

LIUPost

UNDERGRADUATE BULLETIN
2020 - 2021



LONG ISLAND UNIVERSITY

LIU Post

2020 - 2021 Undergraduate Bulletin

720 Northern Blvd, Brookville, New York 11548

General Information: 516-299-2000

www.liu.edu/post

Admissions: 516-299-2900

Email: post-enroll@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2020. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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 reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, 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, epidemic, government action, 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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LIU

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

Long Island University's mission is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

Overview

Long Island University (LIU) was founded in 1926. The University is committed to providing a high quality education through teaching excellence and impactful research opportunities. LIU offers over 260 undergraduate, graduate, and doctoral degree programs, educating over 10,000 students each year across multiple campuses. The University cultivates academic, professional, artistic, and co-curricular opportunities.

LIU Brooklyn enables students to realize their full potential as ethically grounded, intellectually vigorous, and socially responsible global citizens. The campus offers more professional programs in health care than any other campus in the New York metropolitan area, including the Arnold and Marie Schwartz College of Pharmacy & Health Science, and The Harriet Rothkopf Heilbrunn School of Nursing. LIU Brooklyn is home to Kumble Theater for the Performing Arts, a dynamic performance venue designed to nourish students' artistic exploration, and Division I sports teams.

LIU Post is a scenic, historic, and scholarly campus that offers a small-school environment with the access and resources of a major metropolitan university. The University's 330-acre campus is located on the estate of Marjorie Merriweather Post, 27 miles east of New York City on Long Island's Gold Coast. The campus houses the College of Veterinary Medicine, the first professional School of Accountancy, an AACSB-accredited Business School, and an award-winning theater program. LIU is home to the world-renowned Tilles Center for the Performing Arts and the Bethpage Federal Credit Union Stadium, where supporters gather to cheer on the Sharks' Division I athletic program.

LIU Global offers a one-of-a-kind bachelor's degree around the globe. It spans eight countries on five continents, preparing students for careers as global leaders in business, policy, humanitarian relief, social entrepreneurship, economic development, and environmental sustainability.

From the shores of Long Island, to the epicenter of business and tech innovation in Brooklyn, to the

far corners of the world, LIU offers a unique college experience for every student seeking academic enrichment and professional opportunity. Upon graduation, our students join a community of more than 265,000 alumni to become global leaders in fields that include the arts, health sciences, media, education, pharmacy, business, technology, public service, and professional sports.

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 assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

DIRECTORY

Department Name	Phone	Office Hours	E-Mail	Website
Admissions - Undergraduate	516-299-2900	9 am to 7 pm; Mon - Thurs 9 am to 5 pm; Fri	post-enroll@liu.edu	www.liu.edu/post/admission
Colleges and Schools				
College of Arts, Communication and Design	516-299-2395	9 am to 5 pm; Mon - Fri	post-SVPA@liu.edu	www.liu.edu/post/CACD
College of Education, Information & Technology • Palmer School of Library and Information Science	516-299-2210	9 am to 5 pm; Mon - Fri	post-CEIT@liu.edu	www.liu.edu/post/CEIT
College of Liberal Arts & Sciences	516-299-2233	9 am to 5 pm; Mon - Fri	post-CLAS@liu.edu	www.liu.edu/post/CLAS
College of Management • School of Business • School of Computer Science, Innovation, and Management Engineering • School of Professional Accountancy	516-299-3017	9am to 5 pm; Mon - Fri	post-COM@liu.edu	www.liu.edu/post/COM
Honors College	516-299-2840	9 am to 5 pm; Mon - Fri	heather.butts@liu.edu david.hanley@liu.edu	www.liu.edu/post/honors
School of Health Professions & Nursing	516-299-2485	9 am to 5 pm; Mon - Fri	post-SHPN@liu.edu	www.liu.edu/post/SHPN
School of Professional and Continuing Education	516-299-2236	Post Hall, Room C1 9 am to 5 pm; Fridays	post-CE@liu.edu	www.liu.edu/post/CE
Dean of Students	516-299-3085	9 am to 5 pm; Mon - Fri	deanofstudents@liu.edu	www.liu.edu/campuslife
Enrollment Services • Financial Services • Registration • Academic Advising • Payments	516-299-2323 516-299-2746	Kumble Hall 8 am to 6 pm; Mon - Thurs 9 am to 5 pm; Fri	post- EnrollmentServices@liu.edu	www.liu.edu/post/es
Facilities Services	516-299-2277	8 am to 5 pm; Mon - Fri		
Healthy Living	516-299-3468	9 am to 5 pm; Mon - Fri	post-healthyliving@liu.edu	www.liu.edu/campuslife
Interfaith Center	516-299-2416		post-campuslife@liu.edu	www.liu.edu/campuslife
International Student Services	516-299-1452		post-international@liu.edu	www.liu.edu/post/international
Learning Support Center	516-299-3057	8 am to 6 pm; Mon - Tues 8 am to 5 pm; Wed - Thurs 9 am to 5 pm; Fri	post-learningssupport@liu.edu	www.liu.edu/learningsupport
Library	516-299-2305	Vary by Semester Please Check Website	post-Ref@liu.edu	www.liu.edu/post/library
Pratt Fitness and Recreation Center	516-299-3608	Check Website		www.liu.edu/post/pratt
Promise • Academic Advising • Living on Campus • Student Programming and Involvement • International Student Programming • Community Service	516-299-3737	9 am to 7 pm; Mon-Thurs 9 am to 5 pm; Fri 10 am to 2 pm; Sat	liupromise@liu.edu	www.liu.edu/post/promise www.liu.edu/post/campuslife

