKT 70 International Business The Firm & Environment 3.00
- MKT 71 International Marketing 3.00

**Students must complete 2 of the following International Business Elective Courses**
- FIN 72 Global Financial Management 3.00
- MAN 75 International Management and Cross Cultural Behavior 3.00
- MKT 72 Entry Strategies 3.00

**Credit and GPA Requirements**
- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 63
- Minimum Business Major Credits: 57
- Minimum Major GPA: 2.00

**DUAL DEGREE PROGRAMS**

**B.S./M.S. in Accountancy**

The School of Professional Accountancy, Finance and FinTech offers an accelerated program for qualified students to earn both a Bachelor of Science and a Master of Science in Accountancy. This 150-credit program allows the student to obtain both degrees in five years. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S./M.S. in Accountancy is registered by the New York State Education Department as a 150-hour CPA licensure-qualifying program and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose an accelerated track in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

Students in this program have a choice of a concentration in Professional Accountancy or Taxation.

**ADMISSION REQUIREMENTS**

- Minimum overall GPA of 3.0 (all colleges/universities attended)
- At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
B.S./M.S. in Accountancy

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S./M.S. in Accountancy must satisfy all core curriculum requirements as follows:

**POST 101** 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits (ECO 10 and 11)
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 credits (MTH 5)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

**Required Undergraduate Accountancy Courses**
All courses must be completed with a grade of C or better (B or better in ACC 11 and ACC 12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Accounting Principles I</td>
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<td>Accounting Principles II</td>
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<td>ACC 21</td>
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<td>3.00</td>
</tr>
<tr>
<td>ACC 22</td>
<td>External Reporting II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 61</td>
<td>Managerial Cost Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 80</td>
<td>Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 82</td>
<td>Auditing</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 84</td>
<td>Tax &amp; Business Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 85</td>
<td>Advanced Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 90</td>
<td>Applications in Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Business Courses**
All courses must be completed with a grade of B or better

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 19</td>
<td>Commercial Law for Accountants</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Managing Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Operations Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note that dual degree candidates in the B.S./M.S. take MBA 620 in place of MIS 20 (Information Systems Management) and MBA 624 in place of QAS 19 (Business Analytics). These do not count toward the required 30 graduate credits (as is the case for the Dual B.S./M.B.A.).

**Required Undergraduate Co-Related Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Algebra for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note that ECO 10, ECO 11 and MTH 5 are mentioned in the first section as core requirements and repeated here for clarity. Students that do not display computer literacy (either through placement examination or previous course work) may be required to take CLA 6 (3 credits).

Students must complete one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 17</td>
<td>Speech Communication in Organizations</td>
<td>3.00</td>
</tr>
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</table>

**Required Graduate Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 750</td>
<td>Advanced Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 742</td>
<td>Financial Statement Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 620</td>
<td>Tax Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Graduate Taxation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 720</td>
<td>Not-for-Profit Entity Accounting</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 753</td>
<td>Advanced Assurance Services &amp; Computer Auditing</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 754</td>
<td>Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 790</td>
<td>Developments in Taxation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate Accounting & Taxation Courses**

Students with the intention to attain the 150 credits necessary to fulfill CPA requirements must complete three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 709</td>
<td>Corporate Financial Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 625</td>
<td>Federal Taxation of Estates, Gifts and Trusts</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 726</td>
<td>Tax Strategies and Business Decisions</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 729</td>
<td>State &amp; Local Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 760</td>
<td>Tax Research</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 762</td>
<td>Procedures and Practices in Federal Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 771</td>
<td>Corporate Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 772</td>
<td>Corporate Reorganizations and Consolidations</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 773</td>
<td>Consolidated Returns</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 774</td>
<td>Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning</td>
<td>3.00</td>
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<tr>
<td>TAX 775</td>
<td>Partnerships and Limited Liability Entities</td>
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<td>TAX 776</td>
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<td>TAX 777</td>
<td>Estate Planning</td>
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<td>TAX 778</td>
<td>Advanced Partnerships and Limited Liability Entities</td>
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<tr>
<td>TAX 779</td>
<td>Tax Exempt Organization</td>
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<tr>
<td>TAX 780</td>
<td>Fundamentals of Qualified Employee Benefit Plans</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 788</td>
<td>International Taxation</td>
<td>3.00</td>
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<tr>
<td>TAX 791</td>
<td>Independent Study (Director's Permission)</td>
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</table>

**Taxation Concentration**

**Required Graduate Taxation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAX 760</td>
<td>Tax Research</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 762</td>
<td>Procedures &amp; Practices in Federal Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 771</td>
<td>Corporate Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 775</td>
<td>Partnerships &amp; Limited Liability Entities</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Taxation Courses**

Students with the intention to attain the 150 credits necessary to fulfill CPA requirements must complete three of the following:
**B.S./M.B.A. in Accountancy**

The School of Professional Accountancy offers an accelerated program for qualified students to earn both a Bachelor of Science and an M.B.A. in Accountancy. This 159-credit program allows the student to obtain both degrees in five years. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S./M.B.A. in Accountancy is registered by the New York State Education Department as a 150-hour CPA licensure-qualifying program and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose an accelerated track in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

Students in this program have a choice of a concentration in Professional Accountancy or Taxation.

**ADMISSION REQUIREMENTS**

- Minimum overall GPA of 3.0 (all colleges/universities attended)
- At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
  - FIN 11 OR FIN 12
  - LAW 1
  - MKT 11
  - ECO 72 or QAS 20
- Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and
- Meet the same standards for admission to the M.S. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

**B.S. in Accountancy/Master of Business Administration**

**Program Code: 30579**

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Accountancy/Master of Business Administration must satisfy all core curriculum requirements as follows:

**POST 101** 1 credit

First-Year Composition 6 credits

Economics/Political Science 6 credits (ECO 10 and 11)

Fine Arts 3 credits

History/Philosophy 6 credits

Laboratory Science 8 credits

**Credit and GPA Requirements**

Minimum Total Credits: 150

Minimum Undergraduate Business Credits: 24

Minimum Undergraduate Accounting Credits: 30

Minimum Undergraduate Liberal Arts Credits: 66

Minimum Graduate Credits: 30

Minimum Undergraduate Major GPA: 3.00

Minimum Undergraduate Cumulative GPA: 3.00

Minimum Graduate GPA: 3.00

**Language/Literature** 6 credits

**Mathematics** 3 credits (MTH 5)

**Social Sciences** 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Accountancy Courses**

Students must complete at least 50% (15 credits) of accounting courses. Transfer students can only transfer in ACC 11, 12, 21, 22. Students must have a grade of B or better in all courses to fulfill this requirement.

**ACC 11** Accounting Principles I 3.00

**ACC 12** Accounting Principles II 3.00

**ACC 21** External Reporting I 3.00

**ACC 22** External Reporting II 3.00

**ACC 61** Managerial Cost Analysis 3.00

**ACC 80** Accounting Information Systems 3.00

**ACC 82** Auditing 3.00

**ACC 84** Tax & Business Strategies 3.00

**ACC 85** Advanced Taxation 3.00

**ACC 90** Applications in Accounting 3.00

**Required Undergraduate Business Courses**

Students must complete at least 50% (12 credits) of business courses at LIU Post to graduate. Students must earn a grade of B or better in all courses to fulfill this requirement.

**FIN 11** Principles of Finance I 3.00

**FIN 12** Principles of Finance II 3.00

**LAW 13** Legal Environment of Business 3.00

**LAW 19** Commercial Law for Accountants 3.00

**MAN 11** Principles of Management 3.00

**MKT 11** Marketing Principles and Practices 3.00

**Required Undergraduate Co-Related Courses**

**ECO 10** Introduction to Microeconomics 3.00

**ECO 11** Introduction to Macroeconomics 3.00

**ECO 72** Statistics 3.00

**MTH 5** Linear Algebra for Business and Social Science 3.00

**MTH 6** Calculus for Business and Social Science 3.00

*Note that ECO 10, ECO 11 and MTH 5 are mentioned in the first section as core requirements.*
Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 63
Minimum Undergraduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

B.S./M.B.A. in Business Administration

The 150-credit B.S./M.B.A. in Business Administration degree program offers students the opportunity to complete two AACSB-accredited business degrees in only five years. Earn a Bachelor of Science degree in Business Administration with concentrations in finance, international business, management or marketing, then seamlessly transition into the Master of Business Administration (M.B.A.) program. This dual-degree program enables you to enter the business world sooner, armed with superior credentials and higher earning potential. To accommodate busy schedules, M.B.A. students have the option to take courses offered on weeknights and/or Saturdays. The business programs at LIU Post are accredited by AACSB International – the Association to Advance Collegiate Schools of Business.

ADMISSION REQUIREMENTS

Undergraduate students can apply for admission into the 5-year B.S./M.B.A. in Business Administration program during their junior year. Before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:

1. Minimum overall GPA of 3.0 (all colleges/universities attended)
2. At least a grade of “B” (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
   - ECO 11 AND ECO 12
   - ACC 11 OR ACC 12
   - FIN 11 OR FIN 12
   - MAN 11
   - MKT 11
   - ECO 72 or QAS 20
3. Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and
4. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

Undergraduate Major Requirements

Required Undergraduate Business Administration Courses

ACC 700 Advanced Accounting 3.00
ACC 722 Competitive Marketing 3.00
MBA 620 Managing Information Technology and e-Commerce 3.00
MBA 621 Financial Markets and Institutions 3.00
MBA 622 Organizational Behavior 3.00
MBA 624 Operations Management 3.00
MBA 625 Global Business Environment and Operations 3.00

Note that dual degree candidates in the B.S./M.B.A. take MBA 620 in place of MIS 20 (Information Systems Management) and MBA 624 in place of QAS 19 (Business Analytics). These courses are considered pivot courses taken during the last year of undergraduate work that count toward both undergraduate and graduate credit requirements.

Required Graduate Accounting Courses

ACC 750 Advanced Accounting Information Systems 3.00
ACC 753 Advanced Assurance Services and Computer Auditing 3.00

Required Graduate Capstone Course

MBA 820 Business Policy 3.00

Elective Undergraduate Courses

Undergraduate accounting courses that are not being used to satisfy major or core requirements may be used as free undergraduate elective courses.

Elective Graduate Business Administration Courses

Students must take a minimum of three of the following:
BLW, TAX or any FIN, IBU, MAN, MIS or MKT courses 700 or above

Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 63
Minimum Undergraduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

B.S. in Business Administration / Master of Business Administration

Program Code: 31072

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Business Administration/Master of Business Administration must satisfy all core curriculum requirements as follows:

POST 101 First-Year Composition 6 credits

Finance Concentration Requirements

Economics/Political Science 6 credits
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits
Language/Literature 6 credits
Mathematics 3 credits (MTH 5)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Undergraduate Major Requirements

Required Undergraduate Business Administration Courses

A grade of B or better is required in ACC 11 OR 12, FIN 11 OR 12, MAN 11 & MKT 11.

ACC 11 Accounting Principles I 3.00
ACC 12 Accounting Principles II 3.00
FIN 11 Principles of Finance I 3.00
FIN 12 Principles of Finance II 3.00
LAW 13 Legal Environment of Business 3.00
MAN 11 Principles of Management 3.00
MAN 12 Organizational Behavior 3.00
MAN 16 Business Communication 3.00
MAN 18 Introduction to Business Information Processing 3.00
MAN 71 Business Policy 3.00
MKT 11 Marketing Principles and Practices 3.00
MKT 14 Consumer Motivation and Behavior 3.00

Required Undergraduate Co-Related Courses

A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.

ECO 10 Introduction to Microeconomics 3.00
ECO 11 Introduction to Macroeconomics 3.00
ECO 72 Statistics 3.00
MTH 5 Linear Mathematics for Business and Social Science 3.00
MTH 6 Calculus for Business and Social Science 3.00
POL 2 Introduction to Political Science II 3.00
(Undergraduate)
Required Statistics Course
A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.
QAS 20 Business Statistics 3.00

Required Economic Analysis Course
Students must complete one of the following
ECO 61 Microeconomic Analysis 3.00
ECO 62 Macroeconomic Analysis 3.00

Required Finance Courses
FIN 31 Investments 3.00
FIN 81 Seminar in Financial Services 3.00

Finance Elective Courses
Students must complete two courses from the list below:
FIN 32 Security Analysis and Student Investment Fund 3.00
FIN 33 Derivative Markets 3.00
FIN 35 Spreadsheet Modeling In Finance 3.00
FIN 61 Advanced Financial Policies 3.00
FIN 65 Money and Capital Markets 3.00
FIN 71 Global Financial Markets 3.00
FIN 72 Global Financial Management 3.00
FIN 91 Independent Research Study 1.00
FIN 92 Independent Research Study 1.00
FIN 93 Internship 3.00
FIN 94 Internship 3.00

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

Marketing Concentration
Requirements (Undergraduate)
Required Statistics Course
Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.
QAS 20 Business Statistics 3.00

Required Marketing Courses
MKT 51 Marketing Research 3.00
MKT 81 Marketing Seminar 3.00

Marketing Elective Courses
Students must complete two of the following courses
MKT 21 Retailing 3.00

MKT 24 Digital Marketing and Branding 3.00
MKT 31 Sales Management 3.00
MKT 33 Marketing and the Regulatory Environment 3.00
MKT 35 Integrated Marketing Communications 3.00
MKT 41 Advertising 3.00
MKT 45 Industrial Marketing 3.00
MKT 55 Marketing Channels 3.00
MKT 61 Product Strategy 3.00
MKT 70 Intl Business :The Firm & Environ 3.00
MKT 71 International Marketing 3.00
MKT 72 Entry Strategies 3.00
MKT 73 Fundamentals of Export Marketing 3.00
MKT 91 Independent Research Study 1.00
MKT 92 Independent Research Study 2.00
MKT 95 Internship 3.00

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

Management Concentration
Requirements (Undergraduate)
Required Statistics Course
Students must complete one of the following courses. A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.
QAS 19 Business Analytics 3.00
QAS 20 Business Statistics 3.00

Required Management Courses
MAN 14 Creating and Managing a Small Business 3.00
MAN 81 Management Seminar 3.00

Students must complete two of the following Management Elective Courses
MAN 13 Managing Group Dynamics 3.00
MAN 22 Human Resource Management and Labor Relations 3.00
MAN 23 Business and Society 3.00
MAN 34 Service Management 3.00
MAN 51 Production Management 3.00
MAN 75 International Management and Cross Cultural Behavior 3.00
MAN 91 Independent Research Study 1.00
MAN 92 Independent Research Study 2.00
MAN 93 Management Internships 3.00
MAN 94 Management Internships 3.00

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

International Business Concentration
Requirements (Undergraduate)
Required Statistics Course
A grade of B or better is required for ECO 10, 11 to waive GBA 520. A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.
QAS 20 Business Statistics 3.00

Required International Business Courses
FIN 71 Global Financial Markets 3.00
MKT 70 Intl Bus:The Firm & Environ 3.00
MKT 71 International Marketing 3.00

Students must complete 2 of the following International Business Elective Courses
FIN 72 Global Financial Management 3.00
MAN 75 International Management 3.00
MAN 72 Entry Strategies 3.00

Business Elective
Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. Note that LAW 13 is not required for the International Business Concentration.

Graduate Requirements
Required Graduate Business Courses
Students must have received a B or better to waive requirement for M.B.A.
MBA 621 Financial Markets and Institutions 3.00
MBA 624 Operations Management 3.00

Required Graduate Management Perspective Courses
MBA 620 Managing Information Technology and e-Commerce 3.00
MBA 622 Competitive Marketing Strategy 3.00
Elective Graduate Business Courses
Students must complete five courses from BLW 701, TAX 726 or FIN, IBU, MAN, MIS, MKT numbered 700 or above.

Required Graduate Capstone Course
MBA 820 Business Policy 3.00

Credit and GPA Requirements
Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 63
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

MINORS

Minor in Accounting
Undergraduate students who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in accountancy. Contact your academic and career counselor about further requirements and additional information.

Minor in Accounting Requirements
Required Accounting Courses
ACC 11 Accounting Principles I 3.00
ACC 12 Accounting Principles II 3.00
ACC 21 External Reporting I 3.00
ACC 22 External Reporting II 3.00

Elective Accounting Courses
Students must complete six credits from the following:
ACC 61 Managerial Cost Analysis 3.00
ACC 80 Accounting Information Systems 3.00
ACC 82 Auditing 3.00
ACC 84 Tax & Business Strategies 3.00
ACC 85 Advanced Taxation 3.00
ACC 90 Applications in Accounting 3.00

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.5

Alternative Investments
Focusing on investment opportunities outside the traditional capital markets, the Private Equity and Alternative Investments minor focuses on private equity strategies. The financing of entrepreneurial firms through venture capital, acquisitions and restructurings will be studied. Drawing upon the expertise of leaders in the field, students will also be exposed to real estate, insurance, hedge funds, commodities, currencies and fine art investments.

Minor in Private Equity and Alternative Investments
Requirements
FIN 29 Private Equity and Venture Capital 3.00
FIN 37 Seminar in Alternative Investments 3.00
FIN 95 Internships in Alternative Investments 3.00

One of the following:
FIN 36 Entrepreneurial Finance 3.00
FIN 38 Insurance 3.00
FIN 43 Real Estate Investments 3.00

Credit and GPA Requirements
Minimum Total Credits: 12 (plus FIN 11 Principles of Finance I or permission of the chair)
Minimum Major GPA: 2.5
ACC 11 Accounting Principles I
This course presents an introduction to fundamental financial accounting principles, concentrating on identifying, recording, and communicating the economic events of a business organization. This course studies the theory and practice of accounting. Topics covered during the semester include the balance sheet, income statement, and principles required to understand financial accounting systems.
Credits: 3
Every Semester

ACC 12 Accounting Principles II
This course is the second in the accounting principles sequence. The first part of the course focuses on partnerships and the corporate form of business organization, including financial statement analysis and cash flow statements. Students are then introduced to managerial accounting concepts and how they can be used in fostering internal business decision-making. Information concerning the behavior of costs, profit planning, and budgeting is analyzed to enhance meaningful comprehension of managerial accounting.
Prerequisite of ACC 11 is required.
Credits: 3
Every Semester

ACC 21 External Reporting I
This course focuses on the preparation and analysis of financial information for users external to the organization. Topics include the accounting cycle; income measurement, cash, receivables, inventories, operational assets, investments, and preparation of financial statements. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.
Prerequisite of ACC 12 is required.
Credits: 3
Every Fall

ACC 22 External Reporting II
This course is a continuation of ACC 21 External Reporting I. This course is an in-depth study of the underlying concepts, measurement, analysis, and interpretation of financial information for external users. Topics include long-term liabilities, investments, stockholder's equity, earnings per share, leases, pensions, cash flow statements, accounting errors and changes, and deferred income taxes. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.
Prerequisite of ACC 21 is required.
Credits: 3
Every Fall and Spring

ACC 61 Managerial Cost Analysis
This course provides an in-depth understanding of the theory and concepts underlying conventional cost systems and the rationale for the development and understanding of modern cost management systems including: 1) cost accumulation systems for product costing, cost behavior concepts for planning and control, and activity-based costing; 2) the use of cost information for strategic decision analysis and support; and 3) financial planning and control systems with a quality management perspective.
Prerequisite of ACC 21 is required.
Credits: 3
Every Semester

ACC 80 Accounting Information Systems
This course develops an understanding of the roles of accounting information and information technology and their influence on decision making, operational support, and organizational competitiveness. The course will include, but not be limited to, the framework of accounting information systems and decisions that impact on their design and implementation, the role of accounting information systems in transaction processing and internal control, and the functions of the major subsystems. The student will also gain hands-on experience in using and in evaluating accounting information systems, as well as further develop collaborative, oral, and written communication skills.
Prerequisite of ACC 21 is required.
Credits: 3
Every Semester

ACC 82 Auditing
This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. Course coverage includes the audit risk model, understanding and testing internal controls, substantive testing, fraud, reports on audited financial statements, professional ethics, and an introduction to computer auditing.
Prerequisites of ACC 22 and ACC 80 are required.
Credits: 3
Every Semester

ACC 84 Tax & Business Strategies
Tax basics of all types of entities will be studied. The course stresses the importance of exposure to a range of tax concepts within the framework of financial reporting. Critical thinking and problem solving skills will be developed utilizing tax planning decision models. Recognition of tax savings and tax hazards will prepare students for many possible work environments.
Corequisite of ACC 21 is required.
Credits: 3
Every Fall

ACC 85 Advanced Taxation
A continuation of ACC 84, this course will review more advanced areas of the Federal tax law as promulgated by the Internal Revenue Code of 1986, as amended, including applicable rulings, case law precedent and treasury regulations. The student will become familiar with rules applicable to the taxation of business entities, including C and S corporations, LLCs, partnerships, and specially taxed corporations. An introduction to N.Y. State taxes will be covered.
Prerequisite of ACC 84 is required.
Credits: 3
Every Spring

ACC 90 Applications in Accounting
This course covers accounting for business combinations, international transactions and reporting, governmental and not-for-profit entities, and other key advanced topics. The course links theory and practice with constant emphasis on the logic of procedures.
Prerequisite of ACC 22 is required.
Credits: 3
Every Semester

LAW 13 Legal Environment of Business
This course examines the origins of law, business ethics, court system, business related torts, contracts, agency, partnerships, corporations, employment law, intellectual property, and international business law.
Credits: 3
Every Semester

LAW 19 Commercial Law for Accountants
This course covers real and personal property, bills and notes, insurance, suretyship and bankruptcy, law of sales and negotiable instruments, wills and trusts, secured transactions, accountant's liability, and security regulation.
Prerequisite of LAW 13 is required.
Credits: 3
Every Semester

Finance Courses

FIN 11 Principles of Finance I
This course provides basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations.
Prerequisite or Co-requisite of ACC 11 is required or permission of Chair.
Credits: 3
Every Semester

FIN 12 Principles of Finance II
This writing across-the-curriculum course is an analysis of corporate policy with respect to internal financial control, capital budgeting, dividend policy, and the issuance and sale of new securities. Emphasis will be placed on corporate decision-making under uncertainty in areas of investment and financing alternatives, both domestically and
FIN 23 Personal Finance
This course gives students, regardless of major or background, an overview of how to manage their individual financial circumstances. Topics covered will include: personal, auto, and home equity loans; property and casualty insurance; life insurance; investing fundamentals; tax planning; retirement planning and estate planning. Principles of budgeting, financing, insurance, investing and retirement planning will be outlined so that students will have a better idea of how to live within their means and prepare for the future.
Business Elective.
Credits: 3
Annually

FIN 25 Introduction to Real Estate
This course will focus on the business of real estate with a particular focus on the New York metropolitan and Long Island areas. Topics covered will include real estate instruments, real estate brokerage, real estate financing, appraisals and valuations, marketing real estate, managing property and government financing programs. Many of the classes will include presentations by real estate professionals from the area.
Business Elective.
Credits: 3
On Occasion

FIN 29 Private Equity and Venture Capital
The course is designed to study the venture capital and private equity industry. Topics to be covered include how private equity funds are raised and structured, the features of private equity funds and the fundraising process. In addition, the course considers the interactions between private equity investors and the entrepreneurs that they finance, as well as the exit process for the investor. Several private equity transactions, including venture capital, buyouts, build-ups, and venture leasing, will be illustrated.
Prerequisite of FIN 11 is required.
Credits: 3
On Occasion

FIN 31 Investments
The course focuses on security markets and investment opportunities. Students are exposed to the concepts of markets efficiency and risk and return in the context of valuations of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios.
Prerequisite of FIN 11 is required.
Credits: 3
Every Fall and Spring

FIN 32 Security Analysis and Student Investment Fund
Students in this course will build on the theoretical concepts learned in foundational finance courses, and expanded upon in the prerequisite intermediate course, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities. Students will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies. Students will conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors who have invested the funds to be managed through this engaged learning initiative.
Prerequisite of FIN 31 is required.
Credits: 3
Every Spring

FIN 33 Derivative Markets
The purpose of this course is to learn to price derivative instruments and also study their use for speculation and hedging. Students study the use of the Binomial Options pricing model and the Black-Scholes models to price these securities. Some of the other topics covered are netting, haircuts, forward contracts, options, futures on financials and commodities, options on futures, and swaps.
Credits: 3
Annually

FIN 35 Spreadsheet Modeling in Finance
The purpose of this course is to instruct students in the use of Microsoft Excel for financial analyses and modeling. The course will address the basic principles of Finance within the context of Microsoft Excel. Topics will include spreadsheet basics including a survey of Excel functions and formulas, financial statement development and analysis, cash budgeting, sensitivity analysis, financial forecasting, the time value of money, duration, stock, and bond valuation, the cost of capital and capital budgeting.
Credits: 3
Every Fall

FIN 36 Entrepreneurial Finance
Before going public, companies rely on venture capital financing to grow. Similar companies are increasingly choosing private market solutions. Course focus is on development of secondary markets that provide an alternative to the traditional IPO. This course teaches the necessary tools for investors and entrepreneurs to build and evaluate these early-stage companies.
Credits: 3
On Occasion

FIN 37 Seminar in Alternative Investments
Utilizing cases and readings and drawing upon the experience and expertise of practitioners, this course will offer students a perspective on current issues in the various fields of alternative investments. Topics include industry trends, opportunities and challenges, regulation, financial reporting and accounting issues.
Credits: 3
On Occasion

FIN 38 Insurance
This course considers how insurance is used to compensate for risk and presents the specific uses of insurance with respect to personal and business risks that arise from health, property liability contingencies. Theory, institutional relationships, and legal factors are emphasized.
Credits: 3
On Occasion

FIN 43 Real Estate Investments
The business of real estate with a particular focus on the New York Metropolitan and Long Island areas is the course focus. The theory and measurement of return and risk on real estate loans and equity investments, investment decision making and financing alternatives, techniques of real estate investment financing, evaluation of investment risk and credit quality on selected types of properties and loans will be investigated. Topics include: site selection, income properties, office buildings, shopping centers, industrial properties, condos and coops, leasing valuation and marketing. Classes will offer presentations by real estate professionals from the area.
Credits: 3
On Occasion

FIN 61 Advanced Financial Policies
This course builds upon the basic principles of managerial finance by providing further theoretical knowledge and analytic skills necessary for identification, evaluation and solution of financial policy issues. The course also provides perspectives on corporate financial policies pertaining to three fundamental strategies: namely, investing, financing and dividend decisions. The course investigates the choice of particular policies and quantifies the valuation consequences of real world corporate decisions, including those relating to financial analysis; planning and strategy; capital budgeting; intermediate and long-term financing; financial structure; the cost of capital and dividend policy; mergers and acquisitions; and risk management.
Prerequisite of FIN 11 is required.
Credits: 3
Annually

FIN 65 Money and Capital Markets
The main goal of this writing-across-the-curriculum course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will therefore be placed on both financial theory and the U.S. institutional structure. The former will include the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term
structure of interest rates. The latter will include an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and both traditional and new financial instruments will also be evaluated. Discussion of the use of the Federal Reserve’s flow of funds will be integrated into the course as will material from rating agencies and major financial firms. Current events will also be covered. Cross-listed with ECO 65.

**Prerequisite of FIN 11 or permission of chair is required.**

**FIN 71 Global Financial Markets**
This course is an overview of the international financial system. International financial markets are investigated, exchange rate markets and behavior are analyzed, and hedging techniques are presented. **Prerequisite of FIN 11 is required.**

**Credits: 3**

**Annually**

**FIN 72 Global Financial Management**
An analysis of the financial decision-making process of the global corporation will be explored. The financial opportunities and the risks associated with international operations are discussed and analyzed. Major topics include multicurrency cash and exposure management, capital budgeting and cost of capital considerations as well as multinational performance and evaluation criteria. The case study method is utilized. **Prerequisite of FIN 71 is required.**

**Credits: 3**

**Annually**

**FIN 81 Seminar in Financial Services**
Students will explore the relationship between corporate financial flows and financial market, industry, and aggregate economic data. Students are required to have junior or senior status. **Prerequisite of FIN 12 is required.**

**Credits: 3**

**Every Fall and Spring**

**FIN 91 Independent Research Study**
These courses offers students the option of either a department approved internship or structured, supervised research in a professor-selected area of finance. **Prerequisite of Junior/Senior status is required.**

**Credits: 1**

**Every Semester**

**FIN 92 Independent Research Study**
These courses offers students the option of either a department approved internship or structured, supervised research in a professor-selected area of finance. **Prerequisite of Junior/Senior status is required.**

**Credits: 1**

**Every Semester**

**FIN 93 Internship**
Internships will be arranged through the Finance Department. These internships are planned programs of research observations, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. **Prerequisite of Junior/Senior Status is required.**

**Credits: 3**

**Every Semester**

**FIN 94 Internship**
Internships will be arranged through the Finance Department. These internships are planned programs of research observations, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. **Prerequisite of Junior/Senior status is required.**

**Credits: 3**

**Every Semester**

**FIN 95 Internships in Alternative Investments**
Internships will be arranged through the Finance Department. These internships will be planned programs of research observations, study, and participation in various alternative investment organizations. They will be designed to enrich coursework with hands-on practical experience. **Prerequisites of Junior/Senior status is required.**

**Credits: 3**

**On Occasion**
SCHOOL OF COMPUTER SCIENCE, INNOVATION AND MANAGEMENT ENGINEERING

Phone: 516-299-2293
Fax: 516-299-3131
Chair: TBA (Direct inquiries to Office of the Dean)
Senior Professor: White
Professor: Dorchak
Associate Professors: Heim, Malinowski
Assistant Professor: Ponsford-Gullacci, Scovetta
Adjunct Faculty: 6

The Department of Computer Science and Management Engineering offers preparation for mainstream as well as growing technology fields such as network security, computer programming (including mobile and game), web development and information management. The department is a participant in the IBM Academic Initiative and as such prepares students for working in large scale systems environments as used in 98% of Fortune 500 companies.

The Department offers B.S. degrees in Computer Science, Information Systems, and Information Management and Technology programs will be folded into Computer Science going forward. Minors offered are: Computer Science, Computer Information Systems, Computers for Liberal Arts, Game Development, Information Management, Information Technology and Programming.

B.S. Computer Science

Few fields offer as many career options as computer science. Embedded systems, workstation and client/server based applications, mobile systems, operating systems, gaming systems and applications – all are vital to modern life and business, and all stem from computer science. The LIU Post Bachelor of Science in Computer Science is the gateway to a wide array of possibilities in graduate school or in rewarding careers.

The 120-credit B.S. in Computer Science provides students with the knowledge and technical skills necessary to design and develop software systems. All computer science coursework is designed to provide graduates with a strong foundation in technical skills, an overall understanding of the business environment, and the ability to communicate these skills to the end user.

PROGRAM GOALS
Graduates of the B.S. in Computer Science will:
• Understand the theoretical and practical foundations and real-world applications of computer science
• Use a variety of programming languages and software development tools
• Function in a variety of cross-platform operating environments

ADMISSION REQUIREMENTS
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Computer Science

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. in Computer Science must satisfy all core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (satisfied in major)
- Language/Literature 6 credits
- Mathematics 3 - 4 credits (MTH 6 or 7)
- Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Students will choose electives in order to satisfy 60-credit liberal arts requirement. (Typically this means 4 classes 3.00 credits each).

Required Co-Related Courses
MTH 7 and 8 is preferred mathematics sequence. Please consult with your academic advisor when choosing your mathematics courses.

One of the following:

- MTH 6 Calculus for Business and Social Science 3.00
- MTH 7 Calculus and Analytic Geometry I 4.00

One of the following:

- MTH 5 Linear Mathematics for Business and Social Science 3.00
- MTH 8 Calculus and Analytic Geometry II 4.00

One of the following sequences:

- PHY 3 University Physics I 4.00
- PHY 4 University Physics II 4.00

OR

- PHY 11 College Physics I 4.00
- PHY 12 College Physics II 4.00

Major Requirements

Required Computer Science Courses (54 cr.)
Must receive a C or better in all courses to satisfy requirement

- CS 106 Foundations of Web Design and Development 3.00
- CS 111 Object Oriented Programming I 3.00
- CS 116 Object Oriented Programming II (Data Structures) 3.00
- CS 127 Game Design 3.00
- CS 133 Agile Analysis and Design 3.00
- CS 136 Networks and IT 3.00
- CS 229 Foundations of Information Systems 3.00
- CS 231 Foundations of Database 3.00
- CS 237 HCI and Usability 3.00
- CS 241 Software Engineering 3.00
- CS 245 Working in a Team Environment 3.00
- CS 255 Technical Communications (WAC) 3.00
- CS 261 Operating Systems & Computer Architecture 3.00
- CS 263 Advanced Data Structures 3.00
- IT 151 Foundations of Information Technology 3.00
- IT 266 Legal, Social and Ethical Issues (WAC) 3.00

Note that IT 266 also counts toward liberal arts credit requirements

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 54 credits
Minimum Major GPA: 2.00
Minimum Overall GPA: 2.00

B.S. Information Systems

The 120-credit Bachelor of Science degree program in Information Systems provides students with the educational background and practical
experience that will enable them to function effectively in one of the fastest growing fields in the world. The program provides students with the knowledge and technical skills necessary to serve the information needs of an organization.

As a student of information systems, you will study fascinating and relevant subjects such as human-computer interaction, web development, accessing database systems, developing for mobile platforms, and the fundamentals of networks. You will work in small class settings with experienced professors, mastering one of today's most important fields while earning a broad, liberal-arts based education and a credential that will open doors to study at the graduate level or rewarding employment.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Please note that the B.S. Information Systems will be folded into a single B.S. in Computer Science degree in the near future. For students interested in pursuing a dual / accelerated Information Systems program, the B.S. Information Systems will continue to be available solely for the purposes of the dual program.

**B.S. Information Systems**

[Program Code: 87502]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Information Systems must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits
- **Fine Arts** 3 credits
- **History/Philosophy** 6 credits
- **Laboratory Science** 8 credits
- **Language/Literature** 6 credits
- **Mathematics** 3 credits (MTH 5)
- **Social Sciences** 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Students will choose electives in order to satisfy 60-credit liberal arts requirement.

**Required Co-Related Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Computer Science and Information Systems Courses (54 credits)**

Grade of C or better is required in all CS & IT courses

- **CS 101**  Problem Solving  3.00
- **CS 106**  Foundations of Web Design and Development  3.00
- **CS 111**  Object Oriented Programming I  3.00
- **CS 133**  Agile Analysis and Design  3.00
- **CS 151**  COBOL 1  3.00
- **CS 229**  Foundations Of Information Systems  3.00
- **CS 231**  Foundations of Database  3.00
- **CS 125**  Systems and Environments or Computer Architecture and Operating Systems  3.00
- **CS 237**  HCI and Usability  3.00
- **CS 241**  Software Engineering  3.00
- **CS 245**  Working in a Team Environment  3.00
- **CS 248**  Web Development I  3.00
- **CS 255**  Technical Communications  3.00
- **CS 266**  Web Development 2  3.00
- **IT 151**  Foundations of Information Technology  3.00
- **IT 266**  Policy, Legal and Ethical Issues in Information Technology  3.00

**Note that IT 266 also counts toward liberal arts credit requirements**

**Credit and GPA Requirements**

- **Minimum Total:** 120
- **Minimum Liberal Arts:** 60 credits
- **Minimum Major:** 57 credits
- **Minimum Major GPA:** 2.00
- **Minimum Overall GPA:** 2.00

**B.S. Information Management & Technology**

[Program Code: 20238]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. in Information Management and Technology must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- **First-Year Composition** 6 credits
- **Economics/Political Science** 6 credits
- **Fine Arts** 3 credits
- **History/Philosophy** 6 credits
- **Laboratory Science** 8 credits
- **Language/Literature** 6 credits
- **Mathematics** 3 - 4 credits
- **Social Sciences** 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Students will choose electives in order to satisfy 60-credit liberal arts requirement.
Information Systems will enable you to earn both a bachelor’s degree and a master’s degree in this thriving field in just five years, a significant saving of time and money over the traditional approach of pursuing the two degrees separately.

Graduates of this program possess the knowledge and skills to develop and manage sophisticated information systems, as well as managing the people and processes involved in systems development. At the heart of the degree is the integration of technology into the business process, including the technical foundations of information systems and the skills required to manage resources and to lead people. Throughout the program, courses are taught in a way that will enable you to learn to integrate all components of information system technology (hardware and software), people and business strategy into an efficient and effective resource that helps an organization fulfill its unique mission within the economy and society.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. / M.S. Information Systems (ISY)**

(Program Code: 31609)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S./M.S. in Information Systems must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (MTH 5)
- Social Sciences 6 credits

**Information Systems Courses (ISY)**

(Program Code: 31609)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S./M.S. in Information Systems must satisfy all core curriculum requirements as follows:

- **POST 101** 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits
- Language/Literature 6 credits
- Mathematics 3 credits (MTH 5)
- Social Sciences 6 credits

**Required Undergraduate Co-Related Courses**

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<th>Course Code</th>
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<tbody>
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<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin. Students will choose electives in order to satisfy 60-credit liberal arts requirement. Note that IT 266, a requirement for the major, also counts toward liberal arts credit requirements.

**Entry and Academic Requirements**

Students intending to enroll in the dual ISY program must apply to the department by the end of the spring semester of their junior year. The entrance requirements for this program are:

- Overall Undergraduate GPA of 3.0
- Major GPA of 3.25

Students must achieve a grade of B or better in each graduate course taken in senior year in order to continue in the program. This will be monitored at the conclusion of each semester.

Students who do not complete the entire program or who do not meet minimum standards in their graduate work may choose to apply appropriate graduate credits toward the bachelor's degree; they must then reapply for admission to the graduate program.

**Major Requirements**

**Required Undergraduate Computer Science & Information Systems Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 106</td>
<td>Foundations of Web Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 125</td>
<td>Systems and Environments</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 136</td>
<td>Networks and IT</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 229</td>
<td>Foundations of Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 231</td>
<td>Foundations of Database</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 281 or 289</td>
<td>Project or Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 237</td>
<td>HCI and Usability</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151</td>
<td>Foundations of Information Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 245</td>
<td>Working in a Team Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 255</td>
<td>Technical Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 266</td>
<td>Legal, Social and Ethical Issues</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Transfer Courses**

- **Required Computer Science and Information Technology Courses**
- **Approved CS Electives**
- **Approved Topics**
- **Required Undergraduate Computer Science & Information Systems Courses**
- **Required Undergraduate Computer Science & Information Systems Courses (Fall), Take two of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
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<td>CS 125</td>
<td>Systems and Environments</td>
<td>3.00</td>
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<tr>
<td>CS 136</td>
<td>Networks and IT</td>
<td>3.00</td>
</tr>
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<td>IT 281 or 289</td>
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<td>CS 237</td>
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</tr>
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<td>IT 151</td>
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<td>IT 245</td>
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</tr>
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<td>CS 255</td>
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</tr>
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<td>Legal, Social and Ethical Issues</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**DUAL DEGREE PROGRAMS**

**B.S. / M.S. Information Systems**

A degree in information systems is a valuable credential. It signifies mastery of the fundamentals of the integration of technology, people and strategy – knowledge that is prized by every organization and business. The 150-credit LIU Post Bachelor of Science and Master of Science in...
AND
CS 622 Management and Economics of Information Systems 3.00
or
CS 634 Computer Networks and Information Systems 3.00

Required Senior Year Graduate Information Systems Courses (Spring), Take two of the following:
CS 540 Database Fundamentals 3.00
or
CS 624 Communicating and Documenting Information Systems 3.00

AND
CS 650 Human Computer Interaction 3.00
or
CS 710 Information Systems Project Management 3.00

Required Fifth Year Graduate Information Systems Courses (Spring), Take two of the following plus two approved electives:
CS 554 Information Systems Development 3.00
or
CS 600 Database Design 3.00
AND
CS 622 Management and Economics of Information Systems 3.00
or
CS 634 Computer Networks and Information Systems 3.00

AND
Two (2) dept approved required electives 6.00

Required Fifth Year Graduate Information Systems Courses (Fall), Take two of the following plus two approved electives:
CS 540 Database Fundamentals 3.00
or
CS 624 Communicating and Documenting Information Systems 3.00

AND
CS 650 Human Computer Interaction 3.00
or
CS 710 Information Systems Project Management 3.00

AND
Two (2) dept approved required electives 6.00

Electives:

Courses that are not being used to satisfy major or core requirements will count as electives.

Credit and GPA Requirements
Minimum Total: 150 credits
Minimum Liberal Arts: 60 credits
Minimum Undergraduate Major: 54 credits
Minimum Graduate Major: 36 credits
Minimum Major GPA: 3.25
Minimum Overall Undergraduate GPA: 3.00

MINORS

Minor in Computer Information Systems

Undergraduate students who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in Information Systems. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Contact your academic and career counselor about further requirements and additional information.

Minor in Computer Information Systems
Required Computer Information Systems Courses
CS 101 Problem Solving 3.00
CS 106 Foundations of Web Design and Development 3.00
CS 133 Analysis & Logical Design 3.00
CS 136 Networks and Information Technology 3.00
CS 229 Foundations Of Information Systems 3.00
CS 231 Foundations of Database 3.00

Credit and GPA Requirements
Minimum Total Credits: 18 credits
Minimum Minor GPA: 2.25

Minor in Computer Science

Undergraduate students who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in Computer Science. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Contact your academic and career counselor about further requirements and additional information.

Minor in Computer Science
Required Computer Science Courses
CS 101 Problem Solving 3.00
CS 106 Foundations of Web Design and Development 3.00
CS 111 Object Oriented Programming I 3.00
CS 116 Object Oriented Programming II (Data Structures) 3.00
CS 127 Introduction to Game Design 3.00
CS 263 Game Programming I 3.00

Credit and GPA Requirements
Minimum Total: 18 Credits
Minimum GPA: 2.25

Minor in Computers for the Liberal Arts

Minor in Computers for the Liberal Arts

Undergraduate students who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in Computers for the Liberal Arts. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Contact your academic and career counselor about further requirements and additional information.

Minor in Computers for the Liberal Arts
Required Computers for Liberal Arts Courses
CLA 6 Computer Literacy 3.00
OR
IT 151 Foundations of Information Technology 3.00
AND
CLA 11 Computer Technology 3.00
CLA 13 Computer Problem Solving 3.00
CLA 25 Internet Fundamentals 3.00
CLA 29 Structuring & Managing Data 3.00
1 dept. approved 3.00
CS/IT/TEL elective

Minor in Game Development
Games are developed by teams of people. The bottom line is that someone has to take the design specifications and translate them into executable computer instructions. A decent knowledge of programming is required, as well as the understanding of how to apply it using a game engine. This series of courses will provide a student with programming essentials (including data structures) as well as applying those skills in a production capable game engine, building 2D or 3D games of basic to intermediate complexity.

**Minor in Game Development**

**Requirements**

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>CS 101</td>
<td>Problem Solving</td>
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<td>CS 111</td>
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</tr>
<tr>
<td>CS 116</td>
<td>Object Oriented Programming II (Data Structures)</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 127</td>
<td>Game Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 263</td>
<td>Advanced Data Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 271</td>
<td>Advanced Game Programming</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18 Credits
Minimum GPA: 2.25

**Minor in Information Technology**

The ever-present nature of technology in the modern workplace requires students to be “technology aware or capable”. The foundation courses in this minor are intended to give a student an awareness of technology, and are also a subset of our Information Management Technology major. While the courses are foundational in nature, they cover a breadth of technology in today’s industry and may assist students in being “corporate tech savvy” when compared to their competition.

**Requirements**

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
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<td>CS 101</td>
<td>Problem Solving</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 133</td>
<td>Agile Analysis and Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 231</td>
<td>Networks and Information Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 233</td>
<td>Foundations of Database</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 261</td>
<td>Operating Systems and Computer Architecture</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151</td>
<td>Foundations of Information Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18 Credits
Minimum GPA: 2.25

**Minor in Programming**

Undergraduate students interested in learning the basics of programming will take a series of courses introducing them to programming for PCs, the basics of developing for Web programs, and enterprise COBOL in an IBM z/OS system. Along with exposure to different styles of programming, students will learn about data structures that are used in programming to manipulate data, and the considerations of structures on the efficiency of programs.

**Requirements**

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>CS 101</td>
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</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Minor in Information Management**

This minor is a subset of our Information Management Technology undergraduate program and is designed to provide students with an introduction to how data is organized (stored and retrieved) for use by an organization. Students would be better prepared to work with technicians or venture into organizational roles requiring familiarity with underlying technology and the flow of data in a given organization.

**Requirements**

**Required Computer Science Courses**

<table>
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<tr>
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<th>Course Title</th>
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<td>3.00</td>
</tr>
<tr>
<td>CS 263</td>
<td>Advanced Data Structures</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18 Credits
Minimum GPA: 2.25

**Minor in Information Technology**

**Requirements**

**Required Computer Science Courses**

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>CS 133</td>
<td>Agile Analysis and Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 136</td>
<td>Networks and Information Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 231</td>
<td>Foundations of Database</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 261</td>
<td>Operating Systems and Computer Architecture</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151</td>
<td>Foundations of Information Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18 Credits
Minimum GPA: 2.25

**Minor in Programming**

**Requirements**

**Required Computer Science Courses**

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</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
</tbody>
</table>
B.S. in Fashion Merchandising

Fashion merchandisers work in fashion, beauty, textile, accessory, and retail organizations from the local region to the international marketplace. The major in fashion merchandising provides students with diverse skills and the breadth of knowledge to compete in today’s global environment for positions from start-ups through major conglomerates. Taking an omni-channel approach, students will be prepared to assume positions as buyers, sales managers, planners, logistics managers, product developers, and marketers in the organizations themselves in addition to the agencies, distributors or wholesalers that serve them.

With professionally-oriented coursework that covers sustainable practices, sourcing/supply chain management, pricing, digital marketing, social media, allocations, visual merchandising, special events, textile fundamentals, legal aspects, branding, licensing and export/import regulations, this major provides a solid grounding in the business of fashion merchandising, its practices and its management. This includes how to target audiences as well as identify and forecast trends in the industry. Nearby premiere luxury shopping destination partners and New York City’s fashion hub offerings and museums provide exciting opportunities for students to visit and test their interests first-hand in the industry through internships, experiential projects, and partnerships.

ADMISSION REQUIREMENTS

Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Fashion Merchandising

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Fashion Merchandising must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

BS in Fashion Merchandising

Major Requirements

All courses required from the following:

- **Language/Literature**: 6 credits
- **Mathematics**: 3 - 4 credits
- **Social Sciences**: 6 credits (may be satisfied in major)

Minimum Major GPA: 2.00

Minimum Major Credits: 46

Minimum Total Credits: 120

Electives: 14

Minimum Overall GPA: 2.00

Minimum Liberal Arts Credits: 60

Minor in Fashion Merchandising

Courses:

- **FM 10**: Introduction to the Fashion Industry 3.00
- **FM 12**: The Business of Fashion Merchandising 3.00
- **FM 14**: Math for Merchandising 3.00
- **FM 20**: Buying for the Fashion Industry 3.00
- **FM 24**: Fashion Trend Forecasting 3.00
- **FM 26**: Importing and Exporting 3.00
- **FM 30**: Advertising and Promotion in the Fashion Industry 3.00
- **FM 40**: Fundamentals of Textiles 3.00
- **FM 50**: Visual Merchandising and Display 3.00
- **FM 60**: Fashion Law 3.00
- **FM 92**: Capstone 4.00

Choose one of the following:

- **FM 36**: Digital Marketing Tools 3.00
- **FM 38**: Social Media Tools 3.00

Take both of the following:

- **MKT 11**: Marketing Principles and Practices 3.00
- **MKT 14**: Consumer Motivation and Behavior 3.00

Elective Fashion Merchandising Courses

Choose one from the following:

- **FM 32**: Fashion Media 3.00
- **FM 34**: Special Events 3.00
- **FM 36**: Digital Marketing Tools 3.00
- **FM 38**: Social Media Tools 3.00
- **FM 56**: Branding 3.00
- **FM 70**: Fashion Entrepreneurship 3.00
- **FM 72**: The Fashion Stylist 3.00
- **FM 87**: Fashion Merchandising Internship I 3.00
- **FM 88**: Fashion Merchandising Internship II 3.00
- **THE 149**: History of Style 3.00

Liberal Arts and Free Electives: 14 credits that are not being used to satisfy major or core requirements.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 46

Minimum Major GPA: 2.00

Minor in Fashion Merchandising

Undergraduate students who are pursuing a major in another subject area may apply specific courses (18 credits) toward a minor in fashion merchandising. A minor adds value to your degree and a competitive edge in the job market.

Contact your academic and career counselor about further requirements and additional information.

Minor in Fashion Merchandising

Required Fashion Merchandising Courses:

- **FM 10**: Introduction to the Fashion Industry 3.00
- **FM 12**: The Business of Fashion Merchandising 3.00
- **FM 14**: Math for Merchandising 3.00
- **FM 40**: Fundamentals of Textiles 3.00

Choose two of the following:

- **FM 20**: Buying for the Fashion Industry 3.00
- **FM 30**: Advertising and Promotion in the Fashion Industry 3.00
- **FM 50**: Visual Merchandising and Display 3.00
- **FM 87**: Fashion Merchandising Internship I 3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.75
CLA 6 Computer Literacy
This is a survey course of computer concepts designed for non-majors (satisfies the Computer Competency requirement). Topics include: fundamentals of hardware and software, uses and capabilities of personal computers, the Internet, and social, legal and ethical implications of computers. For non-majors Laboratory fee. 
The prerequisite of non-major status is required. Credits: 3 Every Semester

CLA 11 Computer Technology
This is a survey of technical topics relating to computer systems and computer environments. For non-majors. Laboratory fee. 
The prerequisite of CS 101 or CLA 6 and non-major status is required. Credits: 3 Every Fall

CLA 13 Computer Problem Solving
This course covers the use of spreadsheets and Visual Basic to solve practical problems. It is an introduction to elementary programming concepts and visual programming environments. This course has an additional fee. 
The prerequisite CLA 6 and non-major status is required. Credits: 3 Every Fall

CLA 15 Organizing and Presenting Information
This course covers desktop publishing and presentation graphics to integrate information provided by application packages such as word processing packages, spreadsheets and database management systems. Topics include the principles and techniques of typesetting, design, page layout and slide show production. Not for major credit. 
The prerequisite CLA 6 and non-major status is required. Credits: 3 On Occasion

CLA 25 Internet Fundamentals
This course covers the technologies underlying the Internet. Topics include: creation of web pages, linking of web pages into a web site, inclusion of graphics, web-based form design, internet communication protocols, internet basic services, and markup languages. 
The prerequisite CLA 6 and non-major status is required. Credits: 3 Every Spring

CLA 29 Structuring & Managing Data
This course covers the design and use of practical databases. Fundamental definitions, data modeling, graphical form design, user interaction, queries and reports are examined along with the role of databases in contemporary application systems. 
The prerequisite of CS 101 or CLA 6 and non-major status is required. Credits: 3 Every Spring

CLA 31 Elements Of Systems Analysis
This course covers the stages in the information system life cycle and the role of information systems in the workplace. Topics include: information system planning, including analysis of system requirements; formulation of requirements into recommendations; development of a framework for evaluating system alternatives, both hardware and software, that implement these recommendations; and methodologies for system design. For non-majors. 
The prerequisite of 9 units of CLA courses is required. Credits: 3 Every Fall

CS 01 Preparatory Computer Science
This course is designed for students transferring units from other institutions or with life experience, where certain selected topics in our regular courses were not covered by the student’s prior work. The student is taught the missing topics by means of faculty supervised independent study and laboratory work. Satisfactory completion permits the granting of full credit and advanced standing for prior work. This course may be taken more than once when required for completion of requirements in different courses. Special fee equal to tuition fee for one unit. Credits: 0 On Occasion

CS 56 Computers, Technology, and Society
This course links computers, automation, engineering, and technology, historical development and its effects on science, industry, labor, government, and the public. This course cannot be used for science core credit. May not be taken for major credit by majors or minors. Same course as SOC 56 Credits: 3 On Occasion

CS 101 Problem Solving
This course is an introduction to problem solving and computer programming with practical exercises. 
Laboratory fee Credits: 3 Every Fall and Spring

CS 105 Introduction to Game Design
This course presents the software development life cycle from the perspective of game design. Topics include: rule based scenarios, story boarding, virtual environments, interaction design, and prototyping. 
The prerequisite of CS 111 is required or by permission. Credits: 3 Every Fall

CS 106 Foundations of Web Design and Development
This course covers usage of HTML and CSS in the design and construction of web pages and sites. A focus on design with user interaction in mind is central to the courses theme. Laboratory fee Credits: 3 Every Fall and Spring

CS 111 Object Oriented Programming II
This course discusses the fundamentals of object-oriented programming techniques using a production level language. The course begins with a review of elementary language topics, and proceeds through other topics such as: foundations of data structures, class based programming, inheritance, and polymorphism. Students will be required to produce program specification and testing documentation for each project. Discipline dependent projects will be assigned. 
This course has an additional fee. A prerequisite or corequisite of CS 133 is required. Credits: 3 Every Spring

CS 116 Object Oriented Programming II (Data Structures)
This course applies and extends the programming concepts of CS 111. The student will design and build programs of increased complexity and size. Application of more advanced data structures as well as “Big O” will be considered in building solutions. Students will be required to produce program specification and testing documentation for each project. 
The prerequisite of CS 111 is required or by permission. Credits: 3 Every Spring

CS 125 Systems And Environments
This course presents a survey of computer systems and environments. Topics include: comparative operating systems, computer architectures and organization, and an overview of hardware and peripherals. 
The prerequisite of IT 151 or CLA 6 is required. Credits: 3 On Occasion

CS 127 Introduction to Game Design
This course presents the software development life cycle from the perspective of game design. Topics include: rule based scenarios, story boarding, virtual environments, interaction design, and prototyping. 
The prerequisite of CS 111 is required or by permission. Credits: 3 Every Fall

CS 133 Agile Analysis and Design
This course examines the system development and modification process. It covers structured and object-oriented analysis and design, and agile methodologies. These include the use of modeling tools, adherence to methodological life cycle and project management standards. The course emphasizes the factors for effective communication and integration with users and user systems.
Stakeholder management encourages inter-personal skill development in this course.

**CS 136 Networks and IT**
This course covers a broad foundation of networking including: computer communications architectures; LANs and WANs, physical network media and their characteristics; data transmission modes and data encoding; communication protocols; gateways and message routing schemes; circuit switching and packet switching; and architecture of the internet. Prerequisite of IT 151 is required. Credits: 3
Every Fall and Spring

**CS 151 Enterprise COBOL**
This course covers data processing techniques using the COBOL language. It examines the data processing environment; sequential, random and direct access methods; file I/O and introduces related data structures in an applications environment. Prerequisite of CS 111 is required or by permission. Credits: 3
On Occasion

**CS 153 System Software - C Language**
System software implementation using C language. Topics include: functional decomposition, separate implementation code compilation, static and dynamic data structures, input/output, preprocessor facilities and the C Library. Prerequisite CS 116 is required. Credits: 3
On Occasion

**CS 214 Computer Architecture**
This course is a study of hardware and software concepts and their interrelationships. Topics include: storage codes and conversions, principals of digital logic, machine language programming, assembly language programming, storage of data, memory and registers, microcode, instruction set architecture, addressing schemes, indirect addressing, indexing, stacks, subprograms and subprogram linkage, I/O. Other topics are access to operating system facilities, calling assembly language programming, storage of data, of digital logic, machine language programming, and the types of strategies involved in that process. Prerequisite of CS 116 is required. Credits: 3
On Occasion

**CS 231 Foundations of Database**
This course examines various aspects of database design, implementation and administration. Students will be exposed to a survey of database theory and practice and will apply these concepts to various information needs problems. Topics include entity-relationship modeling; relational database design; information retrieval; backup and recovery; and security and authorization. A pre req of CS 229 is required or by permission. Credits: 3
Every Spring

**CS 232 Advanced Database Programming using SQL**
This course covers key technologies required to construct reliable and usable information systems such as advanced Entity-Relationship modeling; interactive, embedded and dynamic SQL; client-server system design for relational databases; advanced features of SQL; physical and logical query optimization; SQL solutions to common business problems. Prerequisite CS 231 is required. Credits: 3
On Occasion

**CS 233 Operating Systems**
This course covers fundamental operating systems concepts and theory including: an overview of operating systems architecture and functionality; comparison of current operating systems; processes, synchronization, scheduling and deadlocks; physical and virtual memory management; file systems; and an introduction to network operating systems. Prerequisite of IT 151 is required. Credits: 3
On Occasion

**CS 234 Windows Desktop Development**
This course reviews object oriented concepts. Topics include: the Windows operating environment, foundation classes, graphical user interfaces, and applications to specific problem types. A pre requisite of CS 106 and CS 111 are required. Credits: 3
On Occasion

**CS 237 HCI and Usability**
This course discusses human factors concepts applied to human-computer interface design. Three generations of interface paradigms are examined in relation to the historical development of hardware and software. Students will explore various development methodologies that have evolved and learn how to organize and plan for usability testing. Students will gain an understanding of the importance of human perception in the development of digital interfaces and the types of strategies involved in that process. Design theories are applied to usability testing problems. Prerequisite of CS 111 is required or by permission. Credits: 3
Every Spring
CS 251 Programming Languages
Conceptual foundations for high-level programming language design and implementation are discussed. Topics such as scope and binding, memory allocation, parameter passing and data abstraction are discussed. The course will also introduce students to three or four languages emphasizing the application of major topics of discussion. Prerequisite of CS 111 is required or by permission. Credits: 3

On Occasion

CS 252 Compiler Theory & Design
This course includes: structure of compilers; review of basic concepts and terminology in programming analysis; finite state machines, state diagrams and graphs, state equivalence; Turing machines, finite automata; lexical analysis, regular expressions, and finitestate techniques; context-free grammars; parsing methodologies; intermediate code generation and optimization. Prerequisite of CS 251 is required. Credits: 3

On Occasion

CS 254 Artificial Intelligence and Games
This course examines the definition of heuristic versus algorithmic methods. Emphasis will be on the theories and principles that guide the development of computer-simulated opponents utilizing decision-support and rule-based methods. Topics include: types of AI in games, theories of algorithms concerning 2D and 3D movement, predicative physics, and decision-making processes. Board game (e.g. chess) theory will be applied to the development of semester projects. Prerequisite CS 116 is required. Credits: 3

On Occasion

CS 255 Technical Communication Systems and Software Documentation
This course focuses on oral and written communication practices covering the entire system development life cycle, including data, process, and user perspectives. Students will apply miscommunication analysis to various oral and written assignments, including system requirements, analysis and design documents, code documentation and on-line and printed user support. Same as IT 255. Prerequisites of ENO 2, CS 106 and CS 133 are required. Credits: 3

Every Fall and Spring

CS 256 Systems Performance Analysis
This course provides an introduction to queuing theory via performance evaluation. Topics include: probability theory, Markov processes, properties of Poisson processes, birth and death process models, analysis of transient and steady state behavior, and estimation of system parameters and validation. Prerequisite of system parameters and validation. Prerequisite CS 116 is required. Credits: 3

On Occasion

CS 257 Computer Graphics
This course provides the student with knowledge of the basic principals employed in the design of graphic systems and the ability to create algorithms for displaying and manipulating graphics primitives. Two and three dimensional transformations, windows and viewports, segments and animation, curves and surfaces, color and interactive graphics are covered. If time permits, some special topics such as fractal geometry and raytracing will be introduced. Prerequisite CS 116 is required. Credits: 3

On Occasion

CS 258 Operating Systems and Computer Architecture
This course integrates operating systems and computer architecture. Discussion centers on computer organization and management and operating systems architecture and functionality. Detailed topics include: principles of digital logic, memory management, machine and assembly language, input/output processing and control, communication internal to the computer, process scheduling, and file management. Prerequisite of IT 151 is required. Credits: 3

Every Fall

CS 259 Advanced Data Structures
Advanced Data Structures such as Trees, Heaps, and Graphs are used in the development applications. A prerequisite of CS 116 and CS 127 is required. Credits: 3

Every Fall

CS 260 Enterprise Resource Planning
This course centers on enterprise resource planning systems. Topics include enterprise data integration, inventory and control, protection of vital and legal records, and business process best practices. Same as IT 264. Prerequisite of CS 231 or IT 172 is required. Credits: 3

Every Spring

CS 261 Operating Systems and Computer Architecture
This course integrates operating systems and computer architecture. Discussion centers on computer organization and management and operating systems architecture and functionality. Detailed topics include: principles of digital logic, memory management, machine and assembly language, input/output processing and control, communication internal to the computer, process scheduling, and file management. Prerequisite of IT 151 is required. Credits: 3

On Occasion

CS 262 Advanced Data Structures
Advanced Data Structures such as Trees, Heaps, and Graphs are used in the development applications. A prerequisite of CS 116 and CS 127 is required. Credits: 3

Every Fall

CS 263 Advanced Data Structures
Advanced Data Structures such as Trees, Heaps, and Graphs are used in the development applications. A prerequisite of CS 116 and CS 127 is required. Credits: 3

Every Fall

CS 264 Enterprise Resource Planning
This course centers on enterprise resource planning systems. Topics include enterprise data integration, inventory and control, protection of vital and legal records, and business process best practices. Same as IT 264. Prerequisite of CS 231 or IT 172 is required. Credits: 3

Every Spring

CS 265 Interfacing with Legacy Applications
This course covers the development of an interface for legacy programs originally developed for a mainframe environment. Students will be introduced to an appropriate legacy programming language and will use that knowledge to build a GUI front end to the program. A prerequisite of CS 151, CS 232 and CS 248 are required. Credits: 3

On Occasion

CS 266 Web Development 2
This course covers the web development environments that enable e-commerce and enterprise transactions. The course will emphasize: web services and interoperability. A prerequisite CS 248 is required. Credits: 3

Every Spring

CS 267 Scientific Foundations for Games
This course applies physical and mathematical properties to the programming of graphical game environments. Prerequisite of CS 127 and CS 263 and (PHY 3 or PHY 11) is required. Credits: 3

On Occasion

CS 271 Advanced Game Programming
Students will develop game projects of intermediate complexity and incorporate elements of AI as well as more advanced data structures (such as graphs) in creating a game solution in either 2D or 3D space. AI elements will include pathfinding, flocking, swarming, following, avoidance, finding the shortest path (Dijkstra method and A*), and steering (among others). Projects will include individual projects as well as team projects over the course of the semester. Prerequisite of CS 263 is required. Credits: 3

Every Fall

CS 275 Network Coding
This course examines the basics of systems style coding as it pertains to networking. Examination of programming sockets in C/C++ and the modification of standard tools for open "homegrown" solutions will be presented. Prerequisites of CS 136 and 116 are required. Credits: 3

On Occasion

CS 276 Forensic Coding
This course discusses the basics of forensic coding. Students will emulate capabilities of existing software suites, and will deal with those system structures required to uncover and display system states or a file system. Prerequisites of CS 116 and (CS 261 or CS 233) are required. Credits: 3

On Occasion

CS 281 Computer Project I
Each student is expected to prepare a paper for an oral and/or written presentation on work done, under faculty supervision, dealing with computer science or information systems. Prospective students must present an outline of what they propose to a department faculty sponsor, at least three weeks prior to registration. 1-3 credits. Credits: 1 to 3

On Occasion
CS 282 Computer Project II
Permission to register for this course is given only to those students or teams of students who have elected a project, which, in the opinion of the department faculty, requires an extra semester to complete.
Credits: 1 to 3
On Occasion

CS 289 Internship
This course is a combination of classroom instruction (1 credit) and field work (2 credits) in which students select an environment and analyze an information transfer function within that organization. Students are placed in the field through the Cooperative Education Office for at least 90 hours during a semester and are supervised by a faculty member.
The pre- or co-requisite of junior or senior status and at least a 3.00 major GPA and permission of the chair are required.
Credits: 3
On Occasion

IT 151 Foundations of Information Technology
This course provides a survey of technical topics related to information technology. Topics include the fundamentals of computer systems, operating environments, current and emerging technologies, and information technology in the workplace.
Credits: 3
Every Fall and Spring

IT 162 Multimedia Information Management
This course examines the tools and methods of creating, processing, storing, organizing, and accessing non-text based information, e.g. visual and audio formats.
Prerequisite of IT 151 is required.
Credits: 3
On Occasion

IT 172 Database Design & Use
This course examines the design and practical use of databases for the purpose of managing, accessing, and retrieving information. Emphasis is on the development of databases that address the information needs of its users.
Prerequisite of CS 101 is required.
Credits: 3
On Occasion

IT 227 Information Technology and Society
This course discusses the impact of information technology on various aspects of society. Topics include: the uses and flow of information in society at large; the affect of IT on decision-making and social media and its impact.
Prerequisite of IT 151 or CLA 6 is required.
Credits: 3
On Occasion

IT 233 Knowledge Management
Knowledge Management involves capturing, organizing, locating, evaluating, disseminating, and storing knowledge. This course will explore the technology that supports the information flow within a group or institution and the methods and procedures involved in the implementation of a knowledge management system. It will cover documented knowledge management case studies. Students will develop a prototype knowledge management system.
Prerequisite of IT 172 or CS 231 or CLA 29 is required.
Credits: 3
On Occasion

IT 242 Design Problem
This course covers the framework for evaluating system alternatives, both hardware and software. Implementation of these recommendations is examined along with methodologies for system design. Software design and implementation of systems will also be discussed. (Formerly ITR 11)
Prerequisites of CS 133 and senior status are required.
Credits: 3
On Occasion

IT 245 Working in a Team Environment
This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating; tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized. Experimental learning through team projects occurs in a laboratory setting. (Same as CS 245). Pre-requisites of ENG 2, CS 106 and CS 133 are required.
Credits: 3
Every Fall

IT 262 Information Visualization
This course provides a survey in the methods of visualizing information. Students will study the various ways in which information can be presented in static and dynamic media, such as charts, diagrams, illustrations, animations, video, and website design.
(Formerly ITR 13)
Prerequisite of IT 106 is required.
Credits: 3
Every Fall

IT 264 Enterprise Records Management
This course centers on the organization and management of an enterprise's information. Topics include data integration using enterprise resource planning systems, inventory and control, and protection of vital and legal records. (Same as CS 264)
Prerequisite of IT 172 or CS 231 or CLA 29 is required.
Credits: 3
Every Spring

IT 266 Legal, Social and Ethical Issues
This course covers current and emerging issues in policy formulation and conflict, roles and perspectives of major actors in the policy making process; privacy, freedom of information, intellectual property rights, information dissemination and access; security classification and restriction, computer crime, professional conduct, ethics.
Prerequisite of IT 151 is required.
Credits: 3
Every Fall

IT 279 Information Access & Retrieval
This course covers access and retrieval of information from private and public databases. Topics include the creation of database queries using SQL, QBF, and QBE.
Prerequisite of IT 172 or CS 231 or CLA 29 is required.
Credits: 3
On Occasion

IT 281 Information Management & Technology Project
This course is by special arrangement with the faculty and program director.
IT 289 Internship
This course is a combination of classroom instruction and field work. Students are placed in the field through the Office of Professional Experience and Career Planning into major-related positions that take up no more than 5-6 hours per week during the semester. Academic requirements include a term paper relating the experience to the student's major field of study, and attending and participating in weekly seminars discussions. Topics include comparative working environments, interpersonal relations, and applications of academic knowledge to the working world.

The pre- or co-requisite of junior or senior status and at least a 3.00 major GPA and permission of the chair are required.

Credits: 3
On Occasion

TEL 100 Introduction to Network Security
This course provides the fundamentals of security related concepts particular to networks, and examines vulnerabilities of networked systems.

A prerequisite of CS 136 and TEL 120 is required, or by permission

Credits: 3
Alternate Fall

TEL 120 Fundamentals of Network Administration
This course examines the role and functions of a network administrator within a networked environment. Topics include installation and administration of services on both Windows and Linux platforms; tools and techniques used by administrators in performing routine tasks, and the processing of "bulk data" using standard office suite tools and manipulation of data.

Prerequisite of CS 136 is required or by permission.

Credits: 3
Alternate Spring

TEL 211 Intro to Computer Forensics and Incident Response
This course discusses the basics of computer forensics as a discipline, and the background of the discipline from a technical, ethical, and legal perspective. Basic data recovery and a demonstration of analysis will provide the student with an appreciation of the specialist's role in responding to security and disaster related incidents.

Prerequisite of IT 151 is required.

Credits: 3
On Occasion

TEL 213 Introduction to Network Forensics and Incident Response
This course deals with responding to network-based incidents. "Live system" forensics and the analysis of data will be discussed, as well as the sourcing of pertinent data. A scripting language, such as Perl or Python will be introduced and utilized in the processing of data. Students are expected to be familiar with the basics of networks, and manipulating data using popular spreadsheet or database software applications.

Prerequisite of TEL 100 is required.

Credits: 3
On Occasion

TEL 221 Intermediate Computer Forensics
This course focuses on the analysis of seized media as well as data recovery. Issues such as the registry analysis and data carving are presented. Students are required to recover data from a "challenge" disk. A prime consideration will be on reporting on the results of these efforts.

Prerequisite of TEL 211 is required.

Credits: 3
On Occasion

TEL 223 Intermediate Network Administration
This course discusses the configuration of Windows and Linux servers. Students will set up and administer IIS servers, including services such as WWW and FTP. Linux setups will include the installation of an Apache web server. Support for web services, such as Perl / PHP, will be demonstrated. SNMP, DNS, and DHCP will be covered. Routing support for a networked environment will be discussed, as well as monitoring of network statistics.

Prerequisite of TEL 120 is required.

Credits: 3
On Occasion

TEL 283 Special Topics in Technology Security and Forensics
When offered, the specific content to be covered in that semester and the prerequisites, for that semester, are announced in advance of registration. Students may take this course more than once as topics change.

Credits: 3
On Occasion
Fashion Merchandising Courses

FM 10 Introduction to the Fashion Industry
This course explores the relationship of the fashion industry to society and consumer demand. It includes fashion history development, a survey of select fashion industries, fashion design, apparel manufacturing, textile marketing, fashion merchandising, and accessory marketing in a global marketplace.

Credits: 3
On Occasion

FM 12 The Business of Fashion Merchandising
As an introduction to fashion merchandising, this course covers the business side of the fashion industry. It provides students with realistic information about the evolving landscape of the retailing and apparel merchandise industries. Whether working for a fashion brand, starting a business in fashion, or moving up in a retail or fashion enterprise, this course investigates career roles and their impacts. It provides insight on how the industry is organized, how textile, apparel, accessories and home fashion companies operate, and how they are affected by changing technology and globalization.

Credits: 3
On Occasion

FM 14 Math for Merchandising
This course develops the mathematical skills for individuals who will be directly or indirectly involved in the activities of merchandising and buying for a fashion company or at the retail level. This course explains the essential concepts, practices, procedures, calculations, and interpretations of figures that relate to producing profitable buying and selling operations. At the same time, this course uses real world examples that reflect current industry practices and trends, so students are prepared for merchandising careers.

Credits: 3
On Occasion

FM 20 Buying for the Fashion Industry
This course provides students with the skills and savvy needed to become effective buyers in any area of retail. Typical buying tasks, such as identifying and understanding potential customers, creating a six-month merchandising plan, and developing sales forecasts, will be discussed. Additional topics will include the coverage of important retailing trends and technological advances, including social responsibility, sustainability, fast fashion, and the use of new media and social networking.

A pre requisite of FM 10, FM 12, and FM 14 is required.
Credits: 3
On Occasion

FM 24 Fashion Trend Forecasting
Fashion trend analysis and forecasting is vital to product and brand development. This course explores the roles of how fashion consumption impacts the environment and economic development. It looks at how socio-cultural changes, social responsibility and the digital consumer affect fashion trends. Through trend analysis and forecasting, students gain an understanding of how consumers and industry serve as product developers, gatekeepers and promoters of fashion.

A pre requisite of FM 10, FM 12, and FM 14 is required.
Credits: 3
On Occasion

FM 26 Importing and Exporting
A global industry for sourcing, the fashion industry must take advantage of low-cost producing countries and their respective manufacturing. However, international trade is a necessity in order to grow and generate profits. The U.S. export-import trade policies/ procedures, current trends and key trade relationships are covered in this course. Students will become skilled in what research, resources and analysis skills come into play in order to decide whether to export or import and then how global trade issues affect the textile and apparel industries.

A pre requisite of FM 10, FM 12, and FM 14 is required.
Credits: 3
On Occasion

FM 28 Public Relations in the Fashion Industry
Students will learn about the various networks and apps available, how to leverage them effectively using platforms into an overall communications plan to grow and generate profits. The U.S. export-import trade policies/ procedures, current trends and key trade relationships are covered in this course. Students will become skilled in what research, resources and analysis skills come into play in order to decide whether to export or import and then how global trade issues affect the textile and apparel industries.

A pre requisite of FM 10, FM 12, and FM 14 is required.
Credits: 3
On Occasion

FM 29 Social Media in the Fashion Industry
This course explores the science of textiles and the role of fibers and yarns which are relevant for construction, count, coloration, finishes, weight, and list of characteristics. Students will learn the inherent performance properties and construction of fibers and yarns which are relevant for professionals in the fashion industry, such as product developers, stylists, buyers, designers, etc.

This course brings together a wide variety of information enabling students to spend less time trying to connect the ideas and more time applying the concepts so they can make appropriate choices in textile selections for a product.

Credits: 3
On Occasion

FM 30 Advertising and Promotion in the Fashion Industry
This course introduces the various principles and methods of advertising and promotion used by producers, manufacturers, designers, and retailers in the fashion industry. Students will analyze how marketing objectives and strategies influence advertising and other forms of promotion.

A pre requisite of FM 10 and FM 12 is required.
Credits: 3
On Occasion

FM 32 Fashion Media
This course examines media from a historical perspective to today’s changing landscape. It covers the role of media from their power, importance and relevance for the fashion houses and brands. Fashion media also will be explored for themes of gender, ethnicity, design, taste, and more. Students will follow the various media of Fashion Weeks in New York, Milan and Paris, compare coverage and comments. Use of interactive and digital media by the fashion brands also will be covered.

A pre requisite of FM 30 is required.
Credits: 3
On Occasion

FM 34 Special Events
Students will learn about a variety of special events and how to organize and manage them. Additionally, they will learn about special events history, rationale, goals and strategies, as well as the value of special events in a public relations strategy. The types of events to be discussed include fashion shows, tours of business facilities, conferences, openings, employee and customer recognition initiatives, product and services launches, community relations, sports promotions, fundraisers, galas, anniversary celebrations, and entertainment premieres.

A pre requisite of FM 30 is required.
Credits: 3
On Occasion

FM 36 Digital Marketing Tools
Though the study and practice of real online scenarios, students learn how online businesses apply strategic online tactics to increase revenue, drive traffic and provide respective consumers with a service or information. This course provides an understanding of the internet and online business, as well as a wide variety of internet operations, such as search engine optimization, search engine marketing, email marketing, customer relationship management, promotions, viral marketing, networking and other innovative strategies.

A pre requisite of FM 30 is required.
Credits: 3
On Occasion

FM 38 Social Media Tools
Social networks like Twitter, Facebook and Instagram have become platforms for brands and organizations to connect and communicate directly with their audiences and are now integral parts of well-rounded public relations campaigns. Students will learn about the various networks and apps available, how to leverage them effectively using best practices, and strategically integrate these platforms into an overall communications plan with appropriate listening and measurement metrics.

A pre requisite of FM 30 is required.
Credits: 3
On Occasion

FM 40 Fundamentals of Textiles
This course explores the science of textiles including information regarding fabric identification: fabric name, fiber content, yarn construction, count, coloration, finishes, weight, and list of characteristics. Students will learn the inherent performance properties and construction of fibers and yarns which are relevant for professionals in the fashion industry, such as product developers, stylists, buyers, designers, etc.

This course brings together a wide variety of information enabling students to spend less time trying to connect the ideas and more time applying the concepts so they can make appropriate choices in textile selections for a product.

Credits: 3
On Occasion

FM 50 Visual Merchandising and Display
This course serves as a “how to” for creating a visual...
students look at how little brands became big ones and how they stay big, whether they are Disney, Starbucks, Coke, Oprah, Martha, J-LO or even The Donald. This course looks at what defines a brand, implementation strategies, differentiation among brands, media adopted and measurements of effectiveness.
A pre requisite of FM 30 is required.
Credits: 3
On Occasion

**FM 60 Fashion Law**
From fashion start-ups to ongoing business, fashion professionals must be savvy regarding the legal decisions and regulatory developments that affect fashion companies. This course explores intellectual property protection, licensing, anti-counterfeiting and litigation. It also covers the legal aspects for start-ups, and commercial transactions in local, custom, and international settings. Just as importantly, students will learn about the legal challenges and caveats in fashion advertising, marketing and celebrity endorsements.
Credits: 3
On Occasion

**FM 70 Fashion Entrepreneurship**
Starting a business is a daunting task whether individuals want to open their own stores, sell their own products or establish their own brands. This course focuses on the ready-to-wear process so students can identify market opportunities and execute a business plan in a competitive retail environment. It examines how products are planned and developed. From the perspectives of consumers, manufacturers and retailers in a global context, students will look at the requirements and relationships needed to develop a plan, build a business, launch a brand and channel it to the ultimate consumer.
A pre requisite of FM 20 is required.
Credits: 3
On Occasion

**FM 72 The Fashion Stylist**
Stylists are central to the fashion industry today. Working with brands, models, make-up artists and photographers, stylists manage the settings and products displayed as part of editorial, advertising, and film shoots. These professionals also are integrally involved in fashion shows, special events, and image management for a range of fashion items, props and food. This course covers the historical aspects of style icons and terminology from classic films to street culture and the roles and the how-to of fashion styling.
A pre requisite of FM 10, FM 12, and FM 14 is required.
Credits: 3
On Occasion

**FM 87 Fashion Merchandising Internship I**
Internship I: This internship opportunity permits students to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student’s interests and abilities with the mentor. The student works approximately 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, a journal, and periodic papers are required. Junior or Senior status.
A pre requisite of FM 10 or FMX 10, FM 12, and FM 14, Senior status with a 3.0 G.P.A. and permission of the Program Director is required.
Credits: 3
On Occasion

**FM 88 Fashion Merchandising Internship II**
Internship II: This is a second internship, which shares the same information, preparation and procedures. In order for you to take this second one, you must have taken previously FM87 as a pre-requisite and meet the other requirements as well.
A pre requisite of FM87, Senior status with a 3.0 G.P.A. and permission of the Program Director is required.
Credits: 3
On Occasion

**FM 92 Capstone**
The Capstone Project, a culminating project, integrates experience, knowledge and skills acquired and developed during the course of study for students. This project reflects the many ways fashion merchandisers connect with business information, media, communication professionals, and valuable assets within the fashion, textile and luxury sectors. Students may pursue a research-oriented, an interactive ethnographic, or business management-oriented project. Students take responsibility for identifying and defining a problem. Then they develop the approaches and methods needed to address the problem, carry out the investigation independently, and present findings in both written and oral forms for examination.
A pre requisite of FM 26, Senior status with a GPA of 2.75 or program director permission is required.
Credits: 4
On Demand
SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Biomedical Sciences, Health Care and Public Administration, Health Sciences, Nursing, Nutrition, and Social Work. Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state of the art technology for the education of our students, including simulated and research laboratories. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care and human services.

The faculty are renowned experts in their areas of practice and education as evidence by their abilities in teaching, clinical practice, and scholarship.

If you have questions, please contact the dean’s office at 516-299-2485, email: Post-SHPN@liu.edu, or fax: 516-299-2527.

Stacy Jaffee Gropack, PT, Ph.D., FASAHP
Dean
stacy.gropack@liu.edu

Paul Dominguez, Ph.D.
Assistant Dean
paul.dominguez@liu.edu
Grievance Policy

Undergraduate Student Grievance Procedure
The School of Health Professions and Nursing (SHPN) faculty members are committed to assist students with any academic difficulties. A student who wishes to submit a grievance has the right to do so by utilizing the following procedures:
1. A student must follow his/her department grievance policy first before proceeding to the SHPN policy.
2. Any academic conduct policy violation initiated by instructors/faculty members will follow the disciplinary/appeals processes as outlined in the LIU website. Students should refer to the following websites for the procedures and for their rights as a student.
   - LIU Post Academic Conduct
   - LIU Post Standards of Conduct
   - LIU Post Disciplinary Conduct
   - LIU Post Appeals
   - LIU Post Student Rights

Graduate Student Academic Grievance Procedure
1. Instructor/faculty member:
   The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor or faculty member within 10 business days of the issue. The instructor will meet with the student to discuss the grievance within 5 business days of being contacted. If there is no resolution, the student may file a formal written grievance (SHPN Grievance Form) with the chair/program director of the department within 10 business days after meeting with the instructor/faculty member.
2. Chair/Program Director:
   The chair/director will schedule a meeting with the student within 5 business days of his/her receipt of the student grievance. At this time the chair/director may also consult with the faculty member/instructor to discuss the grievance and attempt to resolve the matter. The chair/director may consult other members of his/her department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The chair/director must advise the student in writing of his/her finding within 10 business days of the meeting with the student.

Appeal Procedure
For undergraduate students, follow the appeals link listed:

LIU Post Appeals

For graduate students:
1. Subject to the procedures outlined below, the student may appeal the decision to the dean of the School of Health Professions and Nursing within 10 business days of the issuance of the chair/director’s decision. The student must submit a written appeal to the dean (Grievance Appeal Request Form) indicating (1) the basis of the appeal and (2) all methods used to date to resolve the problem.
2. The dean will review the case and, if she/he believes the appeal has merit, will refer the matter to the dean’s Academic Standing Committee. A meeting of the Academic Standing Committee will be convened within 10 business days of receipt of the referral.
3. The Academic Standing Committee will hear statements from both the student and faculty/department.
4. The Academic Standing Committee will make a recommendation to the dean within 5 business days after the conclusion of its meeting.
5. The student will be notified by the dean in writing of the decision within 10 business days of the dean receiving the recommendation from the Academic Standing Committee.
6. The dean’s decision is the final decision making body within the School of Health Professions and Nursing.

It is presumed that academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions (to the dean) must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.
DEPARTMENT OF BIOMEDICAL SCIENCES

Phone: 516-299-3047
Phone: 516-299-3039 (Clinical Laboratory Sciences)
Fax: 516-299-3998
Email: Post-BioMed@liu.edu
Chair: Dr. Seetha Tamma
Professors: Tamma, Vellozzi
Associate Professors: Capetandes
Assistant Professors: Tejas
Program Director, Cardiovascular Perfusion: Chan
Program Director, Clinical Laboratory Sciences: Capetandes
Adjunct Faculty: 20

The Department of Biomedical Sciences offers accredited bachelor degrees that prepare competent and knowledgeable professionals dedicated to the highest standards of science and health care. The Bachelor of Science degrees include Clinical Laboratory Science (CLS), Generalist (National Accrediting Agency for Clinical Laboratory Sciences [NAACLS] accredited) and Biomedical Technology.

The B.S. in Clinical Laboratory Sciences program integrates student laboratory-based didactic courses with the six month clinical practicum taught at NAACLS-approved clinical affiliate laboratories. University-based courses are reinforced in the professional laboratory setting. Students who are competitively selected to become CLS interns at the clinical affiliates are exposed to state-of-the-art instrumentation and are educated by certified and licensed clinical laboratory staff to become laboratory professionals with comprehensive skills in CLS.

B.S. in Biomedical Sciences with Specialization in Clinical Laboratory Science (Generalists)

Clinical laboratory scientists are highly skilled laboratory professionals who are qualified to work in all areas of the clinical laboratory: hematology, microbiology, transfusion service, chemistry, immunology and molecular diagnostics. They play a key role in the detection, diagnosis and treatment of diseases and illnesses. Using sophisticated laboratory equipment, clinical laboratory scientists perform tests and analyze cells, blood and other body fluids to detect abnormalities. They are a vital source of information to doctors who use the test results to determine a course of treatment for patients.

The 128-credit Bachelor of Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which is the national accrediting body for Clinical Laboratory Science (CLS) programs. This degree integrates a complex level of theoretical and technical instruction in simulated laboratories on campus. Selected students are then competitively placed into a clinical internship at top-ranked local hospitals. Students successfully completing this generalist CLS program are eligible to take the ASCP (American Society of Clinical Pathologists) national certification examinations. Certification is necessary for employment nation-wide and is required for licensure in New York State. CLS generalists rotate through the following laboratory areas at the clinical affiliate site:

- Chemistry
- Hematology
- Immunohematology
- Microbiology
- Urinalysis
- Clinical Immunology
- Histology (optional)

If you have any questions about the admissions application process or requirements, please contact the Director of the Clinical Laboratory Science Program at 516-299-3039, or email anthony.capetandes@liu.edu, or contact the LIU Post Admissions Office at 516-299-2900 or e-mail post-enroll@liu.edu.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.67 is required for application review for the CLS program. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Transfer students must submit official transcript(s) from all colleges or universities attended and two letters of recommendation preferably from former science professors. Both transfer students and starting sophomores at LIU Post must follow these requirements.

B.S. in Biomedical Sciences: Clinical Laboratory Science Program applicants are required to maintain a minimum GPA of 2.67 to qualify for clinical rotations and must also complete a separate application directly to the Program Director, Clinical Laboratory Sciences prior to commencing their junior year at LIU Post.

ADMISSION APPLICATION

Students pursuing the B.S. in Biomedical Sciences: Clinical Laboratory Science must complete a Clinical Laboratory Science Application for Admission (PDF) and the LIU Application for Admission.

Please complete and mail the Clinical Laboratory Science Application for Admission to:
Anthony Capetandes, Ph.D., MT(ASCP)
Program Director Clinical Laboratory Sciences
Department of Biomedical Sciences
School of Health Professions and Nursing
LIU Post

720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-3039
E-mail: anthony.capetandes@liu.edu

B.S. in Biomedical Sciences: Clinical Laboratory Science/Generalist

[Program Code: 0693]

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Biomedical Sciences: Clinical Laboratory Science/Generalist must satisfy all Core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits (BIO 7 and 8)
Language/Literature 6 credits
Mathematics 4 credits (MTH 3 or 7)
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Must receive a grade of C or better in all major courses

Required Core Biomedical Courses

BMS 49 Laboratory Information Systems 1.00
BMS 80 Immunology 3.00
BMS 87 Clinical Immunology 3.00
BMS 90 Microbiology in Health Sciences 4.00
BMS 97 Virology 1.00
BMS 225 Histopathology of Body Systems 3.00

And one of the following:

BMS 40 Computer Applications 3.00
HPA 20 Computer Applications 3.00
CLA 6 Computer Literacy 3.00

Required Clinical Laboratory Sciences Courses

BMS 50 Clinical Chemistry I and Urinalysis 4.00
BMS 63 Introduction to Hematology/Phlebotomy 3.00
BMS 147 Management, Supervision, Teaching and Professionalism Seminar 2.00

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Acceptance into the clinical rotations is competitive and based on GPA and an interview. Students to perform a research project either on the campus or with another professional laboratory site of their choosing. Students take course prerequisites that may be utilized for entry into professional schools of medicine, osteopathy, dentistry or pursue other doctoral degree routes.

**Required Senior Year Practicum Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 259</td>
<td>Practicum in Clinical Chemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 269</td>
<td>Practicum in Hematology and Coagulation</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 289</td>
<td>Practicum in Immunohematology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 299</td>
<td>Practicum in Microbiology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Basic Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**B.S. in Biomedical Technology**

Students pursuing the Biomedical Technology degree learn basic and applied biomedical and advanced sciences which allow them to perform and evaluate test results in a research or pharmaceutical setting. The 120-credit Bachelor of Science in Biomedical Technology prepares students for career positions in the bioscience industry (biotechnology, medical devices, pharmaceuticals, life systems, project leadership or forensic pathology). Biomedical Technology students take a varied group of courses that allow them to perform a research project either on the campus or with another professional laboratory site of their choosing. Students take course prerequisites that may be utilized for entry into professional schools of medicine, osteopathy, dentistry or pursue other doctoral degree routes.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Transfer students must submit official transcript(s) from all colleges or universities attended and two letters of recommendation preferably from former science professors. Both transfer students and starting sophomores at LIU Post must follow these requirements. Applicants to the B.S. in Biomedical Technology may be contacted for a personal interview.

**B.S. in Biomedical Technology**

(Program Code: 27200)

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Biomedical Technology must satisfy all Core curriculum requirements as follows:

- POST 101 | 1 credit
- First-Year Composition | 6 credits
- Economics/Political Science | 6 credits
- Fine Arts | 3 credits
- History/Philosophy | 6 credits
- Laboratory Science | 8 credits (BIO 7 and 8 or BIO 103 and 104)
- Language/Literature | 6 credits
- Mathematics | 4 credits (MTH 3 or 7)
- Social Sciences | 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

A grade of C+ or better is recommended in all courses

**Required Biomedical Science Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 49</td>
<td>Laboratory Information Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>BMS 80</td>
<td>Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 87</td>
<td>Clinical Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 211</td>
<td>Pathophysiology I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 40</td>
<td>Computer Applications</td>
<td>3.00</td>
</tr>
<tr>
<td>CLA 6</td>
<td>Computer Literacy</td>
<td>3.00</td>
</tr>
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</table>

**Required Biomedical Technology Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 51</td>
<td>Pharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 97</td>
<td>Virology</td>
<td>1.00</td>
</tr>
<tr>
<td>BMS 212</td>
<td>Pathophysiology II</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 225</td>
<td>Histopathology of Body Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 249</td>
<td>Bioinformatics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Biomedical Technology Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 256</td>
<td>Diagnostic Techniques in Molecular Pathology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 656</td>
<td>Molecular Diagnostics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following:**

**Credit and GPA Requirements**

- Minimum Total Credits: 128
- Minimum Liberal Arts Credits: 65
- Minimum Major Credits: 63
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00
**Elective Biomedical Technology Courses**
At least 3 credits from any additional Undergraduate Biomedical Science (BMS) course or PHI 19 (Medical Ethics)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
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</table>

**Required Basic & Advanced Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

One of the following:
- BIO 107 Genetics 4.00
- BIO 108 Cell Biology 4.00
- BIO 121 Human Genetics in Health and Disease 3.00

One of the following sequences:
- BIO 7 & 8 or BIO 103 & 104
  - BIO 7 Human Anatomy and Physiology I 4.00
  - BIO 8 Human Anatomy and Physiology II 4.00
  - BIO 103 General Biology I 4.00
  - BIO 104 General Biology II 4.00

One of the following sequences:
- CHM 21 & 22 or CHM 25 & 71
  - CHM 21 Organic Chemistry I 4.00
  - CHM 22 Organic Chemistry II 4.00
  - CHM 25 Basic Organic Chemistry 4.00
  - CHM 71 Basic Biochemistry 4.00

One of the following:
- BIO 141 Biostatistics 3.00
- ECO 72 Statistics 3.00
- MTH 19 Basic Statistics 3.00
- MTH 41 Biostatistics 3.00

One of the following:
Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.
- MTH 1 Introduction to College Mathematics 3.00
- MTH 3 College Algebra and Trigonometry 4.00
- MTH 5 Linear Mathematics for Business and Social Science 3.00
- MTH 6 Calculus for Business and Social Science 3.00
- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00

**Credit and GPA Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>120</td>
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<tr>
<td>Liberal Arts Credits</td>
<td>60</td>
</tr>
<tr>
<td>Major Credits</td>
<td>43</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>2.00</td>
</tr>
<tr>
<td>Major GPA</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Biomedical Science Courses

BMS 20 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified. Writing Across the Curriculum course.
Credits: 3
Every Fall and Spring

BMS 40 Computer Applications
This course reviews the usefulness of computers for home or business. Students learn the current Microsoft Office Programs (Word, Excel, Power Point, and Access) and the utilization of an online course management system (i.e. Blackboard or WebCT). Extensive "hands-on" computer use is involved for the completion of this course.
Credits: 3
On Occasion

BMS 49 Laboratory Information Systems
This course describes the selection and evaluation of Laboratory Information Systems (LIS) to coordinate and interface departments of Clinical and Anatomical Pathology in the hospital setting. Problems concerning needs analysis, cost, value of the system and communication through computer technology are addressed. The usefulness of computer operations in charting, graphing, database analysis and online Internet services is also presented. Students identify criteria to be considered to evaluate the success of LIS systems, quality management and their competency. Prerequisite of BMS 40 or CLA 6 is required.
Credits: 1
Every Spring

BMS 50 Clinical Chemistry I and Urinalysis
This course introduces students to the scientific principles, quality control and laboratory methods in the analysis, quantitation, physiologic and pathologic assessment of the serum and urine specimen. Emphasis is based on the clinical correlations and analytical procedures commonly performed on serum to determine the quantity of carbohydrates, lipids, proteins, enzymes, and non-protein nitrogen substances and to assess cardiac, liver, renal, pancreatic and gastrointestinal function. Analysis of the physical, chemical and microscopic examination of urine (urinalysis) is also presented along with the disease processes that hinder kidney function. Prerequisite of CHM 21 or CHM 25 is required.
Credits: 4
Every Spring

BMS 51 Pharmacology
The study of drugs or poisons and their effect to correct abnormal body function is presented. Emphasis is placed on the use of drugs to therapeutically treat disease and the consequence or expectation of body changes possible with their continued use. The Pharmacokinetics, Pharmacology and Pharmodynamics of drugs, in common use to treat disorders, is also discussed. Prerequisite of CHM 22 or CHM 27 is required.
Credits: 3
Every Spring

BMS 63 Introduction to Hematology/Phlebotomy
This course is an introduction to the methodologies, instrumentation and OSHA regulations within a clinical hematology lab. Collection and preservation of blood specimens, description of all formed cellular elements, analysis of blood smears and classification of hematological disorders, such as the anemias and leukemias are discussed. The clinical significance of sedimentation rates and reticulocyte counts and proper phlebotomy techniques and theory are also identified. Safety regulations for blood collection, universal precautions and patient preparation ethics, confidentiality and patient rights are addressed. Practice and competency in phlebotomy is required for course completion. Prerequisite of BMS 80 is required.
Credits: 3
Every Spring

BMS 71 Introduction to Criminalistics
The course includes an overview of forensic science laboratory techniques. The subject introduces the student to information collected and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence, fingerprints; firearms; fibers; paint; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drugs and toxicology; casework interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Lectures, demonstrations and basic laboratory exercises are used to present the subject matter. Two-hour lecture and three-hour laboratory.
Credits: 3
Every Fall and Spring

BMS 80 Immunology
This course is an introduction to Immunology and Immunohemotogy. The structures, reaction and biological effects among antigens, antibodies and complement in the body (in vivo) and in vitro are discussed. Cells of the immune and inflammatory response, their structure, functions and inter-relationships in normal individuals and in disease states are also presented. Prerequisite of BMS 80 or BMS 104 is required.
Credits: 3
Every Fall

BMS 87 Clinical Immunology
In addition to reviewing the cells and tissues of the immune system, specific and non-specific mechanisms of the immune response, the major allo- and compatibility complex, hypersensitivities and tumor surveillance of the immune system, this course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. Emphasis is made on measurement of the immune product or reaction which can yield significant information in the clinical differential diagnosis or monitoring the progression of a disorder/disease. Prerequisite of BMS 80 is required.
Credits: 3
Every Spring

BMS 90 Microbiology in Health Sciences
This course is required for all medical biology majors and health related minors including those students seeking graduate study in the biological sciences and those seeking admission into professional schools. The course introduces the principles of clinical microbiology and characteristics of microorganisms, host-parasite relationships, resistance, immunity, hypersensitivity, public health, epidemiology as well as applied, medical and industrial microbiology; includes clinical diagnostic methods such as culture, control, identification, sterilization, microbiological techniques and concepts; emphasizes those techniques specifically employed in the clinical microbiological laboratory.
Credits: 4
Every Fall and Spring

BMS 99 Independent Study
Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principal interest. Permission of the Department is required to register for this course.
Credits: 1 to 2
On Demand

BMS 97 Virology
Viral structure, mode of infection of human cells, replication and classification are discussed. The DNA and RNA viruses associated with human diseases as well as the resultant clinical syndromes; diagnostic procedures used to collect and detect viral antigens in clinical specimens; viral serology; viral culture and storage are also presented. Co-requisite of BMS 80 is required.
Credits: 1
Every Fall

BMS 98 Undergraduate Research
Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principal interest. Permission of the Department is required to register for this course.
Credits: 1 to 2
On Demand

BMS 147 Management, Supervision, Teaching Seminar
This Management, Supervision and Teaching Seminar
seminar identifies the five components of Management in Laboratory Medicine: duties and responsibilities including problem solving-decision-making processes; concepts of managerial leadership; communication skills; process of personnel administration; evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information about teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives: Educational Methodology. This course is typically taught off campus at a hospital affiliate.

Credits: 2
Every Spring

BMS 150 Clinical Chemistry II & Instrumentation
This Clinical Chemistry course is a sequel to BMS 50. It presents topics addressing endocrinology, electrolyte and acid/base balance, porphyrins, vitamins and nutrition status, therapeutic drug monitoring, toxicology and identification of tumor markers. The clinical correlations, analytical methods commonly performed on serum or urine are discussed with an emphasis on evaluating the patient’s health care status. The principles of operating instrumentation used in clinical chemistry laboratories including point of care testing devices are also presented. Prerequisite of BMS 50 is required.

Credits: 4
Every Fall

BMS 161 Hematology and Body Fluids
The formed elements of the peripheral blood, their precursors, function and structure including basic methodologies for quantitation of cells and cellular components are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the quantitative and qualitative assessment of disease in blood is also emphasized. Other body fluids are also addressed: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment. Prerequisite of BMS 63 is required.

Credits: 3
Every Fall

BMS 162 Coagulation
The mechanism of Blood Coagulation/Hemostasis is discussed including evaluation of bleeding disorders and thrombosis. Case studies identify the diagnostic evaluation of normal and disease states. Prerequisite of BMS 63 is required.

Credits: 2
Every Fall

BMS 185 Immunohematology
Theoretical aspects of immunohematology (blood banking) with emphasis on laboratory techniques used in blood banking are presented. Students completing this course perform techniques in actual use in the characterization of blood in hospital blood banks. Prerequisite of BMS 87 is required.

Credits: 4
Every Fall

BMS 191 Clinical Bacteriology
The study of the bacteria that are medically important to humans with emphasis on identification of clinically significant pathogens distinguished from members of the normal flora are described. Methods of isolation, identification and characterization of bacteria are integral components of this course. Prerequisites of BMS 90 and BMS 97 are required.

Credits: 3
Every Fall

BMS 194 Mycology and Parasitology
This course introduces the student to the science of Mycology and Parasitology. It addresses the pathogenesis, clinical manifestations and laboratory diagnosis of medically important fungi and parasites. Emphasis is given to the differential characteristics in the identification and clinical diagnosis of mycotic and parasitic diseases. The laboratory component of this course introduces students to various diagnostic techniques used to identify these eukaryotic organisms. Prerequisite of BMS 90 is required.

Credits: 3
Every Spring

BMS 211 Pathophysiology II
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities. Prerequisite of BMS 211 (previously BMS 20) is required.

Credits: 3
Every Spring

BMS 225 Histopathology of Body Systems
The student comprehends the magnitude of changes that occur in diseased cells and tissues of the human body that are diseased. Emphasis is on major changes observed in tissues undergoing pathologic processes such as: Inflammation, degeneration, necrosis, growth disorder; those changes that occur that influence the health and function of normal tissues within various body systems. Examination of pathology slides is an essential course requirement. Prerequisites of BIO 7 & 8 are required.

Credits: 3
Every Fall

BMS 244 CLS Review Seminar
This course is designed to provide senior CLS students with the appropriate experiences in answering ASCP and NCA certification examination questions and in case study analysis. Review questions in the major categories of hematology, chemistry, immunology, immunohematology (blood bank), and microbiology are addressed. The review sessions are team-taught by program faculty. The seminar culminates in a mock exam which contributes to the determination of the final grade for the course. This course extends into the summer session.

Credits: 1
Every Spring

BMS 248 Undergraduate Research Project
This course serves as the culminating experience for students in the Biomedical Technology degree program. Students select a mentor to pursue a hands-on laboratory research project which investigates a Biomedical problem or question. They are then expected to analyze the data obtained and submit to the department and the mentor a written copy of the research project in a format consistent with that of a scientific publication/thesis. Department consent is required to register for this course.

Credits: 4
Every Spring

BMS 249 Bioinformatics
This course addresses computational techniques used to study three-dimensional structures and orientation of macromolecules within biological systems. The subject enables students to work on a research project involving three-dimensional structures and orientation of macromolecules within biological systems. The emphasis is on the use of the World Wide Web data. Training in bioinformatics is a prerequisite to the comprehension of information regarding the function of genes, proteins, and numerous cellular components. Comprehension about bioinformatics enhances the qualification of graduates in biomedical sciences by allowing them to meld computer skills with current information about the special relationships of biomolecules in living systems. Prerequisite of BMS 40 and BMS 49 and Co requisite of MTH 19 or BIO 141 are required.

Credits: 3
Every Fall

BMS 255 Toxicology
This course introduces students to the basic principles of toxicology, the study of adverse effects of natural compounds or artificial chemicals on living organisms. Specific areas covered will include: the history of toxicology, general principles, chemical carcinogenesis, specific organ toxicology and ways to determine the risk to humans associated with toxic compounds. Students will apply toxicological concept to current and historical
events such as mass poisonings from natural or environmental disasters and individual forensic cases.

Prerequisite of CHM 22 or 71 is required.
Credits: 3
Every Fall

BMS 256 Diagnostic Techniques in Molecular Pathology
Molecular diagnostics is the application of methods in biotechnology to assist in the diagnosis of disease at the cellular level. Biotechnology involves techniques used in molecular biology that are applied to the study of abnormal cells. Techniques used in biotechnology are: cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Formal lectures are followed by experiments in a laboratory equipped to perform some of the aforementioned techniques. Additionally, the use of the internet will be demonstrated as a means of accessing databases.

Prerequisite of BMS 80 is required.
Credits: 4
Every Spring

BMS 257 Forensic Molecular Techniques
This subject provides a detailed introduction to, and history of, forensic molecular techniques and applications, and covers relevant principles from genetics and biochemistry. This subject includes principles of forensic DNA profiling and repetitive DNA in the human genome; individualization versus identification; how genetic polymorphisms arise and are maintained; continuous versus discrete allele systems; DNA isolation methods; RFLP (Restriction fragment length polymorphism) analysis methods; short tandem repeat (STR) markers; PCR-based typing systems; automated systems and DNA databases; applications of mitochondrial DNA analysis; linkage, pedigree analysis, and reverse paternity; introductory applied statistics for forensic laboratories. Three-hour lecture and four-hour laboratory.

Prerequisite of BMS 256 is required.
Credits: 4
Every Spring

BMS 259 Practicum in Clinical Chemistry
The student works at the laboratory bench in clinical chemistry under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. The assessment of results obtained from clinical specimens and their diagnostic significance regarding the patient/client health status is determined. Maintenance and operation of relevant instrumentation in chemistry is also addressed. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).

Credits: 3
Every Spring

BMS 269 Practicum in Hematology and Coagulation
The student works at the laboratory bench in Hematology and Coagulation under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. This course also reviews a routine urinalysis, other body fluid analyses, automated instrumentation in hematology and phlebotomy techniques. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).

Credits: 3
Every Spring

BMS 271 Forensic Science Internship
This course provides the culminating experience for the Forensic Science degree. Students are expected to critically employ evidence collected at a crime scene, analyze the results which may include: DNA analysis, serology, photography, and microscopy and report their assessment of the findings to determine how the crime was committed. Students will be given pieces of evidence to assemble and describe the possible circumstances that have occurred which led to the crime. A final report of the internship work is required. Internship placements are internal (on-campus) or external at an approved forensic facility. External placements are dependent on availability and with the approval of the Clinical Director. Two hundred hours are expected for this supervised practical internship.

Prerequisite of BMS 71, CHM 39 and BMS 256 are required.
Credits: 2
Every Semester

BMS 289 Practicum in Immunohematology
The student works at the laboratory bench in Immunohematology (Blood Banking) under the direct supervision of a certified clinical laboratory scientist and receives review of blood banking techniques/ procedures and serologic methods used for clinical diagnosis of principle disorders. This course also reviews routine instrumentation use and its standardization in performing blood banking methods. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).

Credits: 3
Every Spring

BMS 299 Practicum in Microbiology
The student works at the laboratory bench in Microbiology under the direct supervision of a certified clinical laboratory scientist and receives review of clinical bacteriology, clinical virology, mycology and parasitology techniques/ procedures used for the clinical specimen isolation, cultivation and identification for diagnosis of disease. Utilization of equipment and instrumentation used in Microbiology is also presented. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).

Credits: 3
DEPARTMENT OF HEALTH CARE AND PUBLIC ADMINISTRATION

Phone: 516-299-2716
Fax: 516-299-3912
Chair: Professor Figliola
Associate Professor: Forman, Henderson
Assistant Professor: Mullins, Perez, Vila
Adjunct Faculty: 38

The overall objective of the Bachelor of Science programs in health care and public administration is to prepare professionally qualified individuals to serve as generalists and specialists in administrative careers in government, public service agencies and related areas. The curriculum is designed to prepare students for entry and middle-level professional positions in public service. In addition, graduates of the program may be eligible for employment in similar capacities in the nonprofit and private sectors.

The curriculum in health care and public administration is designed to endow students with practical abilities in problem solving, ethics, program analysis and implementation.

Undergraduates can pursue the Bachelor of Science degree in either Health Care Administration or Public Administration. Students also can choose five-year Accelerated Programs that lead to both a Bachelor of Science degree in Public Administration, Health Administration or Political Science and a Master of Public Administration in either field. Undergraduate minors are available in Public Service or Health Care Administration. The degree programs welcome both full-time and part-time students.

The Public Administration honor society, Pi Alpha Alpha, plays an active role in undergraduate life on campus. The Department maintains a strong alumni network, organizes special symposiums with industry experts, and offers opportunities for students to intern in various government, health and social service agencies.

B.S. in Health Care Administration

The Bachelor of Science degree in Health Care Administration is designed to prepare students for a career in the organization and management of health services. Upon completion of the 120-credit degree program, graduates will be prepared to assume entry and mid-level positions in health care administration. Throughout the course of study, students will acquire a keen understanding of the political, social and economic components of the health services sector through courses that range from statistics to financial management. Special emphasis will be placed upon developing the students’ ability to identify, comprehend, describe and differentiate among the major components of the health services system.

Potential work sites for graduates include positions in large and complex health agencies, ambulatory services programs, regulatory agencies and insurance programs, management positions in nursing homes, group medical practices, and unit management within hospitals. Within the largest hospitals, positions would include assignments in central services, materials management, purchasing, security, admissions and the business office.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Health Care Administration

[LIU Post Program Code: 83493]

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Health Care Administration must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
  - First-Year Composition 6 credits
  - Economics/Political Science 6 credits (ECO 10 and 11)
  - Fine Arts 3 credits
  - History/Philosophy 6 credits (PHI 13 required)
  - Laboratory Science 8 credits
  - Language/Literature 6 credits
  - Mathematics 3 - 4 credits
  - Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Required Course List 1 - one of the following:

- **HAD 11** Management of Health Care Organizations 3.00
- **MPA* 507** The Policy Process in Health Care and Public Administration 3.00

Required Course List 2 - one of the following:

- **HAD 14** Financial Management in Health Care/Public Sectors 3.00

Required Course List 3 - one of the following:

- **HAD 603** Foundations of Budgeting and Finance in the Health Sector 3.00

Required Co-Related Courses

All of the following:

- **ECO 10** Introduction to Microeconomics 3.00
- **ECO 11** Introduction to Macroeconomics 3.00
- **PHI 13** Ethics and Society 3.00
- **PHI 19** Biomedical Ethics 3.00
- **POL 2** Introduction to American Politics 3.00

AND one course/three credits of the following:

- **POL 80** Administrative Behavior 3.00
- **POL 84** The Executive Process 3.00
HPA Electives (21 credits):

- HPA 11 Careers in Public and Social Services: 3.00
- HPA 12 Citizenship and the Community: 3.00
- HPA 16 Health Policy: 3.00
- HPA 29 Managed Health Care: 3.00
- HPA 35 Vulnerable Populations in the USA: 3.00
- HPA 36 Child and Family Policy: 3.00
- HPA 37 The Roles and Functions of Public Agencies and Authorities: 3.00
- HSC 101 Intro to Health Professions: 3.00
- SWK 1 Intro to Social Work & Social Welfare: 3.00
- SWK 30 Interdisciplinary Helping Professions: 3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

**B.S. in Public Administration**

The Bachelor of Science program in Public Administration will prepare students for a rewarding career in the public sector. Despite the recent economic slowdown, Long Island has demonstrated continuing vitality as a place to live and work, and as an attractive vacation destination. But population growth has brought with it a host of challenges ranging from traffic congestion to water safety to affordable housing and health care. Meeting these challenges requires a skilled and dedicated public service workforce.

This 120-credit program combines a liberal arts education with courses focused on the political, social, and economic aspects of public services. Graduates are ready to move directly into entry or mid-level positions in the public sector or to pursue advanced degrees in public administration. Public Administration is designed to prepare students for meaningful roles in government agencies or non-profit organizations, with a skill set that has applications on other fields, such as education and business.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.

- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.8 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores.

**B.S. in Public Administration**

(Program Code: 87511)

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Public Administration must satisfy all Core curriculum requirements as follows:

- POST 101 First-Year Composition: 6 credits
- Economics/Political Science: 6 credits (ECO 10 and 11)
- Fine Arts: 3 credits
- History/Philosophy: 6 credits (PHI 13 required)
- Laboratory Science: 8 credits
- Language/Literature: 6 credits
- Mathematics: 3 - 4 credits
- Social Sciences: 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Public Administration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 12</td>
<td>Citizenship and the Community</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 13</td>
<td>Legal Aspects of Health Care/Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 14</td>
<td>Financial Management in the Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 15</td>
<td>Health Resource Allocation in Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 18</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 19</td>
<td>Statistics for the Administrators</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 20</td>
<td>Computer-Based Management Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 22</td>
<td>Personnel Administration in Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 28</td>
<td>Strategic Planning and Program Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Care &amp; Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 32</td>
<td>Internships in Health and Public Administration</td>
<td>6.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses**

- ECO 10 Introduction to Microeconomics: 3.00
- ECO 11 Introduction to Macroeconomics: 3.00
- PHI 13 Ethics and Society: 3.00
- POL 2 Introduction to American Politics: 3.00
- POL 80 Administrative Behavior: 3.00
- POL 82 Introduction to Public Administration: 3.00
- POL 83 Policy-Making in American Government: 3.00

**Electives (up to 21 credits):**

- HAD 10 American Health System: 3.00
- HAD 11 Management of Health Care Organizations: 3.00
- HPA 11 Careers in Public and Social Services: 3.00
- HPA 16 Health Policy: 3.00
- HPA 29 Managed Health Care: 3.00
- HPA 34 Administrative Law: 3.00
- HPA 35 Vulnerable Populations in the USA: 3.00
- HPA 36 Child and Family Policy: 3.00
- HPA 37 The Roles and Functions of Public Agencies and Authorities: 3.00
- HSC 101 Intro to Health Professions: 3.00
- SWK 1 Intro to Social Work & Social Welfare: 3.00
- SWK 30 Interdisciplinary Helping Professions: 3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

**DUAL DEGREE PROGRAMS**

**B.S./M.P.A. in Health Administration**

The Department of Health Care and Public Administration offers an accelerated degree program that enables qualified students to...
complete requirements for both a Bachelor of Science and a Master of Public Administration in Health Care Administration in an accelerated time frame. This 150-credit program allows the student to obtain both degrees in five years.

Successful completion of undergraduate and graduate work will qualify you for a career in the organization and management of health services. Graduates are employed as supervisors and managers in hospitals, health care agencies, nursing homes, group medical practices, regulatory agencies, county health departments, ambulatory services and insurance companies.

The program is multidisciplinary and explores the sociological, political and economic issues of health care and public administration. Undergraduate courses include the "American Health System," "Legal Aspects of Health and Public Administration" and "American National Government." Graduate classes focus on "Statistics for the Administrator," "Medical Ethics," and "Foundations of Budgeting and Finance in Health Administration."

Students participate in internships at health service organizations, such as hospitals, nursing homes and government agencies. The internship is an extremely valuable means to acquire administrative experience and to establish connections in the job market.

The Master of Public Administration (M.P.A.) is accredited by the National Association of Schools of Public Affairs and Administration.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• Transfer students: Completion of 60-64 credits with a minimum grade point average of 3.0. If a student does not possess the necessary 3.0 average, the admission committee may employ other criteria to ensure qualification; e.g., S.A.T. scores, letters of recommendation, samples of prior work, etc.

• The five-year program will reflect the standard B.S. in Health Care Administration Plan of Study for the first three years, with the appropriate changes in the last two years of study. Consult with the academic advisor to complete an appropriate Plan of Study.

• Undergraduate financial assistance does not apply to the graduate portion of this program.

B.S./Master of Public Administration in Health Care Administration

(Program Code: 84155)

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Health Care Administration/Master of Public Administration must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits (ECO 10 and 11)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits (PHI 13 required)</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

<table>
<thead>
<tr>
<th>Required Undergraduate Health Care Administration Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
</tr>
<tr>
<td>HAD 10: American Health Systems</td>
</tr>
<tr>
<td>HPA 13: Legal Aspects of Health Care/Public Administration</td>
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<tr>
<td>HPA 18: Research Methods</td>
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<td>HPA 19: Statistics for the Administrators</td>
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<td>HPA 22: Personnel Administration in Health Care/Public Sectors</td>
</tr>
<tr>
<td>HPA 28: Strategic Planning and Program Evaluation</td>
</tr>
<tr>
<td>HPA 30: Critical Issues in Health Care &amp; Public Administration</td>
</tr>
<tr>
<td>HPA 32: Internship in Health and Public Administration</td>
</tr>
</tbody>
</table>

Required Undergraduate Co-Related Courses

| All of the following:                                   |
| ECO 10: Introduction to Microeconomics                  |
| ECO 11: Introduction to Macroeconomics                  |
| PHI 13: Ethics and Society                              |
| PHI 19: Biomedical Ethics                               |
| POL 2: Introduction to American Politics                |
| POL 80: Administrative Behavior                         |

Required Senior Year Graduate Health Care Administration Courses

| All of the following:                                   |
| MPA 503: Economic Environment and the Public Sector     |

MPA 506: Performance Management and Information Systems

MPA 507: The Policy Process in Health Care and Public Administration

HAD 603: Foundations of Budgeting and Finance in the Public Sector

Required Graduate Health Care Administration Courses

All of the following:

| MPA 501: Principles of Public Administration              |
| MPA 502: Organizational Theory and Behavior in the Health and Public Sectors |
| MPA 505: Analytical Methods                                |

Required Graduate Health Care Administration Advanced Courses

All of the following:

| HAD 602: Human Resource Administration in the Health Sector |
| HAD 604: Administrative Responsibility and the Legal Environment in the Health Sector |

Elective Graduate Health Care Administration Courses

Three courses/nine credits of the following:

| HAD 701: Hospitals & Health Care Organizations           |
| HAD 702: Epidemiology & Public Health                    |
| HAD 709: Legal Aspects In Health                        |
| HAD 710: Gerontology: Processes of Aging                 |
| HAD 711: Long-Term Care Administration                   |
| HAD 712: The Management of Senior Community Programs    |
| HAD 713: Rehabilitation and Restorative Programs         |
| HAD 714: Planning and Marketing in Health Care           |
| HAD 715: Mental Health Administration                    |
| HAD 723: Economics of Health                             |
| HAD 724: Managed Care Administration                     |
| HAD 725: Financial Management of Health Care Institutions |
or she will complete 12 graduate credits in required courses. Upon successful completion of the 120 undergraduate credits required for the baccalaureate degree, the student will not receive the B.S. degree, but will be awarded 12 credits of advanced standing in the M.P.A. in Public Administration program. The student will then be required to complete 30 credits in the graduate program, rather than the standard 48 credits required. After completing the 30 credits and meeting all the graduation requirements, the student will be awarded both the B.S. and M.P.A. degrees. If, for any reason, the student, after completing the 120 undergraduate credits, forgoes the M.P.A. degree, then he or she will be entitled to the B.S. in Public Administration. Undergraduate financial assistance does not apply to the graduate portion of this program.

The Master of Public Administration is accredited by the National Association of Schools of Public Affairs and Administration. Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** Completion of 60-64 credits with a minimum grade point average of 3.0. If a student does not possess the necessary 3.0 average, the admission committee may employ other criteria to ensure qualification: e.g., S.A.T. scores, letters of recommendation, samples of prior work, etc.
- The five-year program will reflect the standard Public Administration Plan of Study for the first three years, with the appropriate changes in the last two years of study. Consult with the academic advisor to complete an appropriate Plan of Study.
- Undergraduate financial assistance does not apply to the graduate portion of this program.

**B.S. in Public Administration/Master of Public Administration**

*Program Code: 87512*

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Public Administration/Master of Public Administration must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (ECO 10 and 11)
- Fine Arts 3 credits
- History/Philosophy 6 credits (PHI 13 required)
- Laboratory Science 8 credits
- Language/Literature 6 credits

Mathematics 3 - 4 credits
Social Sciences 6 credits

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Undergraduate Public Administration Courses**

All of the following:

- HPA 12 Citizenship and the Community 3.00
- HPA 13 Legal Aspects of Health Care/Public Administration 3.00
- HPA 18 Research Methods 3.00
- HPA 19 Statistics for the Administrators 3.00
- HPA 28 Strategic Planning and Program Evaluation Critical Issues in Health Care/Public Administration 3.00
- HPA 30 Care & Public Administration 3.00
- HPA 32 Internships in Health and Public Administration 6.00

**Required Undergraduate Co-Related Courses**

All of the following:

- ECO 10 Introduction to Microeconomics 3.00
- ECO 11 Introduction to Macroeconomics 3.00
- PHI 13 Ethics and Society 3.00
- POL 2 Introduction to American Politics 3.00
- POL 80 Administrative Behavior 3.00
- POL 82 Introduction to Public Administration 3.00
- POL 83 Policy-Making in American Government 3.00

**Required Senior Year Graduate Public Administration Courses**

All of the following:

- MPA 503 Economic Environment and the Public Sector 3.00
- MPA 506 Computer Based Management Systems 3.00
- PAD 602 Human Resource Administration in the Public Sector 3.00
- PAD 603 Foundations of Budgeting and Finance in the Public Sector 3.00

**Required Graduate Public Administration Courses**
### Major in Public Administration

**Elective Graduate Public Administration Courses**
Three courses/nine credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 701</td>
<td>Managerial Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 704</td>
<td>Intergovernmental Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 705</td>
<td>Training and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 706</td>
<td>Work, People and Productivity</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 710</td>
<td>Labor Relations in the Public Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 712</td>
<td>Managing Diversity in the Workplace</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 713</td>
<td>Grant Writing and Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 721</td>
<td>Quality Improvement and Program Evaluation Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 777</td>
<td>Critical Issues in the Health Public and Private Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 785</td>
<td>Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 788</td>
<td>Graduate Internship in Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 712</td>
<td>Environmental Law and Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 714</td>
<td>Seminar in the Politics of Environmental Control</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 715</td>
<td>Environmental Pollution</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 716</td>
<td>Coastal Zone Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 717</td>
<td>Environmental Impact Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 725</td>
<td>Governmental Regulation of Land Use</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 729</td>
<td>Environmental Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 748</td>
<td>Managing Metropolitan Government</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 780</td>
<td>Current Issues in Public Administration</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Required Graduate Public Administration Capstone Seminar Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 707</td>
<td>Thesis Research Consultation</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 708</td>
<td>Thesis Research Consultation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements
- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 108
- Minimum Graduate Credits: 42
- Minimum Undergraduate Liberal Arts Credits: 60
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

---

### Minor in Public Service

Undergraduate students who are pursuing a major in another subject area can apply 18 credits toward a minor in Public Service. This minor is designed for students who have an interest in the area of public service. Contact your academic and career counselor for additional information.

### Minor in Public Service Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 11</td>
<td>Careers in Public and Social Service</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 12</td>
<td>Citizenship and the Community</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 15</td>
<td>Allocation in the Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Critical issues in Health and Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 13</td>
<td>Ethics and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 83</td>
<td>Policy-Making in American Government</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements
- Minimum Total Credits: 18
- Minimum Minor GPA: 2.00

---

### Minor in Health Care Administration

Undergraduate students who are pursuing a major in another subject area can apply 18 credits toward a minor in Health Care Administration. This minor is designed for students who have an interest in the health care field, and more specifically health care administration. Contact your academic and career counselor for additional information.

### Minor in Health Care Administration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 10</td>
<td>American Health Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 14</td>
<td>Financial Management in the Health Care/Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 18</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 20</td>
<td>Computer-Based Management Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 19</td>
<td>Biomedical Ethics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements
- Minimum Total Credits: 18
- Minimum Minor GPA: 2.00
Health Care and Public Administration Courses

**HAD 10 American Health Systems**
Survey of the American health care system that examines the elements related to the organization, delivery, financing and planning of health services. 
Credits: 3 
Every Fall and Spring

**HAD 11 Management of Health Care Organizations**
A study of the development of health planning as it is affected by political, social and economic factors. Special attention is devoted to the theories, applications, issues, and controversies in health planning as well as the work environment of the health planner. 
Credits: 3 
Every Fall and Spring

**HPA 11 Careers in Public and Social Service**
This course will focus on the different career opportunities within the public service field. Special attention will be devoted to explore different sectors of public service such as: federal government, state and local government and health care. Students will learn resume writing, interviewing skills and how to network and job search. 
Credits: 3 
Annually

**HPA 12 Citizenship and the Community**
An analysis of citizen participation in governmental and non-governmental community activities including levels of government, political activity and not for profit organizations. 
Credits: 3 
Annually

**HPA 13 Legal Aspects of Health Care/Public Administration**
Considers the importance of law and regulations in the administrative process. Areas to be emphasized include a general introduction to the law, legal environment of public and health organizations and the impact of the law upon administrative decision making. Freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers. 
Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors. 
Credits: 3 
Annually

**HPA 14 Financial Management in the Health Care/Public Administration**
A survey of the principles and practices of financial management theory and its applications to health care and public administration. The course will focus on budgeting and cost control, cost reimbursement, taxation and revenue, cost incentive programs and financial analysis specific to the health care and public sectors. 
Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors. 
Credits: 3 
Every Fall and Spring

**HPA 15 Health Resource Allocation in Health Care/Public Sectors**
This course focuses on the application of special problems involving health and public resources, allocation, markets, personnel shortages, as well as issues relating to the equity and stabilization of the public/health sector. 
Prerequisite of HAD 10 is required. 
Credits: 3 
Alternate Years

**HPA 16 Health Policy**
An examination of the political processes, agencies, and policies affecting the organization and delivery of health services in the United States. 
Prerequisite of HAD 10 is required. 
Credits: 3 
On Occasion

**HPA 17 Research Methods**
An overview of the scientific method as it applies to research in fields of health care and public administration. Special attention will be devoted to examining issues related to cost effectiveness and alternatives. 
Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite. 
Credits: 3 
Every Semester

**HPA 19 Statistics for the Administrators**
Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and public administrator. 
Prerequisite of HAD 10 or SWK 18 is required. 
Credits: 3 
Annually

**HPA 20 Computer-Based Management Systems**
This course is a comprehensive review of computer concepts and usage in health and public sectors. It covers the types of computers which are appropriate and the storage devices needed. Students learn to create programs, and to evaluate packaged software for its applicability to their department's needs. The course involves extensive "hands-on" computer use. 
Prerequisite of HAD 10 is required for all students except for Health Science, Health Information Management & Social Work majors. 
Credits: 3 
Every Semester

**HPA 22 Personnel Administration in Health Care/Public Sectors**
An introduction to the personnel function in the health care and public sector. Special emphasis will be placed upon recruitment, placement, performance, assessment, labor relations and employee services. 
Prerequisite of HAD 10 is required. 
Credits: 3 
Annually

**HPA 28 Strategic Planning and Program Evaluation**
To prepare a student to develop a strategic plan for the implementation and evaluation of an administrative policy and program. 
Prerequisites of (HAD 10 & POL 80) or POL 84 are required. 
Credits: 3 
Every Fall and Spring

**HPA 29 Managed Health Care**
Examines the forces at work in the American health care system which have resulted in the formation of managed care. Explores the alliances and conflicts among managed care organizations, service providers and consumers. The prevalent models of managed care are described and compared, as well as the applicability of the managed care concept to the various types of medical service. 
Prerequisite of HAD 10 is required. 
Credits: 3 
On Occasion

**HPA 30 Critical Issues in Health/Public Administration**
Multidisciplinary seminar focusing on sociological, political and economic issues of health care and public administration. Selected issues will be determined by recent developments in the organization and delivery of health care and public services. 
Prerequisite of HAD 10 is required. 
Credits: 3 
On Occasion

**HPA 32 Internship in Health and Public Administration**
Placement within a public or health agency to provide students with administrative experience in the operations of such facilities. 
Prerequisite of HAD 10, permission of advisor & faculty are required. 
Credits: 6 
Annually

**HPA 34 Administrative Law**
This course will present fundamental concepts of administrative law and procedure in governmental agencies with an emphasis on the health care or public manager's role in the administrative process. It will examine the positions that agencies occupy in our constitutional system of government by detailing the respective roles of the legislative,
executive and judicial branches of government.
Topics include: the structure and operation of federal, state and local administrative agencies; rule-making and adjudication; agency investigations and agency sanctions. Agencies to be detailed include but are not limited to Department of Health and Human Services, Food and Drug Administration, Office of Inspector General and Department of Health.
Credits: 3
Annually

HPA 35 Vulnerable Populations in the U.S.A.
The purpose of this course is to introduce students to groups defined by the U.S. government as Vulnerable Populations, otherwise known as populations with special health needs. The unique challenges accessing healthcare will be reviewed along with other socio-cultural, economic and political issues impacting these individuals. Students will learn to apply an analytical perspective as they review the individual, familial, health, environmental, social and governmental factors affecting the experience of these individuals with the U.S. health care delivery system.
Credits: 3
Annually

HPA 36 Child and Family Policy
This undergraduate course introduces theories and applications of child and family policy. It explores the intersections of children and families and U.S. federal, state and local governments within the policy process, while considering the distributional effects of such policies. The course examines how policy problems are defined within political and historical contexts and how evidence-based research can influence policy-making. Topics such as social welfare, childcare, family and medical leave, early childhood education and child health will be analyzed.
Credits: 3
Annually

HPA 37 The Roles and Functions of Public Agencies and Authorities in Times of Uncertainty
Public Agencies and authorities have a major impact on society and the delivery of services to them. Presently, there is much uncertainty facing public agencies and authorities. This course will examine a variety of current substantive issues including Hurricanes Katrina and Sandy, environmental issues, public subsidized housing, emergency and disaster management.
Credits: 3
Annually
The Department of Health Sciences offers bachelor’s degrees that prepare professionals for diverse fields within the health care industry. Built on a solid foundation of liberal arts and sciences, these programs are structured to provide a professional education with a comprehensive curriculum. The department houses the Health Information Management Program and, the Medical Imaging Program, and the Bachelor of Science degree in Health Sciences. The Department also guides students pursuing pre-baccalaureate entry into professional programs such as Pharmacy and Respiratory Care.

The Department of Health Sciences’ academic programs include the Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited Bachelor of Science in Radiologic Technology and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited Bachelor of Science and Certificate in Health Information Management.

B.S. in Health Sciences

Phone: 516-299-2743
Fax: 516-299-3081
Email: Post-Health_Sciences@liu.edu

Program Director: Dr. Marci J. Swede
Associate Professors: Swede, Thomas
Assistant Professors: Cloward, Colin-Eugene, Labos, Raven
Clinical Coordinator, Medical Imaging: Gathy
Adjunct Faculty: 11

Health care is an ever-expanding field with many rewarding career paths. The federal government expects health care to dominate job growth, with 5.6 million new jobs expected by 2020. The 120-credit B.S. in Health Sciences is a science-based major designed for freshmen and transfer students who aspire to careers in a variety of health-related fields, including physical therapy, occupational therapy, athletic training, pharmacy, physician assistant, medical imaging, medicine, or health information management. Even if you have not yet decided on a career path with the health professions field, this versatile degree can uniquely qualify you for admittance to graduate or professional school, or lead to a job upon graduation.

This program provides an excellent foundation in the liberal arts, with a strong focus on the sciences. In addition, this program approaches health professional education with a focus on relationship-centered care and narrative medicine in which the importance of human relationships is emphasized along side evidence-based healthcare. As part of the curriculum, you will select one of six minors - business administration, accountancy, health care administration, public service, social work, or sports medicine - that will broaden your understanding of the delivery of health care. The B.S. in Health Sciences also provides graduates with marketable skills in the business and public policy of health care. Full-time academic counselors with expertise in health care education will assist students in planning their course of study.

B.S. in Health Sciences

Program Code: 35200

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Health Sciences must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits (PHI 13 required in Public Service sub-plan)
- Laboratory Science 8 credits (BIO 7 and 8)
- Language/Literature 6 credits
- Mathematics 4 credits (MTH 3 or 7)
- Social Sciences 6 credits (PSY 1 and 2)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Health Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 211</td>
<td>Pathophysiology I</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 212</td>
<td>Pathophysiology II</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

- HSC 101 Introduction to Health Professions 3.00
- HSC 102 Interdisciplinary Helping Professions 3.00
- NTR 10 Nutrition 3.00
- PSY 1 General Psychology I 3.00
- PSY 2 General Psychology II 3.00

One of the following:

- BMS 40 Computer Applications in Health Science 3.00
- CLA 6 Computer Literacy 3.00
- HPA 20 Computer-Based Management Systems (required in Health Care Administration sub-plan) 3.00

One of the following:

- ORC 1 Public Speaking 3.00
- ORC 17 Speech Communication in Organizations 3.00
- SPE 5 Voice and Diction 3.00

One of the following:

- ECO 72 Statistics 3.00
- HIM 54 Statistics and Research for Health Information Manager 3.00
- MTH 19 Basic Statistics 3.00
- MTH 41 Biostatistics 3.00

Selection of one of the following:

1. Accountancy minor
2. Business minor
3. Health Care Administration minor
4. Healthcare Coding and Reimbursement minor
5. Nutrition minor
6. Public Service minor
7. Social Work minor
8. Spanish minor for Health Professions
9. Sports Management minor

Electives (9-12 credits)

Please speak with the department chair or your academic advisor to select courses appropriate to your academic career and post-baccalaureate professional program. Electives are courses that are not being used to satisfy major or core requirements.

(Recommended Elective Courses BIO 85, BMS 225, CHM 21, CHM 22, HSC 221, PHY 3, PHY 4, PSY 25, SOC 1)

Accountancy Minor Requirements

**Students completing this degree are eligible for Accountancy minor. Please see advisor to declare minor officially.**

Required Accountancy Courses

- ACC 11 Accounting Principles I 3.00
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 12</td>
<td>3.00</td>
<td>Accounting Principles II</td>
</tr>
<tr>
<td>ACC 21</td>
<td>3.00</td>
<td>External Reporting I</td>
</tr>
<tr>
<td>ACC 22</td>
<td>3.00</td>
<td>External Reporting II</td>
</tr>
<tr>
<td>HPA 15</td>
<td>3.00</td>
<td>Health Resource</td>
</tr>
<tr>
<td>HPA 30</td>
<td>3.00</td>
<td>Critical Issues in Health/Public Administration</td>
</tr>
<tr>
<td>PHI 13</td>
<td>3.00</td>
<td>Ethics and Society</td>
</tr>
<tr>
<td>POL 83</td>
<td>3.00</td>
<td>Policy-Making in American Government</td>
</tr>
<tr>
<td>Minimum Major and Overall GPA of 2.8 is required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Business Minor Requirements

**Students completing this degree are eligible for Business minor. Please see advisor to declare minor officially.**

#### Required Business Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 11</td>
<td>3.00</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MKT 11</td>
<td>3.00</td>
<td>Marketing Principles and Practices</td>
</tr>
</tbody>
</table>

#### One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>3.00</td>
<td>Accounting Principles I</td>
</tr>
<tr>
<td>FIN 11</td>
<td>3.00</td>
<td>Corporation Finance</td>
</tr>
</tbody>
</table>

### Elective Business Courses (9 credits)

Nine credits of any FIN, MAN, MKT, MIS courses.

#### Minimum Major and Overall GPA of 2.8 is required

### Health Care Administration Minor Requirements

**Students completing this degree are eligible for Health Care Administration minor. Please see advisor to declare minor officially.**

#### Required Health Care Administration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 10</td>
<td>3.00</td>
<td>American Health Systems</td>
</tr>
<tr>
<td>HPA 11</td>
<td>3.00</td>
<td>Careers in Public and Social Service</td>
</tr>
<tr>
<td>HPA 14</td>
<td>3.00</td>
<td>Financial Management in the Health Care/Public Administration</td>
</tr>
<tr>
<td>HPA 18</td>
<td>3.00</td>
<td>Research Methods</td>
</tr>
<tr>
<td>HPA 20</td>
<td>3.00</td>
<td>Computer-Based Management Systems</td>
</tr>
<tr>
<td>PHI 19</td>
<td>3.00</td>
<td>Medical Ethics</td>
</tr>
</tbody>
</table>

#### Minimum Major and Overall GPA of 2.8 is required

### Healthcare Coding and Reimbursement Minor Requirements

**Students completing this degree are eligible for Healthcare Coding and Reimbursement minor. Please see advisor to declare minor officially.**

#### Required Healthcare Coding and Reimbursement Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 104</td>
<td>3.00</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>HIM 106</td>
<td>3.00</td>
<td>ICD Inpatient Coding</td>
</tr>
<tr>
<td>HIM 110</td>
<td>3.00</td>
<td>Healthcare Reimbursement Methodologies</td>
</tr>
<tr>
<td>HIM 206</td>
<td>3.00</td>
<td>CPT Outpatient Coding</td>
</tr>
<tr>
<td>HIM 210</td>
<td>3.00</td>
<td>Computer-Based Health Information Systems</td>
</tr>
<tr>
<td>HIM 52</td>
<td>3.00</td>
<td>Medical Terminology</td>
</tr>
</tbody>
</table>

#### Minimum Major and Overall GPA of 2.8 is required

### Nutrition Minor Requirements

**Students completing this degree are eligible for Nutrition minor. Please see advisor to declare minor officially.**

#### Required Nutrition Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 100</td>
<td>3.00</td>
<td>Concepts in Nutrition</td>
</tr>
<tr>
<td>NTR 101</td>
<td>3.00</td>
<td>Contemporary Nutrition Strategies</td>
</tr>
<tr>
<td>NTR 222</td>
<td>3.00</td>
<td>Designing Cuisine</td>
</tr>
<tr>
<td>NTR 16</td>
<td>2.00</td>
<td>Cultural &amp; Social Aspects of Food</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>1.00</td>
<td>Cultural &amp; Social Aspects of Food Lab</td>
</tr>
<tr>
<td>NTR 21</td>
<td>3.00</td>
<td>Introductory Food Science</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>1.00</td>
<td>Introductory Food Science Laboratory</td>
</tr>
</tbody>
</table>

#### Minimum Major and Overall GPA of 2.5 is required

### Public Service Minor Requirements

**Students completing this degree are eligible for Public Service minor. Please see advisor to declare minor officially.**

#### Required Public Service Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 11</td>
<td>3.00</td>
<td>Careers in Public and Social Service</td>
</tr>
<tr>
<td>HPA 12</td>
<td>3.00</td>
<td>Citizenship and the Community</td>
</tr>
<tr>
<td>SPA 1</td>
<td>3.00</td>
<td>Introductory Spanish I</td>
</tr>
<tr>
<td>SPA 2</td>
<td>3.00</td>
<td>Introductory Spanish II</td>
</tr>
<tr>
<td>SPA 3</td>
<td>3.00</td>
<td>Intermediate Spanish III</td>
</tr>
<tr>
<td>SPA 4</td>
<td>3.00</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>SPA 15</td>
<td>3.00</td>
<td>Spanish Medical Terminology and Conversation 1</td>
</tr>
<tr>
<td>SPA 16</td>
<td>3.00</td>
<td>Spanish Medical Terminology and Conversation 2</td>
</tr>
</tbody>
</table>

#### Minimum Major and Overall GPA of 2.25 is required
Sports Management Minor Requirements

Students completing this degree are eligible for Sports Management minor. Please see advisor to declare minor officially.

Required Sports Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 140</td>
<td>Introduction to Sports Management 3.00</td>
</tr>
<tr>
<td>PE 141</td>
<td>Facility Management 3.00</td>
</tr>
<tr>
<td>PE 142</td>
<td>Sports Marketing 3.00</td>
</tr>
<tr>
<td>PE 143</td>
<td>The Economics of Sports 3.00</td>
</tr>
<tr>
<td>PE 144</td>
<td>Sports Law 3.00</td>
</tr>
<tr>
<td>PE 145</td>
<td>Sports Management Internship 3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits</td>
<td>60</td>
</tr>
<tr>
<td>Minimum Major Credits</td>
<td>41</td>
</tr>
<tr>
<td>Minimum Requisite Minor Credits</td>
<td>9-19</td>
</tr>
<tr>
<td>Minimum Overall GPA</td>
<td>2.0</td>
</tr>
<tr>
<td>Minimum Major GPA</td>
<td>2.0</td>
</tr>
</tbody>
</table>

HEALTH INFORMATION MANAGEMENT PROGRAM

Phone: 516-299-4158
Email: Post-HIM@liu.edu

Program Director: Marie M. Colin-Eugene
Assistant Professor: Cloward, Colin-Eugene
Adjunct Faculty: 1

Health information managers are a vital and integral part of the health care team. They play an important role in the planning, design, implementation, management, use and evaluation of information systems and electronic health records. Health information managers are the specialists who secure, analyze, integrate, maintain and provide the reliable and accurate information that steers the healthcare industry.

The School of Health Professions and Nursing offers the Bachelor of Science degree and the post-baccalaureate Certificate Program in Health Information Management that are nationally accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The curriculum prepares students to monitor and manage the medical data systems critical to institutional operations and patient care. Completion of the requirements will establish eligibility to sit for the national certification examination administered by the American Health Information Management Association (AHIMA). Students who successfully pass the national examination receive certification and the designation of Registered Health Information Administrator (RHIA).

Built on a solid foundation of liberal arts and sciences, the program is structured to provide a professional education with a comprehensive curriculum. The program is guided by the principle of quality health care through quality information.

B.S. in Health Information Management

Blended Learning - Onsite & Online

In the competitive and complex environment of today's health care system, the proper management of health information is essential. The 120-credit Bachelor of Science degree in Health Information Management offers a course of study that prepares students to monitor and manage the medical data systems critical to institutional operations and patient care.

Completion of the requirements will establish eligibility to sit for the national certification examination administered by the American Health Information Management Association (AHIMA). Students who successfully pass the national examination receive certification and the designation of Registered Health Information Administrator (RHIA). The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality health care through quality information.

Health Information Management classes are offered online, enabling students to complete their studies at home or office. Students who have a bachelor’s degree in another field of study can expand their career prospects by earning a 30-credit Certificate in Health Information Management.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

RHIT CREDENTIALED APPLICANTS

Applicants who hold the Registered Health Information Technician (RHIT) credential are exempt from program pre-requisite requirements. General University degree requirements, which may include college core and liberal arts coursework, must be completed for graduation. Review of these requirements with your academic advisor and program director are necessary.

ADDITIONAL ADMISSION REQUIREMENTS

Individuals who are practicing the field of health information management may be granted some life experience credits toward the Bachelor of Science degree. Life Experience credits will be evaluated after a matriculated student completes 6 earned credits at LIU Post. The student must formally apply to the Health Information Management Program Director for evaluation of eligible credits. (Please note: certain restrictions apply). Life Experience applications will not be accepted once the student has begun the senior residency.

Method of delivery (All of the HIM core courses are 100% online)

The final 30 credits of the program are delivered in a completely online format. It is expected that students will be logging into the learning management system on a daily basis to review the material posted and complete all assigned work. The HIM core courses are spread out in the last two years between the junior and senior years. Both part-time and full-time options are available.

B.S. Health Information Management

[Program Code: 83326]

Core Requirements

Due to classification system, regulations, technologies, and other pertinent changes affecting the HIM field, any student who has re-entered the LIU HIM Program, must re-enroll and re-take all major courses which the student had completed prior to 2010 in order to meet current content requirements for completion of the Health Information Management degree and for certification as registered health information administrators. Please contact the program director to discuss these curriculum changes and how it will impact the fulfillment of your degree requirements. For coding courses, even if taken after 2010, students must re-take if not ICD-10-CM & PCS.

In addition to all major requirements, students pursuing the B.S. in Health Information Management must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits (ART 1, ART 101, CIN 11, DNC 108, MUS 1 or THE 142)</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Sciences</td>
<td>8 credits (BIO 7 and 8)</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
One of the following:

HIM 104 Health Information Department

HIM 104C Professional Practice Experience (PPEI)

HIM 106 Coding I

HIM 106C Coding/Virtual Lab Professional Practice Experience (PPEI)

HIM 108 Regulatory, Compliance, Medical Staff and Hospital Organization

HIM 110 Reimbursement Methodologies

HIM 206 Coding II

HIM 210 Computer-based Health Information Systems

HIM 211 Health Information in Non-Hospital Settings

HIM 212 Quality Management and Regulatory Agencies

HIM 213 Organization and Management of a Health Information Department

HIM 213R RHIA Exam Capstone

HIM 220 Research Evaluation and Health Informatics

Required Co-Related Courses

BIO 7 Human Anatomy and Physiology I

BIO 8 Human Anatomy and Physiology II

HIM 52 Medical Terminology

HPA 13 Legal Aspects of Health Care/Public Administration

MAN 11 Principles of Management

One of the following:

BMS 40 Computer Applications

CLA 6 Computer Literacy

HPA 20 Computer-Based Management Systems

One of the following:

CLA 29 Structuring & Managing Data

CS 231 Database Fundamental

One of the following:

HIM 107 Pathophysiology

NUR 99 Pathophysiology

BMS 211 Pathophysiology

Electives

20 credits of elective courses are available with 7 credits of electives limited to Liberal Arts courses. Please see you academic advisor for a list of recommended elective courses.

Suggested Minors

The following minors are recommended for Health Information Management students to enrich their HIM degrees. The courses in the minors must be completed before beginning of the senior year.

Public Service Minor Requirements

PHI 13 Ethics and Society

POL 83 Policy Making in American Government

HAP 12 Citizenship & Community

HAP 11 Careers in Public/Social Service

HAP 15 Resource Allocation in the Public Service

HAP 30 Critical Issues in Public Administration

Healthcare Administration Minor Requirements

HAD 10 American Health Systems

HAP 11 Careers in Public/Social Services

HAP 14 Financial Management in Health Care

HAP 18 Research Methods

PHI 19 Biomedical Ethics

HAP 20 Computer-based Management Systems

Information Systems Minor Requirements

CS 101 Introduction to Computers and Programming

CS 106 Graphical User Interface Programming

CS 133 Analysis and Logical Design

CS 136 Analysis and Information Technology

CS 229 Foundations of Information Systems

Computer Science Minor Requirements

CS 101 Introduction to Computers and Programming

CS 106 Graphical User Interface Programming

CS 111 Computer Program Development I (Fall)

CS 116 Computer Program Development II (Spring)

CS 127 Introduction to Game Design

CS 231 Database Fundamentals (Spring) or other approved CS elective

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 40
Minimum Requisite Minor Credits: 20
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

Certificate in Health Information Management

Offered Fully Online

The 30-credit online Certificate in Health Information Management offered by LIU Post is designed for career changers and health care professionals to serve as managers of electronic medical records in hospitals, doctor's offices, nursing homes, insurance companies and other health-related offices. Students currently holding a baccalaureate degree from an accredited institution of higher learning and having completed all pre-requisite coursework will have an opportunity to complete the certificate program in one year (two semesters) full time. A part-time option is available. Upon completion of the program, graduates will be ready to take the national Registered Health Information Administrator (RHIA) examination. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and also adheres to the standards of the American Health Information Management Association (AHIMA).

The online program adheres to the latest standards and documentation procedures from the federal government, including new coding of medical records and HIPAA guidelines. From the privacy of the home or office, students will gain the necessary skills in health data management; health statistics, biomedical research, and quality management; health services organization and
delivery; information technology and systems; and organization and management.

Method of delivery
(Courses are 100% Online)
The 30 credits of this program are delivered in a completely online format. It is expected that students will be logging into the learning management system on a daily basis to review the material posted and complete all assigned work. This portion is designed as a cohort program that must be completed in one year. A part-time option is available.

Program Requirements
The minimum grade requirement for major courses for enrolled students is C.

To be granted a Certificate in Health Information Management, the student must complete a total of 30 credits.

The curriculum in the Health Information Management Certificate utilizes online, virtual class work and one professional practice experience.

Certificate in Health Information Management
(Program Code: 90293)

Required Health Information Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 104</td>
<td>Health Information Department</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 104C</td>
<td>Professional Practice Experience I</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 106</td>
<td>ICD Inpatient Coding System</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 106C</td>
<td>Coding Professional Practice Experience</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 108</td>
<td>Regulatory, Compliance, Medical Staff and Hospital Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Reimbursement Methodologies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 206</td>
<td>CPT Outpatient Coding System</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Computer-based Health Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 220</td>
<td>Research Evaluation and Health Information</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 212</td>
<td>Quality Management and Regulatory Agencies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 213</td>
<td>Organization and Management of a Health Information Department</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements
Minimum Total Credits: 30
Minimum Major GPA: 2.00

MEDICAL IMAGING PROGRAM

Phone: 516-299-2743
Fax: 516-299-3081
Email: Post-MedicalImaging@liu.edu
Program Director: Thomas Clinical Coordinator: Gathy Associate Professor: Thomas Assistant Professor: Labos, Raven
Adjunct Faculty: 10

The Medical Imaging Program at LIU Post has been a provider of education in diagnostic imaging since 1973 and is one of only a few programs in the country to offer the entry-level Bachelor of Science (B.S.) degree in Radiologic Technology. Radiologic technologists perform general and specialized studies using computed and digital imaging equipment, computed tomography (CT scan) machines and magnetic resonance imaging (MRI) to provide physicians with images of the skeletal system, organs, tissues and vascular structures of the body. These important diagnostic tests assist physicians detect and treat illness and injury. The B.S. degree in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

LIU Post’s faculty members are deeply committed to progressive education in medical imaging and share a dedication to excellence in the pursuit of knowledge.

B.S. in Radiologic Technology

Radiologic technologists are essential members of the health care team who perform diagnostic tests such as mammograms, Magnetic Resonance Imaging (MRI) scans, and Computed Tomography (CT) scans for patients with a variety of illnesses and injuries, from concussion, to osteoporosis, to cancer. They provide images of bones, tissues and organs to help radiologists and other physicians determine the best course of care for patients.

The Bachelor of Science in Radiologic Technology at LIU Post helps fill the growing need for these professionals, many whom go on to specialize in specific diagnostic modalities. The campus has provided education in diagnostic imaging since 1973.

Students must complete a total of 120 credits, including 62 credits prior to entering the major in the liberal arts and sciences, and they enter the professional portion of the program in the fall semester of the junior year. The major course schedule is complemented by general anatomy and physiology or an elective course in the student’s area of interest.

ADMISSION REQUIREMENTS
General Program Requirement
If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program designed to meet ARRT certification requirements, you must check with the New York State Department of Health and the American Registry of Radiologic Technologists to verify that you satisfy the requirements for New York State Licensing and the National Registry.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program.

In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

Admissions and Application
Application to the Medical Imaging Program is a two-step process.

The first step is acceptance to LIU Post. You can apply for admission to LIU Post at My LIU or by using the Apply Now button in the upper right-hand corner of this page. For more information on the application process, visit the Admissions Office home page.

Admission requirements include the following:
- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

The second step requires a formal application to the Bachelor of Science in Medical Imaging Program. Upon acceptance to LIU Post, interested students may obtain an application packet for the Medical Imaging Program by calling 516-299-2743.

The program’s admission procedure includes a separate application form, letters of reference, a personal statement, an entrance examination and an interview with members of the Medical Imaging Admissions Committee. The Medical Imaging Admissions Committee will make the final selections of candidates who are admitted into the program.

Students enter the professional portion of the program in the fall semester of their junior year. Freshmen and transfer students desiring to enter the program must have completed 62 academic credits of liberal arts and sciences coursework to be eligible for entrance to the Medical Imaging Program.
Program. Students are advised to contact the program office starting in November prior to the fall semester in which they wish to enter.

Admission to the Medical Imaging Program is highly competitive. Students must have achieved a minimum grade point average (GPA) of 2.5 with a demonstrated interest in science and health and must complete one academic year of Anatomy and Physiology with lab, a basic math (1 semester of algebra or higher), and a basic computer course prior to starting the program. All applicants must complete and submit written documentation of six hours of observation in a hospital or office setting.

Students in the Medical Imaging Program will take two Writing Across the Curriculum courses while in the program. Please plan accordingly to ensure completion of Writing Across the Curriculum requirements in a timely manner.

**B.S. in Radiologic Technology**

*Program Code: 07045*

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Radiologic Technology must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>POST 101</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits (BIO 7 and 8)</td>
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<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 - 4 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**Major Requirements**

**Required Radiologic Technology Courses**

*Must have grade of “C” or better in all major and co-related courses to fulfill requirement*  

| RDT 103 | Methods Of Patient Care | 3.00 |
| RDT 103L | Venipuncture/Patient Care Lab | 0.00 |
| RDT 105 | Principles Of Radiation Protection | 3.00 |
| RDT 116 | Radiographic Pathology | 3.00 |
| RDT 118 | Breast Imaging | 1.00 |
| RDT 120 | Medical Language | 3.00 |
| RDT 121 | Quality Assurance and Quality Control | 1.00 |
| RDT 123 | Pharmacology | 1.00 |
| RDT 125 | Radiation Physics | 3.00 |
| RDT 144 | Computed Tomography | 3.00 |
| RDT 145 | Magnetic Resonance Imaging | 3.00 |
| RDT 147 | Principles in Medical Imaging I | 3.00 |
| RDT 147L | Principles in Medical Imaging I Laboratory | 0.00 |
| RDT 148 | Principles of Medical Imaging II | 3.00 |
| RDT 155 | Medical Imaging Procedures I | 4.00 |
| RDT 155L | Medical Imaging Procedures I Laboratory | 0.00 |
| RDT 156 | Medical Imaging Procedures II | 4.00 |
| RDT 156L | Medical Imaging Procedures II Laboratory | 0.00 |
| RDT 157 | Medical Imaging Procedures III | 4.00 |
| RDT 170 | Medical Imaging Capstone Seminar | 3.00 |
| RDT 180 | Advanced Topics in Digital Imaging | 3.00 |
| RDT 200 | Introduction to Clinical Practice | 1.00 |
| RDT 201 | Medical Imaging Practicum I | 1.00 |
| RDT 202 | Medical Imaging Practicum II | 2.00 |
| RDT 203 | Medical Imaging Practicum III | 3.00 |
| RDT 204 | Medical Imaging Practicum IV | 3.00 |

**Required Co-related Courses**

| BIO 7 | Human Anatomy and Physiology I | 4.00 |
| BIO 8 | Human Anatomy and Physiology II | 4.00 |
| BIO 9 | Gross Primate Anatomy | 3.00 |
| BIO 10 | Primate Sectional Anatomy | 3.00 |

**Electives**

Students should consult with the program director and academic advisor to determine the remaining number of elective credits* required to satisfy the degree plan and which courses are better suited to meet their professional or career plans. Possible Recommended Electives:

| HSC 101 | Introduction to Health Professions | 3.00 |
| BIO 103 | General Biology I | 4.00 |
| BMS 211 | Pathophysiology I | 3.00 |

*Students in the Medical Imaging program typically need a minimum of 11 elective credits*

**Credit and GPA Requirements**

| Minimum Total Credits: 120 |
| Minimum Liberal Arts Credits: 62 |
| Minimum Major Credits: 58 |
| Minimum Overall GPA: 2.0 |
| Minimum Major GPA: 2.0 |

**PRE-PHARMACY PROGRAM**

The Pre-Pharmacy Program is designed to prepare qualified students to enter the LIU Pharmacy program at LIU’s Brooklyn campus. The program consists of a six year curriculum leading to a Pharm.D. degree and is separated into two phases:

- Pre-professional (Pre-Pharmacy) Phase - two years of study to be completed at LIU Post
- Professional Phase - four years of study to be completed at LIU

Admission to the LIU Pharmacy program is offered to students of scientific aptitude whose prior academic performance indicates that they are capable of successfully completing a challenging profession-oriented curriculum. Successful completion of two years of pre-professional study (P-1 and P-2) in the basic sciences, mathematics and humanities provides the foundation for admission to the professional pharmacy curriculum. Students may enter the pre-professional phase (P1, P2) of the PharmD program through two pathways based on the strength of the applicant’s application:

**Early Assurance**

Early assurance guarantees admission into the first professional year (P3) provided all progression requirements are met. There is no need to apply through the Pharmacy College Application Service (PharmCAS). Students offered a guaranteed seat in the professional phase are expected to satisfy all of the prerequisite classes for entry into the PharmD program with a minimum cumulative grade point average of 3.25 in all course work, a math/science grade point average of 3.25 and a grade of at least a “C-” in each prerequisite class; participate in the academic advising and career development process and complete the professional phase (P3) of the PharmD program in seven semesters.
seminar programs provided by the pre-pharmacy advisors at LIU; participate in community service for at least 20 hours per year, and successfully complete an on-site interview during the second year of pre-professional phase.

Regular Entry
Regular pre-professional phase (P1, P2) admission does not constitute acceptance to the professional year (P3). Applicants must apply for admission into the professional phase through PharmCAS. Acceptance to the professional phase of the program is competitive. Qualified candidates from the preprofessional phase who start as first-year students, who have a minimum cumulative 3.00 GPA overall and in the required math and science courses, and who complete all preprofessional courses no later than the end of the spring semester for the next fall semester professional class will receive a preference for consideration of admission into the professional program. The preference is expressed as a weighting factor that is part of the analysis done of the other components of the admission selection process.

Students not accepted into the Pharmacy Program at LIU Brooklyn may continue at LIU Post as Biomedical Sciences, Health Information Management, Medical Imaging, Biology, Chemistry or Physics majors (or other appropriate fields).

For students that seek to secure placement in other Pharmacy programs outside of LIU, addition pre-requisite courses may be required. The undergraduate classes required for admission into a pharmacy degree program vary significantly from one institution to the next. Due to the variations in admission requirements and procedures among the colleges and schools of pharmacy, it is advisable to research different pharmacy programs. Visit the pharmacy school websites for course requirements. School specific information is also available on the PharmCAS site and in the American Association of Colleges of Pharmacy (AACP) annual publication, “Pharmacy School Admission Requirements.” These publications can be found at http://www.aacp.org/resources/student/pharmacyfo ryou/admissions/Pages/PSAR.aspx

Pre-requisite course for some Pharmacy schools may also include:

CHM 71 Basic 4.00 Biochemistry
MTH 19 Basic 3.00 Statistics
PHY 4 University 4.00 Physics II

Admission Requirements
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of at least 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• Transfer students would benefit from applying directly to LIU Pharmacy located at LIU Brooklyn.

For additional information, please contact:
Dr. Marci Swede
Chairperson, Department of Health Sciences
School of Health Professions and Nursing
LIU Post
Life Sciences, Room 2
720 Northern Blvd.
Brooklyn, N.Y. 11548-1300
Phone: 516-299-2743
E-mail: Post-Health_Sciences@liu.edu

Students should consult with the admissions requirements of those schools. Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements.

Successful completion of two years of pre-professional study in the basic sciences, mathematics and humanities provides the foundation for admission to the professional pharmacy curriculum. Completion of these requirements by current LIU students does not guarantee admission.

Pre-Professional Program (P-1 and P-2)
This curriculum is based on the existing LIU Pharmacy requirements. Please consult your academic advisor for updated information regarding these requirements.

Pre-Pharmacy Core Requirements

Pre-Pharmacy Courses
BIO 7 Human Anatomy and Physiology I 4.00
BIO 8 Human Anatomy and Physiology II 4.00
BIO 103 General Biology I 4.00
BIO 104 General Biology II 4.00
CHM 3 Principles of Chemistry I 4.00
CHM 4 Principles of Chemistry II 4.00
CHM 21 Organic Chemistry I 4.00
CHM 22 Organic Chemistry II 4.00
MTH 7 Calculus and Analytic Geometry I 4.00

General Education Courses
POST 101 Post Foundations 1.00
ECO 10 Introduction to Microeconomics 3.00
ENG 1 Writing I: Composition and Analysis 3.00
ENG 2 Writing II: Research and Argumentation 3.00

GPA Requirement

ENG 7 Western Literature: From Antiquity to the Renaissance 3.00
ENG 8 Western Literature: From the Enlightenment to the Present 3.00
PSY 1 General Psychology I 3.00

And Two of the following HIS or PHI courses (PHI 8 to 37 only)

*PHI 19 is strongly recommended by advisement* (6 credits):

HIS 1 The West and the World to 1750 3.00
HIS 2 The West and the World Since 1750 3.00
PHI 8 Introduction to Philosophy 3.00
PHI 13 Ethics and Society 3.00
PHI 14 Introduction to Critical Reasoning 3.00
PHI 16 The Philosophy of Art and Beauty 3.00
PHI 18 Social and Political Philosophy 3.00
PHI 19 Biomedical Ethics 3.00
PHI 20 Faith, Reason, and Spirituality 3.00
PHI 21 Literature as Philosophy 3.00
PHI 25 The Birth of Philosophy in the Ancient World 3.00
PHI 26 Origins of Modern Philosophy 3.00
PHI 27 Philosophy of History 3.00
PHI 28 Environmental Philosophy 3.00
PHI 29 Dreams and the Philosophy of the Unconscious 3.00
PHI 30 Existentialism: Philosophy in the Age of Anxiety 3.00
PHI 31 19th-Century Philosophy: From the End of History to the Death of God 3.00
PHI 33 Philosophy and Film 3.00
PHI 34 Philosophies of Love and Sex 3.00
PHI 35 Justice 3.00
PHI 37 The American Philosophical Revolution 3.00
Minimum Overall GPA: 3.00

PRE-RESPIRATORY CARE PROGRAM

The Pre-Respiratory Care Program leads to a Bachelor of Science degree in Respiratory Care and can be completed in four years: two years at the LIU Brooklyn campus and two years at the LIU Post campus which is within walking distance of the LIRR station in Brooklyn. Qualified students will be admitted into the Respiratory Care major. Admission is competitive (GPA 2.50 and C+ grades or higher in Math and Science courses) and students should apply by contacting the program at LIU Brooklyn.

Completion of these requirements by current LIU students does not guarantee admission. Students not accepted into the specialty of Respiratory Care may continue at LIU Post as Biology, Chemistry, Biomedical Sciences, Health Information Management, Health Sciences, Radiologic Technology or Social Work majors (or other appropriate fields). Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements. Students should consult with the admissions requirements of those schools.

Students who are Registered Respiratory Therapists (R.R.T.) by the National Board for Respiratory Care (NBRC) are exempt from clinical requirements. Those students who are Certified Respiratory Therapists (CRT) by the NBRC may be exempted from some courses depending upon evaluation of their transcripts. Students transferring from Respiratory Care programs at another college or university may receive transfer credit for courses. Students are required to be resident in the major by taking 15 credits in Respiratory Care and at least 32 credits at LIU Brooklyn.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of at least 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

- **Transfer students** may benefit from applying directly to the School of Health Professions located at LIU Brooklyn. For additional information, please contact:

  Dr. Marci Swede
  Chairperson, Department of Health Sciences
  School of Health Professions and Nursing
  LIU Post
  Life Sciences, Room 2
  720 Northern Blvd.
  Brookville, N.Y. 11548-1300
  Phone: 516-299-2743
  E-mail: Post-Health_Sciences@liu.edu

PRE-RESPIRATORY CARE PROGRAM

REQUIREMENTS

Pre-Respiratory Care Core Requirements (69-70 credits)

<table>
<thead>
<tr>
<th>Pre-Respiratory Care Courses (45 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7 Human Anatomy and Physiology I 4.00</td>
</tr>
<tr>
<td>BIO 8 Human Anatomy and Physiology II 4.00</td>
</tr>
<tr>
<td>BIO 103 General Biology I 4.00</td>
</tr>
<tr>
<td>BIO 104 General Biology II 4.00</td>
</tr>
<tr>
<td>BMS 90 Microbiology in Health Sciences 4.00</td>
</tr>
</tbody>
</table>

| CHM 3 Principles of Chemistry I 4.00 |
| CHM 4 Principles of Chemistry II 4.00 |
| HIM 52 Medical Terminology 3.00 |

| MTH 3 College Algebra and Trigonometry 4.00 |
| MTH 19 Basic Statistics 3.00 |

| ORC 17 Speech Communication in Organizations 3.00 |
| PHY 11 College Physics I 4.00 |

General Education Courses (18-19 credits):

| POST 101 POST Foundations (freshmen only) 1.00 |
| ENG 1 Composition 3.00 |
| ENG 2 Composition: Argument and Analysis 3.00 |
| ENG 7 Western Literature: Classical, Medieval, Renaissance 3.00 |
| ENG 8 Western Literature: Enlightenment to Modern 3.00 |
| PSY 1 General Psychology I 3.00 |
| SOC 1 Introduction to Sociology 3.00 |

Two of the following HIS or PHI courses (PHI 8 to 37 only)

*PHI 19 is strongly recommended by advisement* (6 credits):

| HIS 1 Western Civilization to the 18th Century 3.00 |
| HIS 2 Western Civilization since 1789 3.00 |
| HIS 8 Beginning Philosophy 3.00 |
| PHI 13 Human Values 3.00 |
| PHI 14 Symbolic Logic 3.00 |
| PHI 16 The Philosophy of Art 3.00 |

| PHI 18 Social and Political Philosophy 3.00 |
| PHI 19 Biomedical Ethics 3.00 |
| PHI 20 Faith, Reason, and Spirituality 3.00 |
| PHI 21 Literature as Philosophy 3.00 |
| PHI 25 The Birth of Philosophy in the Ancient World 3.00 |
| PHI 27 Philosophy of History 3.00 |
| PHI 28 Environmental Philosophy 3.00 |
| PHI 29 Dreams and the Philosophy of the Unconscious 3.00 |
| PHI 30 Existentialism: Philosophy in the Age of Anxiety 3.00 |
| PHI 31 19th Century Philosophy: From the End of History to the Death of God 3.00 |
| PHI 33 Philosophy and Film 3.00 |
| PHI 34 Philosophies of Love and Sex 3.00 |
| PHI 35 Justice 3.00 |
| PHI 37 The American Philosophical Revolution 3.00 |

* CHM 3 - One semester of Inorganic Chemistry is required; two semesters (CHM 3 & CHM 4) are recommended.

** The MTH 3 (College Algebra and Trigonometry) course satisfies the minimum pre-respiratory care mathematics requirement. Consult your advisor for a list of additional advanced courses which may be substituted in this plan. Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements. Students should consult with the admissions requirements of those schools.

Credit and GPA Requirements

Minimum Total Credits: 70
Minimum Major Credits: 45
Minimum Overall GPA: 2.5
Minimum Major GPA: 2.75

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POST 101</td>
<td><strong>1</strong></td>
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<tr>
<td>BIO 7, 8</td>
<td>8</td>
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<tr>
<td>BMS 90</td>
<td>4</td>
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</table>
HEALTH SCIENCE MINORS

**Healthcare Data Management**

**Minors in Healthcare Data Management**

**Required Health Information Management Courses**

**Credit and GPA Requirements**

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**Healthcare Coding and Reimbursement**

**Minor in Healthcare Coding and Reimbursement Requirements**

**Required Health Information Management Courses**

**Credit and GPA Requirements**

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*Mathematics 3 is a pre-requisite for Chemistry 3. CHM 3 is required; CHM 4 is recommended.

**Students must take both History 1 and History 2 or any two courses from Philosophy 8 through 37. The following philosophy courses are particularly recommended for students in the pre-pharmacy program: PHI 8, PHI 13, PHI 14, PHI 18, PHI 19.*
Health Sciences Courses

Health Information Management Courses

HIM 52 Medical Terminology
This course introduces the student to medical terminology based on an understanding of human body systems and their interaction, meanings of combining forms, suffixes and prefixes. Students gain the ability to define, build and interpret medical terms. Mode of instruction: Online format. Credits: 3
Every Fall and Spring

HIM 54 Statistics and Research for Health Information Manager
This course assists the student in understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics. Credits: 3
On Demand

HIM 104 Health Information Department
This course provides the student with the knowledge necessary to function in a manual or electronic environment within the Health Information Management field. This includes a discussion of the historical development of medical care, and defining primary and secondary health information. The student learns to analyze, abstract and assess the timeliness and quality of health care data. Instruction on filing systems and controls is also included. Mode of instruction: Online format. HIM Milestone required. Credits: 3
Every Fall

HIM 104C Professional Practice Experience I
This is a supervised learning experience to develop understanding, skill and insight into medical procedures; develop awareness of the confidential nature of information given by the patient to the physician; and to observe interaction among departments. Corequisite of HIM 104 is required. Credits: 1
Every Fall

HIM 106 ICD Inpatient Coding System
Purposes and methods of classifying diseases and operations; differences between nomenclature and classification systems ICD-10-CM; coding; other systems of classification and the value of indexes and registries are emphasized. Appropriate methods of supervising ICD-10-CM coding are achieved through actual training in the coding process. Mode of instruction: Online format. Corequisite of HIM 104 is required. Credits: 3
Every Spring

HIM 106C Coding / Virtual Lab Professional Practice Experience
This is a Virtual Lab PPE designed to provide students with practical experience in the HIM competencies and domains that focus on skill building and practical application theory including ICD-10 coding using EHR systems. This course contains independent projects and exercises that foster critical thinking and use of data analytic and decision support skills. All instructions and assignments are in the AHIMA Virtual Lab. Instructions and login information to the virtual lab are provided to students who are enrolled in this course on the first day of class. Mode of instruction: Online format. Prerequisite of HIM 104 is required. Credits: 3
Annually

HIM 107 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified. Cross-referenced with BMS 20. Prerequisites of BIO 7 & 8 are required. Credits: 3
Every Spring

HIM 108 Regulatory, Compliance, Medical Staff and Hospital Organization
This course is a comprehensive review of health care facility compliance of healthcare facilities and medical staff. Areas to be emphasized in this course include a general introduction to health law, legal environment of healthcare organizations, the impact of healthcare laws and regulations on administrative decisions making and medical staff roles and responsibilities. Other topics include but not limited to: legal health records, HIPAA privacy and security rules, security threats and controls, access/use/disclosure of health care data, information integrity and data quality, and corporate compliance policies and procedures. The structure of health care facilities is also presented and includes medical staff and physician extenders roles and responsibilities. Virtual lab will be used for experiential learning. Mode of instruction: Online format. Prerequisite: HIM 104 and 99 or BMS 211). Credits: 3
Every Fall

HIM 206 CPT Outpatient Coding System
This course emphasizes the unique coding requirements in the D.R.G. environment (Diagnosis Related Groups). The student learns to code procedures utilizing the CPT-4 coding methodology. Coding supervision is emphasized as well as coding TQM (Time Quality Management). Mode of instruction: Online format. Prerequisites: BIO 7& 8 and (HIM 107 or NUR 99 or BMS 211). Credits: 3
Every Fall

HIM 210 Computer-based Health Information Systems
This course is a comprehensive review of health information systems. Establishment of a health information system is outlined in addition to a detailed analysis of patient care, administration, and research subsystems. Mode of instruction: Online format. Prerequisites: HIM 104 and BMS 40, or CLA 6 or CLA 29 or CLA 70 or MIS 101 or HIM 53. Credits: 3
Every Spring

HIM 211 Health Information in Non-Hospital Setting
This online course is a survey of the problem oriented medical system and health Information Management practices in different healthcare settings other than hospitals. Information systems for ambulatory care, home health and hospice care, freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers. Cross-referenced with HPA 13. Prerequisite of HIM 104 is required. Credits: 3
Annually
Long-term care, psychiatric and behavioral healthcare will be explored. Record maintenance and documentation processes for reimbursement, regulations and accreditation standards are addressed. HIPAA Privacy and Security practices and challenges will also be explored. Virtual lab will be used for experiential learning. Mode of instruction: Online format. Preerequisite or Co-requisite of HIM 104 is required.

Credits: 3
Every Spring

### HIM 212 Quality Management and Regulatory Agencies

This course is a comprehensive review of the evolution of Quality Improvement in the Health Care field. It provides a fundamental concepts of quality improvement in healthcare systems and the essential tools to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. It introduces concepts of quality control in healthcare settings. The first part deals with the internal systems for setting standards, as well as measuring quality and professional accountability. The second part of the course covers external review agencies such as IPRO and JC. You will be studying system model theory and utilize critical thinking to evaluate and create changes in healthcare organization to improve patient care, patient safety, and other essential organizational services. There are writing assignments and discussions that are crucial to the successful completion of the course. We will also be working with health statistics and creating different modes of displaying data in EXCEL. Mode of instruction: Online format. Co-requisite: HIM 108

Credits: 3
Every Spring

### HIM 231 Organization and Management of a Health Information Department

This course will introduce concepts of management of a health information department. Students will learn various research designs and models as well as the types, methods, and presentation of health information research. The course will culminate in health informatics research project using online clinical health databases and current statistical applications such as SAS and Tableau.

Pre-requisites: MTH 19, HIM 104, CLA 29 and CS 231

Credits: 3
Every Spring

### Health Science and Pharmacy

#### HSC 98 Undergraduate Research

Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.

Credits: 1 to 2
On Demand

#### HSC 99 Independent Research Project

Junior and seniors can undertake this independent research project under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.

Credits: 3
On Demand

#### HSC 101 Introduction to Health Professions

This course will provide an introduction to various professions in the healthcare field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.

Credits: 3
Every Fall and Spring

#### HSC 102 Interdisciplinary Helping Professions

The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, physician assistants, physical therapy, medicine and all related healthcare professions. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner-community (community of care) relationship and the practitioner-self relationship. It emphasizes the need to attune to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in dyadic and small group exercises designed to develop effect practice skills.

Required course for BS Health Science majors, elective for Social Work Majors (Open to Juniors or Seniors, 3 credits)

Open to Juniors or Seniors.

Credits: 3
Annually

#### HSC 111 Veterinary Science for Beginners

An overview of veterinary science as the basis for consideration of a career as a veterinary professional. The course will present the aspects of natural and medical science that relate to veterinary practice, a review of animal husbandry of some common species attended to by veterinarians, veterinary technologists, and ancillary personnel. The range of career choices available to veterinary professionals, such as clinical practice, research, industry, and education will be discussed. The course will include guest lectures from veterinary professionals.

Credits: 3
On Demand

#### HSC 145 Special Topics in Health Sciences

The instructor chooses a study of selected topics related to the Health Sciences. This can include topics ranging from human disease and pathologies...
to current event and social issues in Healthcare. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different.

Credits: 1 to 3
On Occasion

**HSC 221 Topics in Human Genetics**
This course will provide an introduction to Mendelian genetics and its extensions and exceptions. Students will then be exposed to current advances in the understanding of various human genetic disorders including cancer, immunological diseases, the genetics of aging and others and the strategies for studying such diseases. Students will explore these topics through lectures, classroom discussion, reviewing current research and hands-on activities. The ethical implications of genetic testing and genetic therapies will be discussed. This is not a lab course and will not satisfy genetics requirements for pre-med requirements and most other health professions graduate programs requiring a lab-based genetics course.

A pre requisite of BIO 103 or BIO 7 is required
Credits: 3
Every Semester

**PHM 1 Pharmacy Orientation Seminar**
This course is designed as an introduction for the preprofessional student to the possibilities and processes of professional life in pharmacy. Utilizing a social/historical approach, the seminar provides a survey of the development of pharmacy practice since the emergence of scientific medicine through the current pharmaceutical-care movement. Students will be introduced to ethical foundations, regulation, drug discovery and development, and other contemporary issues facing the profession. The various roles and career pathways available to pharmacists will also be examined. The seminar also provides a support system for the preprofessional student and a source of information about the requirements, responsibilities and attitudes necessary for success in the professional phase of the program. One lecture hour.

Credits: 1
Every Fall and Spring

**Radiologic Technology Courses**

**RDT 103 Methods Of Patient Care**
Designed to prove the basic concepts of the physical and emotional needs of the patient. Describes routine and emergency procedures, insertions and maintenance of an intravenous line. As well as infection control utilizing universal precautions and recognition and treatment of reactions to contrast media. Educate student in obtaining vital signs and contrast media injection. Identifies the importance of patient education. Includes medical ethics, law and cultural differences.

Co-requisite of RDT 103L is required.

Credits: 3
Every Fall

**RDT 103L Venipuncture/Patient Care Lab**
This course is the practical application of knowledge and techniques learned in RDT 103 Methods of Patient Care.

Credits: 0
Every Fall

**RDT 105 Principles Of Radiation Protection**
Provides knowledge of radiation protection and radiation biology as related to the legal and ethical responsibilities of the radiographer. Reviews Regulatory Agencies and their requirements. Identifies biological effect and response to radiation on patients, personnel, and the public. Writing Across the Curriculum course (WAC).

Credits: 3
Every Fall

**RDT 116 Radiographic Pathology**
An overview of acute, chronic and congenital pathology. Discussion on how pathology and disease relate to medical imaging procedures. Includes systemic classification, diagnosis and treatment of diseases. Writing Across the Curriculum course (WAC).

Pre-requisite of RDT 155 is required.
Credits: 3
Every Spring

**RDT 118 Breast Imaging**
Provides the knowledge and cognitive skills required to perform in the specialized area of mammography/breast imaging. Discussion includes positioning, special techniques, anatomy, physiology and pathology of the breast.

Pre-requisite of RDT 155 is required.
Credits: 1
Every Spring

**RDT 120 Medical Language**
An introduction to the origins of medical terminology, including word building, abbreviations and symbols. Orientation to the understanding of medical orders and interpretation of diagnostic reports related to the respiratory, digestive and musculoskeletal systems. Cardiovascular, lymphatic, urinary, reproductive, integumentary, sensory, nervous and endocrine systems.

Credits: 3
Every Spring

**RDT 121 Quality Assurance and Quality Control**
Concepts and benefits of quality assurance and control programs. Introduction to the evaluation of radiographic systems to assure consistency in the production of quality images. Identifies components, tests, procedures and the agencies involved in regulating, inspecting and enforcing guidelines.

Pre-requisite of RDT 148 is required.
Credits: 1
Every Fall

**RDT 123 Pharmacology**
An introduction to basic pharmacology. Common drug nomenclature and basic concepts of pharmacology will be presented. Biological factors affecting actions of drugs will be discussed. Contrast media characteristics, allergic reactions and side-effects will be covered.

Pre-requisite of RDT 103 is required.
Credits: 1
Every Spring

**RDT 125 Radiation Physics**
An in-depth view of the characteristics and physical laws which apply to radiation. Topics explored include principles governing radiation production, detection and containment. Fundamentals of the circuitry which comprise medical imaging units will also be presented.

Pre-requisite of RDT 105 is required.
Credits: 3
Every Spring

**RDT 128 Pathophysiology**
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified.

Credits: 3
Every Fall

**RDT 144 Computed Tomography**
An in-depth study of the physical principles and practical application of Computerized Axial Tomography. A presentation of protocol, positioning and the elements of room design and construction.

Co-requisite of BIO 9 is required.
Credits: 3
Every Fall

**RDT 145 Magnetic Resonance Imaging**
Presentation of the physical principles utilized in Magnetic Resonance Imaging. Discussion of the technical and economic factors of this advanced imaging procedure. Patient protocol will also be incorporated into the course format.

Co-requisite of BIO 10 is required.
Credits: 3
Every Spring

**RDT 147 Principles in Medical Imaging I**
Provides an introduction to the factors that govern and influence the production of a medical image on radiographic film. The principles of medical imaging to be discussed include: latent image, factors governing image quality, beam limiting devices, beam filtration, film holders, screens and technique formation. Darkroom processing and
Article 35 of the New York State Public Health Law relating to medical imaging will also be covered. 
Prerequisite of RDT 147L is required.
Credits: 3
Every Fall

RDT 147L Principles in Medical Imaging I
Laboratory
Laboratory for RDT 147 Principles of Medical Imaging I.
Credits: 0
Every Fall

RDT 148 Principles of Medical Imaging II
An in-depth study of medical imaging exposure factors. Laboratory materials will be utilized to demonstrate the clinical applications of the theoretical principles and concepts. Problems encountered during the imaging of infants and children will also be addressed. Special emphasis will be placed on radiation protection, equipment, accessories and special positions utilized when imaging infants and children. 
Prerequisite of RDT 147 is required.
Credits: 3
Every Spring

RDT 155 Medical Imaging Procedures I
Designed to provide the knowledge and skills necessary to perform standard medical imaging procedures of the chest, abdomen, upper and lower extremities. The production of images of optimal diagnostic quality will be stressed. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images. 
Prerequisites of BIO 7 and 8 and Co-requisites RDT 155L are required.
Credits: 3
Every Fall

RDT 155L Medical Imaging Procedures I Laboratory
Laboratory course for RDT 155 Medical Imaging Procedures I. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images.
Credits: 0
Every Fall

RDT 156 Medical Imaging Procedures II
Laboratory course for RDT 156 Medical Imaging Procedures II. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment. 
Prerequisite of RDT 155 and a co-requisite of RDT 156 are required.
Credits: 0
Every Spring

RDT 156L Medical Imaging Procedures II Laboratory
Laboratory for RDT 156 Principles of Medical Imaging Procedures II. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment.
Prerequisite of RDT 155 and a co-requisite of RDT 156 are required.
Credits: 0
Every Spring

RDT 157 Medical Imaging Procedures III
This course serves to focus on the more advanced positions utilized in the practice of medical imaging. The student is introduced to medical imaging procedures of the skull. Practical laboratory experience will complement the theoretical principles acquired in the didactic portion of the course, allowing the student to demonstrate the ability on the phantom patient.
Prerequisite of RDT 156 and Co-requisite of BIO 9 are required.
Credits: 4
Every Fall

RDT 158 Digital Medical Imaging
During this course, the student will be introduced to the components, principles and operation of the Picture Archiving and Communications System (PACS), Digital Imaging including, Digital Radiography (DR), Computed Radiography (CR), Hospital Information Systems (HIS) and Radiology Information Systems (RIS). 
Prerequisite of RDT 148 and Co-requisite of RDT 144 are required.
Credits: 3
Every Fall

RDT 170 Medical Imaging Capstone Seminar
This seminar provides the student with an opportunity to review the fundamental and advanced principles of medical imaging. The application of clinical imaging theory will be reinforced. 
Prerequisite of RDT 204 is required.
Credits: 3
Every Spring

RDT 171 Medical Imaging Practicum I
An introduction to the clinical environment at an affiliated hospital. Students will be assigned to various work areas in the Department of Radiology to observe operations of the entire department. Students will assist in routine imaging and under close supervision of a registered licensed technologist, begin to acquire medical imaging skills with the emphasis on chest, abdomen, and extremities.
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 172 Medical Imaging Practicum II
Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends Last Friday in July). 
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 173 Medical Imaging Practicum III
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging.
Prerequisite of RDT 202 is required.
Credits: 3
Every Fall

RDT 174 Medical Imaging Practicum IV
An opportunity for the student to improve skills in the areas of general, contrast, advanced and skull imaging at the assigned medical center under close supervision, An introduction to specialty areas such as Computed Tomography, Magnetic Resonance Imaging and Advanced Special and Angiographic Imaging.
Prerequisite of RDT 203 is required.
Credits: 3
Every Spring

RDT 200 Medical Imaging Practicum I
An introduction to clinical practice. During this practicum, the student begins to increase proficiency and skills through the demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply theory and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures. 
Prerequisite of RDT 103 and RDT 105 are required.
Credits: 1
Every Fall

RDT 201 Medical Imaging Practicum II
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. 
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 202 Medical Imaging Practicum II
Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends Last Friday in July). 
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 203 Medical Imaging Practicum III
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging. 
Prerequisite of RDT 202 is required.
Credits: 3
Every Fall

RDT 204 Medical Imaging Practicum IV
An opportunity for the student to improve skills in the areas of general, contrast, advanced and skull imaging at the assigned medical center under close supervision, An introduction to specialty areas such as Computed Tomography, Magnetic Resonance Imaging and Advanced Special and Angiographic Imaging.
Prerequisite of RDT 203 is required.
Credits: 3
Every Spring

RDT 205 Medical Imaging Practicum V
An introduction to clinical practice. During this practicum, the student begins to increase proficiency and skills through the demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply theory and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures. 
Prerequisite of RDT 103 and RDT 105 are required.
Credits: 1
Every Fall

RDT 206 Medical Imaging Practicum VI
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging. 
Prerequisite of RDT 202 is required.
Credits: 2
Every Summer

RDT 207 Medical Imaging Practicum VII
Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends Last Friday in July). 
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 208 Medical Imaging Practicum VIII
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging. 
Prerequisite of RDT 202 is required.
Credits: 3
Every Fall

RDT 209 Medical Imaging Practicum IX
Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends Last Friday in July). 
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 210 Medical Imaging Practicum X
An introduction to clinical practice. During this practicum, the student begins to increase proficiency and skills through the demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply theory and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures. 
Prerequisite of RDT 103 and RDT 105 are required.
Credits: 1
Every Fall

RDT 211 Medical Imaging Practicum XI
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging. 
Prerequisite of RDT 202 is required.
Credits: 3
Every Fall
RDT 282 Principles of MRI II
This introductory course will familiarize the student with the basic physics of Magnetic Resonance Imaging emphasizing the historical development of MRI, electricity and magnetism, atomic structure, the hydrogen atom, precession, resonance, signal induction, tissue contrast characteristics, generation and encoding the MR signal, pulse sequences, pulse sequence charting, instrumentation, and artifacts.
Prerequisite of RDT 281 is required.
Credits: 3
On Occasion

RDT 283 MRI Laboratory
This course is designed as a precursor or cohort course to a clinical internship in MRI. Through discussion, lecture, films, and workstations, students will learn the basics of patient positioning, coil selection, common protocols for specific pathologies, cross-sectional anatomy, artifacts, motion suppression techniques, the use of contrast material, appropriate uses of scanning options and sequence parameters for imaging procedures including head and neck, spine, thorax, abdomen, pelvis, musculoskeletal and vascular imaging. Students will also be introduced to advanced imaging techniques such as breast imaging and cardiovascular imaging.
Prerequisite of RDT 281 is required.
Credits: 3
On Occasion

RDT 284 Advanced Imaging Procedures in MRI
Through the use of lecture and MR films, this course is designed to introduce the student to specialized techniques in MRI such as spectroscopy, diffusion imaging, perfusion imaging, functional MRI, Vascular, and Cardiac MRI, interventional MRI, and other miscellaneous topics.
Prerequisites of RDT 283 IS required.
Credits: 3
On Occasion

RDT 285 Clinical Internship in MRI I
This course is to be conducted at a clinical facility and provides the opportunity for students to practice skills that are needed to obtain high quality MRI images, confidently and independently changing protocols as the need arises, and recognize image quality issues and make suitable corrections. Students will apply the didactic knowledge of previous courses and be introduced to procedural protocols utilizing a variety of coils, pulse sequences, and imaging parameters, as well as interaction and preparation of patients. Safety management, routine scheduling, and staff interaction will also be covered. The student will move through various phases of competency starting with observing, assisting, scanning, filming and ultimately completing exams from greeting the patient to final paperwork and post processing. An individual research project is also required.
Prerequisite of RDT 284 is required.
Credits: 2
On Occasion

RDT 286 Clinical Internship in MRI II
This course is to be conducted at a clinical facility and provides the opportunity for students to continue to practice such important skills as: obtaining high quality MR images, confidently and independently changing protocols as the need arises, and recognizing image quality issues and making suitable corrections. Students will apply the didactic knowledge of previous courses and be introduced to procedural protocols utilizing a variety of coils, pulse sequences, and imaging parameters, as well as interaction and preparation of patients. Safety management, routine scheduling, and staff interaction will also be covered. The student will move through various phases of competency starting with observing, assisting, scanning, filming and ultimately completing exams from greeting the patient to final paperwork and post processing. An individual research project is also required.
Prerequisite of RDT 285 is required.
Credits: 2
On Occasion

RDT 287 MRI Capstone Seminar
This course provides an opportunity for students to prepare for the Advanced Registry in MRI by creating an environment similar to the registry and an opportunity for review. Each session will provide a mock exam on the selected topic, as well as a review of the exam, with ample opportunities for questions and answers.
Prerequisite of RDT 284 is required.
Credits: 2
On Occasion
DEPARTMENT OF NURSING

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Chair: Dr. Mary Infantino
Acting Director of Undergraduate Nursing
Program: Dr. Laura Prager
Director of Family Nurse Practitioner (FNP)
Program: Dr. Susan Marks
Acting Director of Family Nurse Practitioner (FNP)
Program: Prof. Daniel Jacobsen
Director/Director Nursing Education Program: Dr. Waitline Williams
Clinical Field Coordinator, FNP Program: Prof. Daniel Jacobsen
Associate Professors: Infantino, Messina
Assistant Professors: Darcy, Jacobson, Marks, Olvieri, Prager, Williams
Emerita: Dr. Amy Wysoker
Adjunct Faculty: 20

The DEPARTMENT of Nursing offers a Commission on Collegiate Nursing Education (CCNE) accredited program leading to the Baccalaureate degree in Nursing exclusively for registered nurses. Through baccalaureate education, the Registered Nurse (RN) student is provided with an opportunity for advancement in professional nursing practice. The graduate is also provided with a foundation in liberal arts, the humanities, sciences, and nursing as a basis for post-baccalaureate education. The DEPARTMENT of Nursing offers a comprehensive range of undergraduate courses that prepare nurses to become strong, effective leaders who excel in compassionate care and management.

The DEPARTMENT of Nursing also offers the Bachelor of Science in Nursing which is a traditional, licensure-qualifying four-year program. Students integrate the LIU Post general education requirements in the liberal arts, sciences, and humanities, with nursing pre-, co- and requisites, as well as nursing major courses throughout the four years.

B.S. in Nursing

The LIU Post Department of Nursing offers a licensure-qualifying, four-year Bachelor of Science degree in Nursing intended for freshmen and transfer students. Students integrate the LIU Post general education requirements in the liberal arts, sciences, and humanities, with nursing pre-, co- and requisites, as well as nursing major courses throughout the four years. Students complete the program in eight full-time semesters, in four academic years. The 121-credit B.S. in Nursing is designed to prepare students to develop the competencies essential for entry level professional nursing practice and to build a foundation for graduate study. This program, accredited by the Commission on Collegiate Nursing Education, prepares nurses to assume advanced clinical and management positions in a variety of health care settings, including hospitals, home-health programs and public health agencies.

Nursing courses, which are taught by professors who serve as both educators and mentors, include content related to evidence-based practice, health assessment, human growth and development, mental health, nutrition, pathophysiology, pharmacotherapeutics, public health, professional practice, research, and nursing throughout the various stages of a patient's life. Students take required liberal arts and sciences courses integrated with the nursing curriculum as they progress through the four-year program.

ADMISSION REQUIREMENTS

The licensure-qualifying four-year Bachelor of Science in Nursing is open to both freshman and transfer students.

General Program Requirement

If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program, you must check with the New York State Department of Education to verify that you satisfy the requirements as a New York State Registered Professional Nurse.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program.

In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process. Applicants for admission to LIU Post as nursing majors are required to possess:

Incoming Freshman:

A B average (3.0 or 80 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 21 or above.

Transfer students:

Must have completed more than 24 college credits. A minimum college GPA of 3.0 overall is required for application review with a minimum GPA of 3.0 in all pre-requisite coursework completed prior to admissions. Transfer students must submit official transcript(s) from all colleges and universities attended and two letters of recommendation preferably from former science professors.

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of up to 72 credits (including the 28 credits of nursing) can be transferred to LIU Post from associate degree programs and up to 96 credits from baccalaureate programs. Nursing courses from other institutions may not transfer in to the Bachelor of Science in Nursing. Any completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) requires a grade of C+ or better and courses older than five (5) years will not be accepted. If the transfer student has completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

RETENTION REQUIREMENTS

All students must maintain an overall GPA of 3.0 for successful progression in the Bachelor of Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) must achieve a minimum grade of C+. Students must achieve a minimum grade of C+ or better in all nursing courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course, multiple deficiencies may result in dismissal from the program.

TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS V)

All students admitted to the Bachelor of Science in Nursing will sit for the Test of Essential Academic Skills (TEAS V) administered through Assessment Technology Institute (ATI). The TEAS V will serve as a predictor for nursing student academic success. The required passing level for the TEAS V exam is “Proficiency.”

Students are required to demonstrate “Proficiency” in the TEAS V within one (1) year of the official admission date to the LIU Post Bachelor of Science in Nursing program to remain in the program. TEAS test scores have been found to be a statistically significant predictor of early nursing program success (Bremner, Blake, Long & Yanosky, 2014; McCarthy, Harris & Tracz, 2014). Students who fall below this level will be given the opportunity to remediate through ATI and retake the TEAS V exam a second time. Failure to achieve a “Proficiency” level on the second attempt may result in dismissal from the nursing program. LIU Promise coaches and nursing faculty will work with these students to identify programs of study that may be more suitable for individual success in each case. Earned credits will be transferred to another degree upon consultation with the academic advisor.

B.S. in Nursing

(Program Code: 37706)

Core Requirements

In addition to all major requirements, students pursing the B.S. in Nursing must satisfy all core curriculum requirements as follows:

POST 101 1 credit
First-Year Composition 6 credits
Required Courses

Choose one of the following:

BIO 121 Human Genetics in Health and Disease 3.00
BMS 211 Introduction to Disease Processes 3.00

Choose one of the following:

BIO 250 Microbiology 4.00
BMS 90 Microbiology in Health Sciences 4.00

B.S. in Nursing (Four Year Program)

Required Courses

NRS 100 Introduction to Professional Nursing 3.00
NRS 110 Nursing Informatics 3.00
NRS 130 Fundamentals of Nursing 4.00
NRS 130C Fundamentals of Nursing Clinical 1.00
NRS 140 Nutrition in Nursing 3.00
NRS 150 Pharmacotherapeutics 3.00
NRS 160 Health Assessment 5.00
NRS 160C Health Assessment Clinical 0.00
NRS 200 Adult and Gerontological Nursing I 7.00
NRS 200C Adult and Gerontological Nursing I Clinical 0.00
NRS 210 Psychiatric-Mental Health Nursing 4.00
NRS 210C Psychiatric-Mental Health Nursing Clinical 0.00
NRS 220 Adult and Gerontological Nursing II 7.00
NRS 220C Adult and Gerontological Nursing II Clinical 0.00
NRS 230 Public Health Nursing 4.00
NRS 230C Public Health Nursing 0.00
NRS 240 Obstetrical and Pediatric Nursing 7.00
NRS 240C Obstetrical and Pediatric Nursing Clinical 0.00
NRS 410 Nursing Transition into Professional Practice 7.00
NRS 410C Nursing Transition into Professional Practice Clinical 0.00

Credit and GPA Requirements

Minimum Total Credits: 121
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 61
Minimum Major GPA = 3.0
Minimum Overall GPA = 3.0

B.S. in Nursing (For RN’s Only)

The LIU Post Department of Nursing offers the Bachelor of Science degree in Nursing exclusively for Registered Nurses. This upper-division program, accredited by the Commission on Collegiate Nursing Education, prepares nurses to assume advanced clinical and management positions in a variety of health care settings, including hospitals, home-health programs and public health agencies.

Nursing courses, which are taught by professors who serve as both educators and mentors, include content related to professional issues, research, management, human growth and development, communication, pathophysiology, health assessment and family and community nursing. Students also take required liberal arts and sciences courses as well as other courses related to their major.

Courses are offered on flexible day and evening schedules to meet the needs of the working nurse seeking to complete their baccalaureate degree. The nursing courses build on the knowledge and experience that registered nurses already possess as graduates of diploma and associate degree nursing programs. LIU Post offers a wide range of courses in liberal arts and sciences to enhance and broaden your nursing expertise. Classes with your peers in an atmosphere of respect for the needs of the adult learner make returning to school a positive experience.

ADMISSION REQUIREMENTS

The Bachelor of Science in Nursing is open to Registered Nurses only. Applicants are considered “transfer students.” Graduates of associate degree programs in nursing transfer credits for their previous nursing education as noted below and graduates of diploma schools receive 28 credits of advanced standing toward the degree.

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of up to 72 credits (including the 28 credits of nursing) can be transferred to LIU Post from associate degree programs and up to 96 credits from baccalaureate programs. A total of 120 credits are needed for graduation with the Bachelor of Science in Nursing.

Applicants for admission to LIU Post as nursing majors are required to possess:

1. a New York State Registered Nurse license
2. an Associate Degree or Diploma in nursing
3. a minimum overall GPA of 3.0
4. International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 90 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.0 or above is also acceptable.

Applicants who have taken but have not received notification of having passed the RN-NCLEX exam may be admitted to LIU Post as limited matriculants.

Applicants who received their licensure or degree from outside of the United States may be admitted to LIU Post after appropriate evaluation of degree and prior coursework.

RETENTION REQUIREMENTS

All students must maintain an overall GPA of 3.0 for successful progression in the Bachelor of Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) must achieve a minimum grade of C+. Students must achieve a minimum grade of C+ or better in all nursing courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course, multiple deficiencies may result in dismissal from the program.

B.S. Nursing (RN’s Only)

(Program Code: 00193)

Core Requirements

As an upper division B.S. in Nursing program, the Core Requirements may have been met by
associate degree requirements completed in becoming a licensed New York State Registered Nurse. Please consult your advisor for more information. In addition to all major requirements, students pursuing the B.S. in Nursing must satisfy all Core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Economics/Political Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>History/Philosophy</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8 credits (BIO 7 and 8)</td>
</tr>
<tr>
<td>Language/Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits (satisfied in major)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6 credits (PSY 1 and 25)</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the Undergraduate Core Curriculum section of this bulletin.

**Major Requirements**

THIS UPPER DIVISION PROGRAM IS OPEN ONLY TO NEW YORK STATE REGISTERED NURSES (R.N.). PROOF OF N.Y.S. R.N. LICENSE IS REQUIRED.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 79</td>
<td>The Philosophical and Conceptual Basis of Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 81</td>
<td>Issues in Professional Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 160</td>
<td>Health Assessment</td>
<td>5.00</td>
</tr>
<tr>
<td>NUR 160C</td>
<td>Health Assessment (Practicum)</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 86</td>
<td>Family Health Nursing Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 86L</td>
<td>Family Health Nursing Clinical</td>
<td>1.00</td>
</tr>
<tr>
<td>NUR 86S</td>
<td>Family Health Nursing Seminar</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 90</td>
<td>Management, Leadership and Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 91</td>
<td>Communication and Group Skills for the Health Care Setting</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 230</td>
<td>Public Health Nursing</td>
<td>4.00</td>
</tr>
<tr>
<td>NUR 230C</td>
<td>Public Health Nursing (Practicum)</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 400</td>
<td>Nursing Research &amp; Evidence-Based Practice</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Nursing Courses (6 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 85</td>
<td>Health Assessment</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 85L</td>
<td>Health Assessment Lab</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 95</td>
<td>Integrative Nursing</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 99</td>
<td>Pathophysiology</td>
<td>3.00</td>
</tr>
<tr>
<td>NRS 110</td>
<td>Nursing Informatics</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 140</td>
<td>Nutrition in Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 150</td>
<td>Pharmacotherapeutics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses List 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 25</td>
<td>Developmental Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses List 2**

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses List 3**

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Human Genetics in Health and Disease</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 221</td>
<td>Topics in Human Genetics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses List 4**

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1</td>
<td>Introduction to Forensic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 2</td>
<td>Introduction to Forensic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 6</td>
<td>Chemistry of Life</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Organic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>Organic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses List 5**

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 41</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Electives:** Courses that are not being used to satisfy major or core requirements. There may be 2 credits in electives which result from transfer credits. Please consult with the Department of Nursing or your advisor should you have any questions.

**Credit and GPA Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits</td>
<td>62</td>
</tr>
<tr>
<td>Minimum Major GPA</td>
<td>3.00</td>
</tr>
<tr>
<td>Minimum Cumulative GPA</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Nursing Courses

NRS 100 Introduction to Professional Nursing
This course provides an introduction to the profession of nursing including its history, development, scope of practice, professional educational requirements, moral and ethical foundations, legal issues and career paths. Students identify and explore key issues influencing nursing practice, nursing education and health care delivery systems. Political, social and economic factors influencing health care and healthcare policy will be identified relative to their impact on quality, safety, equity, effectiveness, efficiencies, and timeliness in delivery of patient centered care.
Credits: 3
Every Fall

NRS 110 Nursing Informatics
This is an introductory integrative course which will explore advances in technology as recommended by the Institute of Medicine – Future of Nursing, 2010 in order for healthcare providers to be competent with information technology. Students will use a variety of electronic strategies to include simulation to access, store, communicate, and chart in order to support and improve patient care systems.
Credits: 3
Every Spring

NRS 120 Health and the Human Life Cycle
Same as NUR 84. -
The purpose of this course is to examine the progress of human development throughout the lifespan. Cognitive, emotional, and physiological growth and development are set forth within the context of critical tasks and crises inherent within each stage of maturation. Emphasis is placed on the second half of the life cycle, and the role of the nurse in caring for an aging population.
Credits: 3
On Occasion

NRS 130 Fundamentals of Nursing
Students will explore foundational elements of nursing interventions with individual patients in controlled and predictable environments based on the core principles underpinning safe, high quality, patient centered, and effective, efficient, equitable and timely care. Classroom discussions and activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist. Core principles regarding integrating knowledge from multiple sources that may include quality care and safety; use of best evidence; policy, finance, and regulatory forces; effective communication; clinical prevention, health promotion, and health restoration; and professional values to guide nursing care will be covered.
A pre requisite of NUR 100 and BIO 8 is required.
Credits: 4
Every Fall

NRS 130C Fundamentals of Nursing
Students will explore foundational elements of nursing interventions with individual patients in controlled and predictable environments based on the core principles underpinning safe, high quality, patient centered, and effective, efficient, equitable and timely care. Classroom discussions and activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist. Core principles regarding integrating knowledge from multiple sources that may include quality care and safety; use of best evidence; policy, finance, and regulatory forces; effective communication; clinical prevention, health promotion, and health restoration; and professional values to guide nursing care will be covered.
A pre requisite of NUR 100 and BIO 8 is required.
Credits: 0
Every Spring

NRS 140 Nutrition in Nursing
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will discussed.
A co-requisite or pre-requisite of BIO 8 is required.
Credits: 3
Every Spring

NRS 140C Nutrition in Nursing
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will discussed.
A pre requisite of NUR 100 and BIO 8 are required.
Credits: 4
Every Fall

NRS 150 Pharmacotherapeutics
Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies.
Pre requisites of CHM 6 and BIO 121 or HSC 221 are required
Credits: 3
Every Spring

NRS 160 Health Assessment
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
A pre requisite of NUR 130 and BIO 8 are required.
Credits: 5
Every Spring

NRS 160C Health Assessment
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
A pre requisite of NUR 130 and BIO 8 are required.
Credits: 0
Every Spring

NRS 200 Adult and Gerontological Nursing I
This is the first of two adult and gerontological medical-surgical nursing courses. Students will examine theoretical and evidence-based practice related to the planning, implementation, evaluation, health promotion, risk reduction/prevention, and disease management strategies when caring for adults and their families in acute, non-acute, and chronic health environments with an emphasis on the older adult.
A pre requisite of NUR 160 is required.
Credits: 7
Every Fall

NRS 200C Adult and Gerontological Nursing I
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
A pre requisite of NUR 160 is required.
Credits: 0
Every Spring

NRS 210 Psychiatric/Mental Health Nursing
Students explore the promotion, maintenance and restoration of mental health across the lifespan. Key factors in mental health care for patients, families and vulnerable groups cared for in varied community settings are reviewed. Emphasis is placed on therapeutic communication, critical thinking, professional standards, therapeutic modalities and an understanding of psychopathology.
A pre requisite of NUR 160 is required.
Credits: 4
Every Fall

NRS 210C Psychiatric/Mental Health Nursing
Students explore the promotion, maintenance and restoration of mental health across the lifespan. Key factors in mental health care for patients,
families and vulnerable groups cared for in varied community settings are reviewed. Emphasis is placed on therapeutic communication, critical thinking, professional standards, therapeutic modalities and an understanding of psychopathology.

A pre requisite of NRS 160 is required.
Credits: 0
Every Spring

NRS 210 Adult and Gerontological Nursing II
This is the second of the two adult and gerontological medical-surgical nursing courses. Students will continue to examine theoretical and evidence-based practice related to the planning, implementation and evaluation of health promotion, risk reduction/prevention, and disease management strategies employing critical thinking skills. There will be an emphasis on nursing management and interventions of patients with multiple physiological alterations with a focus on prioritization and delegation of nursing care.

A pre requisite of NUR 210 is required.
Credits: 7
Every Spring

NRS 220C Adult and Gerontological Nursing II
This is the second of the two adult and gerontological medical-surgical nursing courses. Students will continue to examine theoretical and evidence-based practice related to the planning, implementation and evaluation of health promotion, risk reduction/prevention, and disease management strategies employing critical thinking skills. There will be an emphasis on nursing management and interventions of patients with multiple physiological alterations with a focus on prioritization and delegation of nursing care.

A pre requisite of NUR 210 is required.
Credits: 7
Every Spring

NRS 230 Public Health Nursing
This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues.

A pre requisite of NRS 160 is required.
Credits: 4
Every Spring

NRS 230C Public Health Nursing
This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations.

Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues.

A pre requisite of NRS 160 is required.
Credits: 0
Every Spring

NRS 240 Obstetrical and Pediatric Nursing
Using a family-centered approach, students will examine theoretical and evidence-based practice related to planning, implementing, and evaluating health promotion, risk reduction/prevention, and disease management strategies when caring for the pediatric patient and childbearing family across the continuum, in acute, non-acute, and chronic health environments. This includes the assessment and care of the infant during the immediate post-partum period, and issues of women’s health.

A pre requisite of NUR 220 is required.
Credits: 7
Every Fall

NRS 240C Obstetrical and Pediatric Nursing
Using a family-centered approach, students will examine theoretical and evidence-based practice related to planning, implementing, and evaluating health promotion, risk reduction/prevention, and disease management strategies when caring for the pediatric patient and childbearing family across the continuum, in acute, non-acute, and chronic health environments. This includes the assessment and care of the infant during the immediate post-partum period, and issues of women’s health.

A pre requisite of NUR 220 is required.
Credits: 0
Every Fall

NRS 400 Nursing Research & Evidence-Based Practice
This course introduces the student to the processes of scientific inquiry and research with an emphasis on developing skills as a consumer of research. Students will gain knowledge in the areas of research methods, critical appraisal of research, and concepts of evidence-based practice. Students will begin to develop skills that will assist them in incorporating a systematic process of analysis, synthesis and evaluation of scientific evidence-based practice into their delivery of nursing care.

Pre requisites of NRS 240 and MTH 19 are required.
Credits: 3
Every Spring

NRS 410 Nursing Transition into Professional Practice
In the capstone course, students evaluate how socio-political, economic issues, ethics and culture influence nursing practice in the 21st century. Concepts of leadership and effective management are emphasized. Critical thinking skills and decision-making strategies that promote health and disease prevention within individuals, families, groups and communities are examined. A required preceptored clinical experience provides for

integration of concepts, application of critical thinking and evidence-based practice.

A pre requisite of NUR 240 is required.
Credits: 7
Every Spring

NRS 410C Nursing Transition into Professional Practice
In the capstone course, students evaluate how socio-political, economic issues, ethics and culture influence nursing practice in the 21st century. Concepts of leadership and effective management are emphasized. Critical thinking skills and decision-making strategies that promote health and disease prevention within individuals, families, groups and communities are examined. A required preceptored clinical experience provides for integration of concepts, application of critical thinking and evidence-based practice.

A pre requisite of NUR 240 is required.
Credits: 0
Every Spring

NUR 79 The Philosophical and Conceptual Basis of Nursing
An introduction to professional nursing. Content focuses on systems, human needs, therapeutic communication, change and leadership theories. Nursing theory as it relates to professional nursing will be examined. Writing Across the Curriculum (WAC) course.
Credits: 3
Annually

NUR 81 Issues in Professional Nursing
An exploration and critical analysis of issues influencing nursing practice, nursing education and the delivery of health care. The political, social, and economic factors influencing health care and health policy will be studied.
Credits: 3
Annually

NUR 82 Nursing Research
An introduction to a conceptual understanding of the research process. Learning experiences will focus on preparing a research-oriented practitioner. The major steps in the research process and various research approaches will be presented. Students will identify a researchable problem. Writing Across the Curriculum course (WAC).

Prerequisite of MTH 19 or MTH 41 and NUR 79, as well as a co-requisite of NUR 82P are required.
Credits: 3
On Demand

NUR 82P Nursing Research Proposal
A researchable problem will be identified and formulated appropriate to the student's area of clinical interest/expertise. This independent study will bridge the gap between theory (NUR 82) and the application of the research process. The student will develop a proposal using the steps of the research process.
Credits: 1
NUR 84 Health and the Human Life Cycle
The purpose of this course is to examine the progress of human development throughout the lifespan. Cognitive, emotional, and physiological growth and development are set forth within the context of critical tasks and crises inherent within each stage of maturation. Emphasis is placed on the second half of the life cycle, and the role of the nurse in caring for an aging population.
Credits: 3
On Occasion

NUR 85 Health Assessment
This 4-credit course has a theory and laboratory component. This theoretical component introduces students to professional nursing skills used in health assessment of a client across the life span. Content will address developmental, psychosocial, environmental, cultural, as well as the pharmacological agents utilized in the treatment of various specific health problems associated with specific body systems. 
Prerequisites of (NUR 99 or BMS 20) and (ICM 1 or CHM 6) and BIO 7 and BIO 8 and NUR 79, NUR 81, NUR 82 and NUR 84 and Co-requisite of NUR 85L are required.
Credits: 2
On Occasion

NUR 85L Health Assessment Lab
This course is the laboratory component of NUR 85. Students practice skills of physical examination and health assessment, and apply the concepts learned in NUR 85. Co-requisite of NUR 85 is required.
Credits: 2
On Occasion

NUR 86 Family Health Nursing Theory
Family Health Nursing focuses on delivery of health care to culturally diverse individuals and their families utilizing the organized framework of the Structural-Functional Theory.
Prerequisite of NUR 79, NUR 81, NUR 82 and NUR 84 and Co-requisites of NUR 86L and NUR 86S are required.
Credits: 3
Annually

NUR 86L Family Health Nursing Clinical
Students work with assigned families to assess various dimensions of health and promotion and apply the family nursing process based on this assessment.
Co-requisites of NUR 86 and NUR 86S are required.
Credits: 1
Annually

NUR 86S Family Health Nursing Seminar
Students identify and discuss important issues that emanate from their clinical experiences as they work with culturally diverse families.
Co-requisites of NUR 86 and NUR 86L are required.
Annually

NUR 87 Community Health Nursing Theory
The focus of this course is on individuals, families, and groups within the community. Theoretical concepts integral to community health nursing and strategies for nursing intervention for the promotion of community health will be identified. Prerequisite of NUR 79, NUR 81, NUR 82, NUR 84, NUR 85, NUR 86 and NUR 91 and Co-requisites of NUR 87L and NUR 87S are required.
Credits: 3
On Demand

NUR 87L Community Health Nursing Practice
This course focuses on community nursing practice. Students will work with culturally diverse individuals, families, and identified groups within selected community health settings. Co-requisites of NUR 87 and NUR 87S are required.
Credits: 2
On Demand

NUR 87S Community Health Nursing Seminar
This course focuses on a discussion of important issues that students identify from their clinical experiences working in various community health settings. Co-requisites of NUR 87 and NUR 87L are required.
Credits: 0
On Demand

NUR 88 Health and the Human Life Cycle
On Demand

NUR 89 Pathophysiology
An in-depth exploration of disease processes across the lifespan which includes epidemiology, pathophysiology, clinical manifestations, and evaluation and treatment for each disease. Pre requisite of BIO 7 and BIO 8 are required.
Credits: 3
Annually

NUR 100 Nutrition in Nursing
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will be discussed. (Same as NRS 140) Must be in CNBS or TNBS plan.
Credits: 3
Annually

NUR 105 Pharmacotherapeutics
Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies. Same as NRS 150 Must be in CNBS or TNBS plan.
Credits: 3
Annually

NUR 110 Health Assessment
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds. (Same as NRS 160) Must be in CNBS or TNBS plan.
Credits: 3
Every Spring

NUR 110C Health Assessment
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness.
Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds. Same as NRS 160/160C.

**Must be in CNBS or TNBS plan.**

**Credits: 0**

**Every Spring**

**NUR 230 Public Health Nursing**

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues. Same as NRS 230/230C.

**Must be in CNBS or TNBS plan.**

**Credits: 4**

**Every Spring**

**NUR 230C Public Health Nursing**

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues. Same as NUR230/230C.

**Must be in CNBS or TNBS plan.**

**Credits: 4**

**Every Spring**

**NUR 400 Nursing Research & Evidence-Based Practice**

This course introduces the student to the processes of scientific inquiry and research with an emphasis on developing skills as a consumer of research. Students will gain knowledge in the areas of research methods, critical appraisal of research, and concepts of evidence-based practice. Students will begin to develop skills that will assist them in incorporating a systematic process of analysis, synthesis and evaluation of scientific evidence-based practice into their delivery of nursing care. Same as NRS 400.

**Must be in CNBS or TNBS plan.**

**Credits: 3**

**Annually**
DEPARTMENT OF NUTRITION

Phone: 516-299-2762  
Fax: 516-299-3106  
Email: Post-Nutrition@liu.edu  
Chair: Dr. Jermilynn Burrowes  
Professor: Burrowes, Shorter  
Associate Professor: Isoldi  
Assistant Professor: Pierce, Wright  
Program Director, Didactic Program in Dietetics: Wright  
Program Director, Dietetic Internship: Pierce  
Adjunct Faculty: 18

Good health and nutrition are essential to an individual’s quality of life. In fact, the importance of healthy eating, dietary planning and disease prevention are issues that most people talk about on a daily basis. To meet the demand for qualified nutritionists and registered dietitians, the Department of Nutrition offers a full range of undergraduate and graduate degree programs in nutrition, including a Dietetic Internship leading eligibility to take the Registered Dietitian Nutritionist (R.D.N.) examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Department of Nutrition’s academic programs include the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition; the dual B.S./M.S. in Nutrition and Dietetics designed for students who have a baccalaureate degree in another major and choose to continue their studies in the field of nutrition, and the Bachelor of Science degree in Food, Nutrition and Wellness which is designed for undergraduate students with a strong interest in the area of food and nutrition.

LIU Post and Nassau Community College Joint Nutrition Program

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the nutrition program at LIU Post. An articulation agreement signed by both schools makes it possible for students to earn an Associate’s degree from NCC and then complete their course work at LIU Post and receive a Bachelor’s degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

For additional information please contact the Director of Transfer Admissions at LIU Post, at 516-299-3392 or Dr. Josephine Wright, Ph.D., RD, CDN, Director of Undergraduate Nutrition, at 516-299-4152 or josephine.wright@liu.edu.

B.S. in Food, Nutrition and Wellness

The Bachelor of Science degree in Food, Nutrition and Wellness is designed for undergraduate students with a strong interest in the area of food and nutrition. This four-year, 120-credit program provides students with the knowledge and skills related to foods and nutrition to assist others in developing and maintaining healthier lifestyles throughout the lifecycle. Graduates will have the experiences to help address major modifiable health issues such as diabetes, obesity, and heart disease.

The program offers two concentrations:
- Nutrition, Health and Wellness with specializations in either Exercise and Fitness or Health in the Community – this program is for students interested in food and nutrition as it relates to health, exercise and wellness.
- Nutrition and Food Hospitality – this program is designed for students with an interest in food service management and the hospitality industry.

The broad academic curriculum that includes courses in the liberal arts, sciences, foods, nutrition, exercise and health is appropriate for each concentration. Graduates of the program may pursue careers in food, community nutrition, health, wellness, hospitality or related fields, or prepare for entry into graduate schools in these areas.

The B.S. in Food, Nutrition and Wellness degree is accredited by New York State Education Department but is not a pathway towards becoming a Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration (CDR) or Certified Dietitian/Nutritionist by New York State. The B.S. in Food, Nutrition and Wellness degree is not accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, hereafter referred to as the Academy, and is not a pathway for entry into the Dietetic Internship (DI) supervised practice program.

Admission Requirements
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.
- Transfer students must have completed more than 24 college credits. A minimum college Grade Point Average (GPA) of 2.25 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores.

B.S. in Food, Nutrition & Wellness

Program Code: 37702

Core Requirements
In addition to all major requirements, students pursuing the B.S. in Food, Nutrition & Wellness must satisfy all Core curriculum requirements as follows:
- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits
- Fine Arts 3 credits
- History/Philosophy 6 credits
- Laboratory Science 8 credits (BIO 7 and 8)
- Language/Literature 6 credits
- Mathematics 4 credits (MTH 3 or MTH 7)
- Social Sciences 6 credits (PSY 1 and 2)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

B.S. in Food, Nutrition, and Wellness

Required Courses

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NTR 16</td>
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<tr>
<td>NTR 16L</td>
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<td>NTR 222</td>
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One of the following courses are required:

<table>
<thead>
<tr>
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<tr>
<td>NTR 202</td>
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<td>NTR 385</td>
<td>4.00</td>
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<tr>
<td>NTR 386</td>
<td>4.00</td>
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The following courses are required:

<table>
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<tr>
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<tbody>
<tr>
<td>BIO 7</td>
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<tr>
<td>BIO 8</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>4.00</td>
</tr>
</tbody>
</table>
The following courses are required:

**Concentration**

**Nutrition & Food Hospitality**

- Health in the Community Specialization

The following courses are required:

1. Exercise and Fitness Specialization

   - Energy and Exercise 3.00
   - Food, Nutrition and Wellness Seminar 3.00

2. Health in the Community Specialization

   - Critical Health Problems I 3.00
   - Nutrition in the Community 2.00
   - Food, Nutrition and Wellness Seminar 3.00

**Nutrition, Health & Wellness**

One of the following:

- Health in the Community Specialization

The following courses are required:

- Energy and Exercise 3.00
- Food, Nutrition and Wellness Seminar 3.00

- Critical Health Problems I 3.00
- Nutrition in the Community 2.00
- Food, Nutrition and Wellness Seminar 3.00

**B.S. in Nutrition and Dietetics**

The Bachelor of Science degree in Nutrition and Dietetics prepares graduates for rewarding careers as nutritionists, dietitians, wellness experts, food service managers, and community counselors. The four-year, 120-credit program provides students with a basic liberal arts and strong science education, and the knowledge required to understand nutrition. Students take courses in biology, chemistry and statistics and master such subjects as normal nutrition, medical nutrition therapy, community nutrition, institutional food service management, cultural and social aspects of food, energy and exercise, and food technology. The program also prepares students to apply their knowledge of nutrition to promote healthy eating and lifestyle choices among individuals and groups as well as those with special nutritional needs. The goal of the program is to develop a graduate who meets the foundation knowledge and skills required by the Academy of Nutrition and Dietetics.

The B.S. degree includes the Didactic Program in Dietetics (DPD). The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995) has accredited the DPD. Upon successful completion of the program, students are eligible to apply to an accredited supervised practice program (the Dietetic Internship (DI)) or to obtain an entry-level position that does not require the Registered Dietitian Nutritionist (RDN) credential. Students must complete both the B.S. degree and an Academy of Nutrition and Dietetics-accredited DI to be eligible to sit for the national examination for Registered Dietitians.

The undergraduate nutrition program at LIU Post meets the academic requirements to be a Certified Dietitian/Nutritionist (CDN) in New York State. Successful completion of a DI and the RDN examination qualifies individuals to be a New York State CDN.

Upon completion of the B.S. degree and the DPD, graduates are also eligible to write the Registration Examination for Dietetic Technicians. For information about this examination, visit the ACEND website: [www.cdrnet.org](http://www.cdrnet.org)/programdirector/info.html.

To successfully complete this program, a student must maintain a GPA of 3.3 in the major. Students who receive a grade of “B-” or below in a required NTR (nutrition) course must repeat the course and receive a grade of “B” or better. Upon completion of the B.S. in Nutrition and Dietetics, an accredited Dietetic Internship (DI) is required before the student is eligible to sit for the RDN examination.

**Admission Requirements**

Applicants interested in the B.S. in Nutrition and Dietetics will be first accepted into the B.S. in Food, Nutrition, and Wellness Program. Upon admission to the university and satisfaction of prerequisites, applicants may request a secondary application for acceptance into the B.S. in Nutrition and Dietetics program by filling out the application at [https://apply.liu.edu/nutrition/Login.aspx](https://apply.liu.edu/nutrition/Login.aspx) or contacting the Nutrition Department at 516-299-2762 or via email at post-nutrition@liu.edu.

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.

- **Transfer students** must have completed more than 24 college credits. A minimum college Grade Point Average (GPA) of 3.0 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores. Students who have a baccalaureate degree in another field may obtain a second undergraduate degree, the B.S. in Nutrition and Dietetics. Applicants who have completed a previous baccalaureate degree with a GPA of at least a 3.0 and who meet the requirements for a secondary application will be considered for acceptance to the program.

**Secondary Application Requirements**

To place a secondary application to the Nutrition and Dietetics Program, students must have a GPA of at least a 3.0 and a grade of "B+" or higher in NTR 100, NTR 101, and (two of the following): NTR 16, NTR 21, or NTR 23. To successfully complete the program, a student must maintain a GPA of 3.3 in the major. The secondary application requests a short personal statement and a resume that includes work, volunteer, and extracurricular experience.

**B.S. in Nutrition and Dietetics**

[Program Code: 86047]

**Core Requirements**

In addition to all major requirements, students pursuing the B.S. in Nutrition and Dietetics must satisfy all Core curriculum requirements as follows:

- **POST 101** 1 credit
First-Year Composition 6 credits
Economics/Political Science 6 credits
Fine Arts 3 credits
History/Philosophy 6 credits
Laboratory Science 8 credits (BIO 7 and 8)
Language/Literature 6 credits
Mathematics 4 credits (MTH 3 or MTH 7)
Social Sciences 6 credits (PSY 1 and 2)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

**NTR courses with grades lower than "B" CANNOT fulfill NTR requirements**

### B.S. in Nutrition and Dietetics Required Courses

#### Required Courses 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NTR 16</td>
<td>Cultural &amp; Social Aspects of Food</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>Cultural and Social Aspects of Food Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 21</td>
<td>Introductory Food Science</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>Introductory Food Science Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 23</td>
<td>Introduction to Food Hospitality</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 24</td>
<td>Food Hospitality Management</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 100</td>
<td>Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>Contemporary Nutrition Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 103</td>
<td>Professional Nutrition Issues</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 200</td>
<td>Advanced Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 206</td>
<td>Nutrition Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Nutrition in the Community</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 211</td>
<td>Medical Nutrition Therapy I</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 212</td>
<td>Medical Nutrition Therapy II</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 212L</td>
<td>Medical Nutrition Therapy Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 215</td>
<td>Energy and Exercise</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 221</td>
<td>Food in Contemporary Society</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Co-Related Courses

**Co-Related List 1**

- NTR 202 Research Methodology 4.00
- NTR 385 Honors Tutorial 4.00
- NTR 386 Honors Tutorial 4.00

**Co-Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
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<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
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<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
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<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
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</tbody>
</table>

**Co-Related List 2**

One of the following:

- CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MTH 1</td>
<td>Introduction to College Mathematics</td>
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<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematics for Elementary Education I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Co-Related List 3**

One of the following:

- BIO 141 Biostatistics 3.00
- ECO 72 Statistics 3.00
- MTH 19 Basic Statistics 3.00
- MTH 41 Biostatistics 3.00

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 65
- Minimum Major Credits: 42

### Dual Degree Programs

#### B.S./M.S. in Nutrition and Dietetics

The dual Bachelor of Science/Master of Science in Nutrition and Dietetics program is designed for students who have a baccalaureate degree in another major and choose to continue their studies in the field of nutrition. Undergraduate courses include the study of food science, normal nutrition, nutrition during the life cycle, community nutrition, food service management, research and medical nutrition therapy. Four graduate courses are substituted for upper-level undergraduate courses. Additional graduate courses provide the opportunity to specialize in Medical Nutrition Therapy, Nutrition and Exercise, or Geriatric Nutrition.

These courses complement a Core Curriculum while electives enable the student to pursue individual interests. The requirements for entry to a Dietetic Internship (DI) can be completed during this program, but the application to the DI is separate. For those who complete the DI, graduate credits are applied to the M.S. degree. Students who are considering application to this program should seek advice from the Director of the DPD.

#### Admission Requirements

Applicants interested in the B.S./M.S. in Nutrition and Dietetics will be first accepted into the B.S. in Food, Nutrition, and Wellness Program and place a secondary application when the student meets qualifications. Students without a previous baccalaureate degree with a minimum GPA of 3.5 will be considered for acceptance into the dual degree program. Applicants who have completed a previous baccalaureate degree with a minimum grade point average (GPA) of 3.0 may be considered for acceptance to the program. Transcripts will be evaluated by the Academic and Career Counselor to determine transfer credits. For this program, applicants should complete a LIU Post undergraduate admissions application.

Current LIU Post students or transfer students from other institutions should seek advice from the Director of the DPD when considering applying to the dual B.S./M.S. in Nutrition and Dietetics program.

#### B.S./M.S. in Nutrition and Dietetics

[Program Code: 27793]

### Core Requirements

In addition to all major requirements, students pursuing the B.S./M.S. in Nutrition and Dietetics must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
Major Requirements

Required Undergraduate Nutrition Courses
(A grade of "B" or better is required for all courses)

<table>
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<tr>
<td>NTR 24</td>
<td>Food Hospitality Management</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 100</td>
<td>Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>Contemporary Nutrition Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 103</td>
<td>Professional Nutrition Issues</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 200</td>
<td>Advanced Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 206</td>
<td>Nutrition Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Nutrition in the Community</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 211</td>
<td>Medical Nutrition Therapy I</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 212</td>
<td>Medical Nutrition Therapy II</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 212L</td>
<td>Medical Nutrition Therapy Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 215</td>
<td>Energy and Exercise</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 221</td>
<td>Food in Contemporary Society</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following
(A grade of "B" or better is required for all courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 202</td>
<td>Research Methodology</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 385</td>
<td>Honors Tutorial</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 386</td>
<td>Honors Tutorial</td>
<td>4.00</td>
</tr>
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</table>

Required Undergraduate Co-Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 1</td>
<td>General Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 2</td>
<td>General Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following Mathematics courses:
Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 1</td>
<td>Introduction to College Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematics for Elementary Education I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Graduate Nutrition Courses
(A grade of "B" or better is required for all courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 540</td>
<td>Biomedical Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 606</td>
<td>Communication and Education Skills in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 609</td>
<td>Advanced Nutrition I</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 610</td>
<td>Advanced Nutrition II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following
(A grade of B or better is required for all courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 703</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
</tbody>
</table>

NTR 707 | Preparation of Thesis Proposal | 3.00 |

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 704</td>
<td>Clinical Research Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 706</td>
<td>Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 708</td>
<td>Experimental Research Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

B.S./M.S. in Nutrition and Dietetics Concentrations:
Selection of one of the following concentrations (9 credits):
1. Clinical Nutrition
2. Geriatric Nutrition
3. Nutrition & Exercise Physiology

B.S./M.S. Nutrition and Dietetics Electives (9 credits)

Clinical Nutrition Concentration

Clinical Nutrition Sub-Plan Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 602</td>
<td>Nutrition Assessment</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 603</td>
<td>Diabetes Management</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 604</td>
<td>Nutrition In The Life Cycle</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 607</td>
<td>Clinical Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 612</td>
<td>Enteral &amp; Parenteral Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 625</td>
<td>Renal Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 705</td>
<td>Selected Topics in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 705S</td>
<td>Selected Topics in Nutrition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Geriatric Nutrition Concentration

Geriatric Nutrition Sub-Plan Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 710</td>
<td>Gerontology: Processes of Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 605</td>
<td>Nutrition In Geriatrics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following Health Administration courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 711</td>
<td>Long-Term Care Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HAD 712</td>
<td>The Management of Senior Community Programs</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Nutrition & Exercise Physiology Concentration

Nutrition & Exercise Physiology Sub-Plan Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 617</td>
<td>Weight Management</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 618</td>
<td>Advanced Energy &amp; Exercise</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 619</td>
<td>Sports Nutrition and Exercise Physiology</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Electives

Elective Graduate Nutrition & Biomedical Science Courses

Students must complete 9 credits from the following courses:

- BMS 513 Biochemistry 3.00
- BMS 520 Pathophysiology I 3.00
- BMS 612 Pathophysiology II 3.00
- NTR 503 Recent Trends In Nutrition 3.00
- NTR 541 Computer Applications in Health Sciences 3.00
- NTR 602 Nutrition Assessment 3.00

Credit and GPA Requirements

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 77
Minimum Undergraduate Major Credits: 54
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.30
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

MINORS

Minor in Nutrition

The minor in Nutrition provides students who are majoring in a number of related disciplines such as education, health administration, psychology, and sociology with an understanding of the nutrition profession. Completion of this minor will help students to broaden their skills and complement their major field of study.

Minor in Nutrition Requirements

Required Nutrition Courses (11 credits):

- NTR 100 Concepts in Nutrition 3.00
- NTR 101 Contemporary Nutrition Strategies 3.00
- NTR 102 Nutrition in Health and Disease 3.00
- NTR 222 Designing Cuisines 2.00

One of the following pair of courses (3 or 4 credits):

- NTR 16 Cultural & Social Aspects of Food 2.00
- NTR 16L Cultural & Social Aspects of Food Lab 1.00

OR

- NTR 21 Introductory Food Science 3.00

NTR 21L Introductory Food Science Laboratory 1.00

Credit and GPA Requirements

Minimum Total Credits: 14 -15
Minimum Minor GPA: 2.0
Minimum Overall GPA: 2.0
Nutrition Courses

NTR 10 Nutrition
In this course, students learn about the role of nutrition in improving health and applying these ideas to developing healthy eating patterns. They will understand how food choices and physical activity contribute to total well-being. Open to Non-Majors only.
Credits: 3
Every Fall and Spring

NTR 16 Cultural & Social Aspects of Food
Students will explore the many factors that mold personal food preferences and food choices. The influences that culture, religion, celebration, geography and economics have on food intake patterns around the world will be revealed and discussed. Fundamental to this course is an emphasis on understanding and acceptance of various cultural factors that drive personal food behaviors.
Prerequisite of NTR 16 (lab) is required
Credits: 2
Every Spring

NTR 16L Cultural and Social Aspects of Food Laboratory
Students will prepare traditional dishes from different cuisines around the world. The foods lab experience will include food tastings and discussions about ingredients used to create region-specific dishes.
Prerequisite of NTR 16 is required.
Credits: 1
Every Spring

NTR 21 Introductory Food Science
A fundamental course about foods that concentrates on the chemical and physical properties affecting the handling, preparation and storage of food. Also includes the effect of microorganisms on the storage, preparation, preservation, processing and serving of food.
Prerequisites of CHM 3 and NTR 21L are required.
Credits: 3
Every Fall

NTR 21L Introductory Food Science Laboratory
NTR 21L is a laboratory course that accompanies the lecture course NTR 21. Lab exercises are completed in which students prepare foods and observe the chemical and physical properties that affect the product. Students gain experience in fundamental food preparation and critique foods using learned evaluation techniques.
Prerequisites: NTR 21 and CHM 3
Credits: 1
Every Fall

NTR 23 Introduction to Food Hospitality
An introduction to the administrative aspects of food service institutions. It covers the basic management principles required to operate any type of food service. In addition to management principles and systems theory, it tracks food service from the conception of the menu to the service of the meal. Included in the semester is the food safety training and certification program 'ServSafe'. Upon successful completion of this module, students receive the ServSafe Food Protection Manager Certification.
Prerequisite of BMS 90 is required.
Credits: 3
Every Fall

NTR 24 Food Hospitality Management
The principles of food service management including organizational design, leadership qualities, personnel management, financial considerations, and kitchen design are addressed. Field trips and guest speakers are included to acquaint the student with various types of food service facilities and management styles.
Prerequisite of NTR 24 or better in NTR 23.
For Nutrition & Dietetics: Prerequisite of NTR 23.
Credits: 3
Every Spring

NTR 99 Independent Study
This is an independent study course that is designed for undergraduate students who require one or two credits in a selected area of nutrition. Enrollment in this course will be subject to the review and approval of the faculty member and the department chair.
Credits: 1 to 3
On Demand

NTR 100 Concepts in Nutrition
An in-depth view of the six nutrients required for normal healthy metabolism. Emphasis will be placed on nutrient interaction in digestion, absorption, transport, and metabolism.
Prerequisite of BIO 8 and Co-requisite of CHM 3 are required.
Credits: 3
Every Fall

NTR 101 Contemporary Nutrition Strategies
The selection of an adequate diet using knowledge of a variety of dietary standards. These standards as well as nutrient needs will be incorporated into the planning of diets during the life cycle for pregnant women, infants, children, adolescents, the middle-aged and the elderly.
A prerequisite of NTR 100 is required.
Credits: 3
Every Spring

NTR 102 Nutrition in Health and Disease
This 3-credit course (45 contact hours) is a required course in the "Nutrition, Health and Wellness" and "Nutrition and food Hospitality" concentrations. It examines nutrition screening and assessment techniques to understand the use of dietary, biochemical, and anthropometric data related to health and disease prevention. The pathophysiology, etiology, and prevention of certain medical conditions such as gastrointestinal disorders, diabetes mellitus, obesity, and cardiovascular disease will be examined. Other topics examined will include drug-nutrient/supplement interactions, complementary and alternative (CAM) therapies, and nutrigenomics.
A prerequisite of NTR 101 is required.
Credits: 3
Every Fall

NTR 103 Introduction to the Profession of Nutrition and Dietetics
This 1-credit course (15 contact hours) provides an overview of the profession of nutrition and dietetics, including standards of practice, standards of professional performance, code of ethics, educational and career opportunities, professional credentialing and dietetic internship application process. A review of the history, current practices and future trends in nutrition and dietetics will be covered.
Nutrition & Dietetics students only. A prerequisite of NTR 101 and a co-requisite of NTR 210 is required with a grade of B or better.
Credits: 1
Every Fall

NTR 200 Advanced Concepts in Nutrition
This course provides an in-depth examination of human nutrition and metabolism with emphasis on the interrelationships of nutrients and metabolism based on the principles of biochemistry. Current research issues will be discussed.
Prerequisite of CHM 71 and a B or better in NTR 101 is required.
Credits: 3
Every Fall and Summer

NTR 201 Practicum in Nutrition
Based on a student's individual interests. For students in the Nutrition & Dietetics program, the practicum is 90 hours per semester. For students in the Food, Nutrition & Wellness Program, the practicum includes class meeting time and 35 hours practical experience in the field. A designated faculty member serves as the liaison between the field site and the student.
BS in Nutrition & Dietetics Program: B or better in NTR 211 and a co-req of NTR 212 are required.
Food, Nutrition & Wellness Program: pre req of NTR 206 AND NTR 24 OR NTR 210 OR NTR 215.
Department consent is required.
Credits: 3
On Demand

NTR 202 Research Methodology
Introduction to the scientific method of problem-solving. Identification of the research process in nutrition. Development of the practical tools for the interpretation and application of research
findings. A research proposal will be completed.

**Nutrition and Dietetics:** Pre-requisites of NTR 101, 211 and MTH 19 or 40 or ECO 72 and a Co-requisite of NTR 212 is required. A B or better is required in the NTR courses.

_Food, Nutrition & Wellness: Pre-requisite of NTR 21, 102 and MTH 19 or 40_  
_Credits: 4_  
_Every Fall and Spring_

### NTR 206 Nutrition Communication

This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication with clients, employees, the general public, and allied health professionals. A focus on skill-building in the use of motivational interviewing and cognitive behavioral therapy techniques that promote effective employee and client interactions will be provided.

**Nutrition and Dietetics students:** Pre-requisites of NTR 101, NTR 211 and MTH 19 or MTH 40 or ECO 72 and a Co-requisite of NTR 212 is required. A B or better is required in the NTR courses.

**Food, Nutrition & Wellness students:** Pre-requisite of NTR 102  
_Credits: 3_  
_Every Fall and Spring_

### NTR 210 Nutrition in the Community

A look at Nutrition Monitoring in the U.S. and the integral components necessary to develop effective programs and services to improve the nutrition and health for all segments of society. Needs assessment, legislation, public policy, program development, monitoring and evaluation will be addressed. Ethics of care will be included. Professional development issues and credentialing will be discussed.

**All Programs:** Pre-requisite of NTR 101.  
**Nutrition & Dietetic Students:** Co-requisite of NTR 103 with a B or better.  
**Food Nutrition & Wellness Health & Community Subplan:** Pre-requisite of NTR 100  
_Credits: 2_  
_Every Fall_  

### NTR 211 Medical Nutrition Therapy I

This course is the first semester of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and anemias will be examined. Nutritional assessment techniques will be introduced to evaluate dietary, biochemical and anthropometric changes that relate to nutrition and disease processes. Case problems and studies are incorporated into the course to develop clinical practice skills.

For_Nutrition & Dietetics only. A pre-requisite of B or better in NTR 101  
_Credits: 3_  
_Every Fall_

### NTR 212 Medical Nutrition Therapy II

This course is the second part of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this second semester, the causes, prevention and treatment of certain medical conditions such as pulmonary disorders, kidney disease, cardiovascular disease, and cancer will be examined. Clinical skills related to interpreting laboratory values and to planning enteral/parenteral nutrition care will also be addressed as will documentation in the medical record and the nutrition care process. Case problems and studies are incorporated into the course to develop clinical practice skills.

**Nutrition & Dietetics students only. Pre-requisite of a B or better in NTR 211 and a co-requisite NTR 212L is required.**

_Credits: 4_  
_Every Fall and Spring_

### NTR 212L Medical Nutrition Therapy Laboratory

Theory and concepts from Medical Nutrition Therapy (MNT) I and II are applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical application of tools and techniques used for assessment and management of nutritional status will be covered.

For_Nutrition & Dietetic students only. A Co-requisite of NTR 212 with a B or better is required.  
_Credits: 1_  
_Every Spring_

### NTR 215 Energy and Exercise

A discussion of energy needs and factors affecting energy requirements; development and treatment of obesity; characteristics and treatment of eating disorders; nutritional needs and recommendations during physical exercise.

For_Nutrition & Dietetics: Pre-requisite of B or better in NTR 101.  
For_Food, Nutrition & Wellness Exercise & Fitness Subplan: Pre-requisite of NTR 100.  
_Credits: 3_  
_Every Fall and Spring_

### NTR 221 Food in Contemporary Society

An overview of food legislation, regulations and policies. Issues related to food production and sustainability of the food supply. A discussion of factors leading to the deterioration of food. Methods of food preservation including irradiation, canning, refrigeration, freezing, drying of foods and fermentation. Nutritional losses and nutrification of foods will be discussed. Other topics of current interest such as biotechnology, phytochemicals, functional foods, alternative sweeteners, fat substitutes, and food packaging will be included.

For_Nutrition & Dietetics: a prerequisite of CHM 4 and a B or better in NTR 21 is required.  
For_Food, Nutrition & Wellness Hospitality Subplan: a prerequisite of CHM 4 and NTR 21 is required.  
_Credits: 3_  
_Every Fall and Spring_

### NTR 222 Designing Cuisines

This 2-credit course (45 contact hours) is a required course in the "Nutrition, Health and Wellness" and "Nutrition and Food Hospitality" concentrations. It is designed to provide students with the knowledge and practice required to design, plan and prepare cuisines for various individuals with a variety of socioeconomic and dietary considerations. This course will provide opportunities for active participation in various food activities.

**Pre requisites of NTR 16, NTR 21, and NTR 102 are required.**  
_Credits: 2_  
_Every Spring_

### NTR 223 Food, Beverage and Labor Cost Controls

This 3-credit course (45 contact hours) is a required course in the "Nutrition and Food Hospitality" concentration. It provides a comprehensive look at the methods, tools and techniques to control food, beverage and labor costs. Emphasis is placed on controlling costs and inventory, forecasting sales, allocation of overhead, and fiscal accountability in a sustainable environment.

A pre requisite of NTR 24 and NTR 102 is required.  
_Credits: 3_  
_Annually_

### NTR 224 Fundamentals of Quantity Food Production

This 3-credit (2 credit lecture, 1 credit lab) course is designed to build knowledge and experience in quantity food production and service in an institutional food service operation. Basic principles of volume food production, menu planning, recipe and menu development and standardization, food and kitchen safety, institutional equipment operation, and customer service will be covered. General food production skills in meat, poultry, fish/shellfish, fruit and vegetable, dairy and baked goods will also be covered. Elements of plate presentation and buffet operations are emphasized. Students will directly observe all aspects of quantity food preparation from purchasing to service, in the campus dining facilities.

A Pre or Co requisite of NTR 21, NTR 23, NTR 24, NTR 222 (or equivalent) is required.  
_Credits: 3_  
_Annually_

### NTR 401 Food, Nutrition and Wellness Seminar

This 3-credit course (45 contact hours) is a required course in the Nutrition, Health and Wellness concentration. Utilizing cases and research and incorporating experience and expertise of the faculty and practitioners, this course will provide students with a perspective on current issues in wellness, community nutrition, and exercise and fitness.
All Students: Pre-requisite NTR 102; Pre or Co-requisite NTR 202 & NTR 206.
Exercise/Fitness Track: Pre-requisite of NTR 215.
Health/Communication Track: Pre-requisite of NTR 210
Credits: 3
Annually
DEPARTMENT OF SOCIAL WORK

Phone: 516-299-3924
Fax: 516-299-3912
Email: Post-SWK@liu.edu

Chair: Dr. Ilene Nathanson
Program Director, BSW: Brodlieb
Professors: Giffords, Nathanson
Associate Professors: Barretti, Calderon
Director of Field Education: Prof. Pamela Brodlieb
BSW Field and Program Coordinator at LIU
Brentwood: Dr. Lois Stein
Adjunct Faculty: 15

Social work is a career for those who wish to make a difference in people’s lives and transform society. The highly respected Bachelor of Science in Social Work program prepares individuals for rewarding careers in health and human service agencies. Our graduates are generalist practitioners who serve as advocates, educators, counselors, mediators, facilitators, coordinators and leaders. They work to promote the changes needed to enhance the well-being of individuals, families, groups, communities and organizations. Students also acquire the foundation of knowledge, values and skills for graduate education. They are eligible (with the proper GPA) to apply for advanced standing, one-year MSW anywhere, including LIU’s program with specializations in services for child and family, substance abuse, gerontology, forensic social work and non-profit management. The Council on Social Work Education (CSWE) accredits the B. S. in Social Work, which includes rigorous academic as well as field education delivered by a faculty of scholars, activists and highly seasoned practitioners. Students may choose to minor in social work as a way of learning the basic skills for negotiating human relationships and facilitating individual and social change.

B.S. in Social Work

The 120-credit Bachelor of Science in Social Work will prepare you to enter the workforce, launching a career of helping people cope with life’s challenges and advocating for a just society, as well as continuing to graduate level education. We offer liberal arts based, relationship-centered education where students form close connections with their professors and each other. The curriculum includes courses related to policy, practice, human development and social systems’ behavior, research as well as practicum-related seminars. Students learn the social work foundation of knowledge, skills and values through small class engagement with stimulating topics, role plays, case studies, videos, TED talks, close reading and reflective writing. They engage (in the Junior and Senior years) in field practice in diverse settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities and social service agencies. Beyond the classroom and field placement, we offer a very active student club, which provides you with opportunities for numerous exciting community service activities.

ADMISSION REQUIREMENTS
• Freshmen must have a minimum high school average of 80 and must be ranked in the upper half of their class.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.75 is required for application review. Those who completed fewer than 24 credits must also submit high school transcripts and SAT/ACT scores.

PROGRESSION REQUIREMENTS

Requirements for advancement/transfer to the Junior year (Fall semester) as a Social Work major include:
• Students must maintain a major and cumulative GPAof 2.75 or better to retain standing in the program.
• Students must complete the following courses:
  - PSY 1, 2; SOC 1; BIO 1 (or BIO 7); ECO 10 (or ECO 11); PHL 13; SWK 1; and SWK 50.

PROFESSIONAL FIELD PLACEMENT REQUIREMENTS

Field placement, which begins in the Spring semester of the Junior year, requires students to function as professionals and often involves direct client contact. Therefore, the Social Work Program invests heavily in insuring that the students who progress to field placements are ready to assume the serious responsibility it entails. During the Fall semester of the Junior year, students take foundation courses in social work and a field instruction seminar in preparation for field placement. The instructors teaching these courses are committed to helping identify students’ learning needs as early as possible and assisting them so that they will be able to meet the requirements to proceed to the field. These include:
• Completion of prerequisites (PSY 1 & 2, SOC 1, BIO 1 or 7, PHL 13, ECO 10 or 11).
• Completion of the following Social Work courses: SWK 1, SWK 50, SWK 60, SWK 70, and SWK 79.
• Maintaining a major and cumulative GPA of 2.75 or better.
• Demonstrating commitment to follow all policies and procedures as documented in the program’s student handbook and field manual.
• Completion of a short self-assessment essay and an academic performance review.

OPTIONAL FOCUS IN HEALTHCARE

Students interested in healthcare as a future field of practice can enhance their generalist practice education with a focus on the healthcare system. Those who elect this path will be placed in a healthcare-related setting for their senior year internship and will take social work electives in connection with the health sciences department.

The two required courses are:
• HSC 101 – Introduction to Health Professions
• SWK 30/HSC 102 – Interdisciplinary Helping Professions

B.S. in Social Work
(Program Code: 19722)

Core Requirements

In addition to all major requirements, students pursuing the B.S. in Social Work must satisfy all Core curriculum requirements as follows:

- POST 101 1 credit
- First-Year Composition 6 credits
- Economics/Political Science 6 credits (ECO 10 required)
- Fine Arts 3 credits
- History/Philosophy 6 credits (PHI 13 required)
- Laboratory Science 8 credits (BIO 1 and 2 or BIO 7 and 8)
- Language/Literature 6 credits
- Mathematics 3 - 4 credits
- Social Sciences 6 credits (PSY 1 and 2)

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Classes for the B.S. in Social Work

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<tr>
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<td>Research Methods</td>
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<td>SWK</td>
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<tr>
<td>HPA/19</td>
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<tr>
<td>SWK</td>
<td>Administrators</td>
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<td>HPA 20</td>
<td>Computer-Based Management Systems</td>
<td>3.00</td>
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<td>SWK 1</td>
<td>Introduction to Social Work and Social Welfare</td>
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<td>SWK 70</td>
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<td>SWK 71</td>
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<td>SWK 75</td>
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LIU Post Undergraduate Bulletin 2017 - 2018
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### Credit and GPA Requirements

- **Minimum Total Credits:** 18
- **Minimum Minor GPA:** 2.0
- **Minimum Overall GPA:** 2.0

### MINORS

#### Minor in Social Work

The minor in Social Work provides students who are majoring in a number of related disciplines such as psychology, sociology, art therapy, education and health administration with an understanding of social welfare policy, human behavior in the social and organizational environment, and the social work profession. Completion of this minor will help students to broaden their skills in counseling and delivery of social services, and can help them determine if pursuing graduate study in social work is the right career path.

The social work field and practice-related courses are open only to students majoring in social work. However, all other courses are open to non-majors. The courses contained in the Social Work Minor consist of both required and elective courses from the major.

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### Credit and GPA Requirements

- **Minimum Total Credits:** 120
- **Minimum Liberal Arts Credits:** 60
- **Minimum Major Credits:** 50
- **Minimum Overall GPA:** 2.75
- **Minimum Major GPA:** 2.75

### MINORS

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Social Work Courses

SWK 1 Introduction to Social Work and Social Welfare
This course presents Social Work as a helping profession that has a unique combination of values, knowledge and skills with the purpose of improving the well-being of people and creating a more just society. Students are introduced to the various fields of practice where social workers address client needs and social problems. The course offers discussions of current events from the multiple perspectives of social work and case studies of social workers serving individuals, families, groups, communities and organizations. There are also guest presentations of professionals who are engaged in activities such as combating hunger, assuring equal access to mental health services and assisting those involved in domestic violence. The course aids students in determining whether social work is a possible career choice for them. Course should be taken by freshman or sophomores planning to major in social work. Junior transfer students should take in first Fall semester, and non-majors can take at any time. Credits: 3 Every Fall and Spring

SWK 18 Research Methods
This course provides an overview of the scientific method as it applies to social work. In this writing intensive course students learn to read and interpret quantitative and qualitative research reports and to design sound and ethical research to increase the profession's knowledge base with respect to human behavior and service development and delivery. Students learn to use research to guide their professional practice and to employ research methodology to evaluate their individual and their program's effectiveness. Cross listed with HPA 18. (Open to Juniors Only) Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite. Credits: 3 Every Spring

SWK 19 Statistics
Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and human services. Crosslisted with HPA 19. Prerequisite of HPA 18 or SWK 18 is required. Credits: 3 Every Fall

SWK 30 Interdisciplinary Helping Professions
The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, speech therapy, recreational therapy, occupational therapy, physical therapy, nutrition, medicine and nursing. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner/community (community of care) relationship and the practitioner-self relationship. It emphasizes the need to attain to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in dyadic and small group exercises designed to develop effective practice skills. Open to Juniors or Seniors. Credits: 3 Annually

SWK 31 Child and Family Services The Practice
This course will provide students with an overview of the Child & Family Welfare system focusing on current practices. Students will be exposed to a variety of child & family welfare topics to include but not limited to child protections, foster care, adoption, prevention, family violence and the Court's role. The course will be taught from a generalist perspective examining how policy shapes practice. Students may be asked to critique current child & family welfare policies sharing their thoughts and opinions the course is expected to prepare students for internships & employment in the field of child & family welfare by educating them on the complex issues surrounding children & families. It will involve guest lecturers with expertise on different aspects of child welfare. Credits: 3 On Occasion

SWK 50 Social Welfare Programs & Policies I
SWK 50 provides information about the development of social work as a profession including its tradition of advocacy, reform and commitment to policies inherent in the values of the profession. Students will gain an understanding of historical and contemporary social welfare services and examine how economic, political, and organizational systems influence social policies and diverse and at-risk populations. This course also provides students with knowledge of distinct social issues, and social service programs. It challenges students to interpret basic characteristics of social programs and policies in order to improve services for clients. Throughout the semester students explore inequitable treatment of specific groups and learn of the need for social justice to meet social needs. In addition, this course provides a basic understanding of the specific role of the social worker in policy practice. (Open to Freshmen & Sophomores) Prerequisite of SOC 1 is required for SWK majors only. Open to all other majors without prerequisite. Credits: 3 Every Spring

SWK 51 Social Welfare Programs & Policies II
SWK 51 has two major foci: a) how and under what circumstances the definition and typification of social problems trigger policy responses and b) social work's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, and then deconstruct the historical, theoretical and ideological forces shaping the policy as it affects a population at risk. The uniquely-related class, age, gender, racial and cultural issues of oppressed populations and the barriers they experience when confronting the political and organizational processes that influence policy development are at the core of this semester's inquiry. (Open to Juniors and Seniors) Open to Juniors or Seniors. Credits: 3 Every Fall

SWK 60 Human Behavior in the Social Environment I
The first in the 2-sequence course on understanding human behavior in the social environment, this course provides foundation knowledge of the multiple theoretical perspectives required for generalist social work practice. The focus is on understanding individual behavior across the lifespan from conception through late childhood within the context of social systems including families, groups, organizations and communities. Biological, psychological, social and spiritual factors that affect human growth and development are examined along with problems including, child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addictions and deviant behaviors. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only) Prerequisites of SOC 1, PSY 1, 2, (BIO 1 or BIO 7), SWK 1, and SWK 50 are required. SWK 1 and 50 can be taken as co-requisites if Junior transfer. Credits: 3 Every Fall

SWK 61 Human Behavior in the Social Environment II
This writing intensive course is the second in the human development sequence and covers the understanding of individual behavior from adolescence through late adulthood within the context of social systems including families, groups, organizations and communities (SWK 60 covered...
infancy through preadolescence). Based on the theories learned in SWK 60, biological, psychological, social and spiritual factors that affect human growth and development are examined along with social problems including substance abuse, domestic violence and elder abuse. The focus is on normal developmental challenges and growth, but the course also addresses common mental health difficulties. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals’ abilities to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only)

Prerequisite of Junior status or greater is required.

Credits: 3

Every Spring

SWK 70 Social Work Practice I

The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field placement. The course presents a generalist approach to social work practice with individuals, families, groups, organizations and communities. This course emphasizes generalist practice with individuals and organizations and the knowledge and skills applicable to intervention with these two target systems. The beginning phase of the helping process is highlighted. (Open to Juniors only)

Prerequisite of SWK 1 and 50 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 79 is required.

Social Work majors only.

Credits: 3

Every Fall

SWK 71 Social Work Practice II

The second of a two-course sequence, this course is designed to continue teaching the knowledge, skills and values essential for beginning generalist social work practice. Whereas the first course focused on practice with individuals and organizations, this course concentrates on practice with families, groups and communities. Social Work Practice II identifies variations in engagement, assessment and contracting with these three types of systems. All levels of intervention are discussed as they apply to practice with families, groups and communities. The middle and ending phases of the helping process are highlighted.

Prerequisite of SWK 70 and a co-requisite of SWK 80 is required

Credits: 3

Every Spring

SWK 75 Diversity-Sensitive Social Work Practice

This course is designed to draw a bridge between generalist social work practice and the impact of ethnicity, social class, and minority status. Students will be provided with the tools to make ethnic sensitive social work assessments and interventions.

The focus of this course will be on examining the problems that face diverse cultures and populations at risk for discrimination and oppression as they attempt to negotiate their environment and to ameliorate the stresses that they confront. Through the use of the case method model of learning, students will be presented with material that presents dilemmas faced by diverse populations as they strive to function and survive in the United States. This course makes a linkage between material on diverse cultures and the social work role and demonstrates the connection between cross-cultural values, beliefs and the profession. (Open to Seniors only)

Prerequisite of SWK 71 is required. Open to students with Senior status only.

Credits: 3

Every Spring

SWK 79 Introduction to Field Instruction

The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience, and the concurrent Field Seminar class (SWK 80), by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced to and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are explored. In preparing students for the "mechanics" of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement. (Open to Juniors only)

Prerequisite of SWK 1 and 50 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 70 is required.

Social Work majors only.

Credits: 1

Every Fall

SWK 80 Field Instruction I

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard Spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program. The instructional techniques in the seminar parallel processes students will be utilizing in the field as a student and as a social worker. Students' field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts: agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers’ in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision. (Open to Juniors only)

Prerequisite of SWK 79 is required. Junior status or greater only.

Credits: 4

Every Spring

SWK 90 Field Instruction II

Taken during the senior year (approximately 200 hours), this course (along with SWK 91 Field Instruction III) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 80 is required.

Credits: 6

Every Fall

SWK 91 Field Instruction III

Taken during the senior year (approximately 200 hours), this course (along with SWK 90 Field Instruction II) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 90 is required.

Credits: 6

Every Spring
# LIU POST MINORS

## COLLEGE OF ARTS, COMMUNICATIONS & DESIGN

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<td>Digital Game Design &amp; Development</td>
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<td>Film Studies</td>
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<td>Jazz Studies - Vocal or Instrumental</td>
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## COLLEGE OF EDUCATION, INFORMATION & TECHNOLOGY

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## COLLEGE OF LIBERAL ARTS & SCIENCES

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<td>Criminalistics</td>
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<td>Economics</td>
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<td>Writing</td>
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## COLLEGE OF MANAGEMENT

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<td>Business Administration</td>
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<td>Branding and Licensing</td>
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<td>Computer Information Systems</td>
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<td>Computer for the Liberal Arts</td>
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<tr>
<td>Program</td>
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<td>Computer Science</td>
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<td>Entrepreneurship</td>
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<td>Fashion Merchandising</td>
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<td>Game Development</td>
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<td>Information Technology</td>
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<td>Private Equity and Alternative Investments</td>
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<td>Programming</td>
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**SCHOOL OF HEALTH PROFESSIONS & NURSING**

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<td>Healthcare Data Management</td>
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<td>Public Service</td>
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<td>Social Work</td>
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New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

### College of Arts, Communications & Design

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<tr>
<th>Major</th>
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<td>Art</td>
<td>1002</td>
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<td>Art Education “B-12”</td>
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<td>Art History &amp; Theory / Museum Studies</td>
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<td>Art Therapy</td>
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<td>Arts Management</td>
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<td>Arts Management / Business Management</td>
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<td>Clinical Art Therapy &amp; Counseling</td>
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<td>Dance Studies</td>
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<td>Digital Arts and Design</td>
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<td>Digital Game Design &amp; Development</td>
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<td>BFA, BFA / MA</td>
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<td>Fine Arts &amp; Design</td>
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<td>Vocal Performance</td>
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### College of Education, Information and Technology

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<tr>
<td>Adolescence Education (Grades 7-12): Pedagogy Only</td>
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### College of Liberal Arts and Sciences

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<td>Clinical Psychology</td>
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<tr>
<td>Criminal Justice</td>
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### College of Management

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<tr>
<td>Computer Science</td>
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<tr>
<td>Economics / Business Administration</td>
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<tr>
<td>Fashion Merchandising</td>
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<tr>
<td>Information Management &amp; Technology</td>
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<td>Information Systems</td>
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<tr>
<td>International Studies / Business Administration</td>
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### School of Health Professions and Nursing

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<tr>
<td>Biomedical Technology</td>
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<tr>
<td>Cardiovascular Perfusion (with North Shore University Hospital / Northwell Health)</td>
<td>1223</td>
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<tr>
<td>Clinical Laboratory Science</td>
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<tr>
<td>Dietetics (Dietetic Internship)</td>
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<td>Family Nurse Practitioner</td>
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<td>Food, Nutrition &amp; Wellness</td>
<td>1306</td>
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<td>Gerontology</td>
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<td>Health Care Administration</td>
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<td>Health Sciences</td>
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<td>Political Science / Public Administration</td>
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<td>Radiologic Technology</td>
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<tr>
<td>Social Work</td>
<td>2104</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Affiliation</th>
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<tbody>
<tr>
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<td>Associate Professor of Art</td>
<td>B.S., Buffalo, SUNY</td>
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<td>John Amato, Jr.</td>
<td>Associate Professor of Communication Sciences &amp; Disorders</td>
<td>B.A., Hofstra University; M.S., Ithaca College; Ed.M., Ed.D. Columbia University</td>
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<td>Jeannie Attie</td>
<td>Department Chair</td>
<td>Associate Professor of History</td>
<td>B.A., University of Pittsburgh; M.A., M.A., M.Phil., Ph.D., Columbia University</td>
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<td>Selenay Aytaç</td>
<td>Associate Professor, Library; Technical Services</td>
<td>B.L.D.S., Istanbul University; M.B.A., Isik University; Ph.D., LIU Post</td>
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<td>Beatrice Baaden</td>
<td>School Library Program Director; Associate Professor of Library and Information Science</td>
<td>B.A., St. John's University; M.A., Adelphi University; M.S., LIU Post; C.A.S.; P.D., Ed.D., Hofstra University</td>
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<td>Helen C. Ballestas</td>
<td>Director, Undergraduate Nursing Program; Associate Professor of Nursing</td>
<td>B.S.N., M.S., Molloy College; Post- M.S.-A.N.P., Adelphi University; Ph.D., Capella University; R.N., ANP-BC</td>
<td>B.S.N., M.S., Molloy College; Post- M.S.-A.N.P., Adelphi University; Ph.D., Capella University; R.N., ANP-BC</td>
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<td>Tong Bao</td>
<td>Assistant Professor of Marketing and International Business</td>
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<td>James P. Bednarz</td>
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<td>Margaret F. Boorstein</td>
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<td>Terry Bordan</td>
<td>Professor of Counseling &amp; Development</td>
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<tr>
<td>Arvind Borde</td>
<td>Senior Professor of Mathematics</td>
<td>B.S., Bombay University; M.A., Ph.D., Stony Brook, SUNY</td>
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<td>Mary Kathleen Boyd-Byrnes</td>
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<td>B.A., Geneseo, SUNY; M.S.L.I.S., M.S., LIU Post</td>
<td>B.A., Geneseo, SUNY; M.S.L.I.S., M.S., LIU Post</td>
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<tr>
<td>Carol M. Boyer</td>
<td>Department Chair; Associate Professor of Finance</td>
<td>B.S., Trinity University; M.B.A., Texas State University; Ph.D., Florida State University</td>
<td>B.S., Trinity University; M.B.A., Texas State University; Ph.D., Florida State University</td>
<td><a href="mailto:carol.boyer@post.liu.edu">carol.boyer@post.liu.edu</a></td>
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<tr>
<td>Pamela Brodlie</td>
<td>Director of Field Education, Social Work</td>
<td>M.S.W., Adelphi University; B.A., M.S., Albany, SUNY</td>
<td>M.S.W., Adelphi University; B.A., M.S., Albany, SUNY</td>
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<tr>
<td>Theodore J. Brummel</td>
<td>Department Chair; Associate Professor of Biology</td>
<td>B.A., Transylvania University; Ph.D., University of California at Irvine</td>
<td>B.A., Transylvania University; Ph.D., University of California at Irvine</td>
<td><a href="mailto:theodore.brummel@post.liu.edu">theodore.brummel@post.liu.edu</a></td>
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<tr>
<td>Jeremy A. Buchman</td>
<td>Pre-Law Advisor; Associate Professor of Political Science</td>
<td>B.A., Columbia University; M.A., Ph.D., Stanford University</td>
<td>B.A., Columbia University; M.A., Ph.D., Stanford University</td>
<td><a href="mailto:jeremy.buchman@post.liu.edu">jeremy.buchman@post.liu.edu</a></td>
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<tr>
<td>Pasquale Buffolino</td>
<td>Research Coordinator of Forensic Science</td>
<td>B.S., M.S., Adelphi University; M.Phil., Ph.D., CUNY</td>
<td>B.S., M.S., Adelphi University; M.Phil., Ph.D., CUNY</td>
<td><a href="mailto:pasquale.buffolino@post.liu.edu">pasquale.buffolino@post.liu.edu</a></td>
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<tr>
<td>Michael M. Byrne</td>
<td>Associate Professor of Education and Library and Information Science</td>
<td>B.A., University of Notre Dame; M.A., Ph.D., Michigan State University</td>
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<tr>
<td>Orly Calderon</td>
<td>Associate Professor of Social Work</td>
<td>B.A., LIU Southampton; M.A., Teachers College, Columbia University; M.S., Psy.D., Hofstra University</td>
<td>B.A., LIU Southampton; M.A., Teachers College, Columbia University; M.S., Psy.D., Hofstra University</td>
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</tr>
<tr>
<td>Tracy Callender</td>
<td>Assistant Professor of Biology</td>
<td>B.A., Hunter College, CUNY; Ph.D., Stony Brook, SUNY</td>
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</tr>
<tr>
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<td>Associate Professor of Psychology</td>
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