LIU Post

Public Safety	516-299-2222 - emergencies 516-299-2214 - non-emergencies	9 am to 5 pm; Mon - Fri Emergencies - 24/7	post-PublicSafety@liu.edu	www.liu.edu/post/publicsafety
Technology Help Desk	516-299-3300	9 am to 5 pm; Mon - Fri	it@liu.edu	http://it.liu.edu
Tilles Center	Box Office: 516-299-3100	Box Office 1 pm to 6 pm; Mon - Sat	tillescenter@liu.edu	www.tillescenter.org
Veteran & Military Affairs	516-299-3737	9 am to 5 pm; Mon - Fri	post-veterans@liu.edu	www.liu.edu/post/veterans

ACADEMIC CALENDAR 2020-2021

Fall 2020

Labor Day-Holiday	September 7
Weekday Classes Begin	September 8
Registration and Program Changes	September 8-21
First Weekend Session Classes Begin	September 12-13
Awarding of September Degrees	September 18
Registration and Program Changes End	September 21
Spring 2021 Registration Begins	October 12
Columbus Day - Classes in Session	October 12
Last Day to Apply for January Degree	October 18
First Weekend Session Final Examinations	October 30
Second Weekend Session Classes Begin	October 31-November 1
Election Day- NO CLASSES	November 3
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 13
Thanksgiving Holiday	November 25 - 29
Classes Resume	November 30
Semester Classes Meeting Monday through Friday End	December 11
Class Make-up/Study Days	December 14-15
Final Examinations-Undergraduate and Graduate	December 16-22
Final Exam Make-up Day (in the event of snow closure)	December 23
Winter Recess Begins	December 24

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 2021

Intersession Classes Begin	January 4
Final Class Meeting/Final Exam	January 15

Spring 2021

Martin Luther King Day-No Classes	January 18
Weekday Classes Begin	January 19
Registration and Program Changes	January 19-February 1
Awarding of January Degrees	January 15
First Weekend Session Classes Begin	January 23-24
Registration and Program Changes End	February 1
Summer/Fall 2021 Registration Begins (tentative)	February 15
Presidents' Day-No Classes	February 15
Tuesday Follows a Monday Schedule	February 16

Last Day to Apply for May Degree	February 26
First Weekend Session last classes/final exams	March 6-7
Spring Recess Begins	March 8
Classes Resume	March 15
Second Weekend Session Classes Begin	March 20-21
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	April 2
Semester Classes Meeting Monday through Friday End	April 27
Class Make-up/Study Days	April 28-29
Final Examinations-Undergraduate and Graduate	April 30-May 6
Commencement Ceremony (tentative)	May 7
Conferral of May Degrees	May 14

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.

Summer 2021

SUMMER SESSION I

Weekday classes begin (1st Five Week, 10 week and 12 Week sessions)	May 17
Registration and program changes end for 5 Week Session	May 18
Registration and program changes end for 10 & 12 Week Sessions	May 23
Memorial Day-NO CLASSES - Make up class date	May 31
June 4	
Make-up day for Memorial Day	June 4
Last day to withdraw (or Opt P/F) from courses	June 10
Last day of class/Finals for 1st Five week Session	June 17

SUMMER SESSION II

Classes Begin - 2nd Five Week Session	June 21
Registration/Programs Changes for 2nd Five Week Session ends	June 22
Weekend Sessions Classes Begin	June 26
Registration/Programs Changes end for weekend classes	July 2
Independence Day - Holiday - No Weekend Classes	July 3-4
Last day to withdraw (or Opt P/F) from 10 & 12 week session	July 8
Last day to Apply for September Degree	July 9
Last day to withdraw (or Opt P/F) from 2nd Five week session	July 15
Last day to withdraw (or Opt P/F) from 12 week session	July 22
Last Class/Finals for 2nd Five week and 10 week sessions	July 22

SUMMER SESSION III

Classes Begin - 3rd Five Week Session	July 26
Registration/Programs Changes for 2nd Five Week Session ends	July 27
Last Class/Finals for 12 week session	August 5
Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session	August 19
Last day of class/Finals for 3rd Five week Session	August 26

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

Weekend College 2020-2021

WEEKEND COLLEGE

SESSION I, FALL 2020

1st Sat. Seven Week Session	September 12 - October 24
Intensive weekends - Post	September 12-13; October 3-4; October 17-18
Intensive weekends - Brentwood	September 19-20; October 10-11; October 24-25
1st Sunday Seven Week Session	September 13 - October 25

WEEKEND COLLEGE

SESSION II, FALL 2020

2nd Sat. Seven Week Session	October 31 - December 19 (no class November 28)
Intensive weekends - Post	October 31- November 1; November 21 - 22; December 12-13
Intensive weekends - Brentwood	November 7-8; December 5-6; January 2-3
2nd Sunday Seven Week Session	November 1-December 20 (no class November 29)

No Classes: November 28-29

WEEKEND COLLEGE

SESSION III, SPRING 2020

1st Sat. Seven Week Session	January 25 - March 7
Intensive weekends - Post	January 25-26; February 15-16; March 7-8
Intensive weekends - Brentwood	February 1-2; February 22-23; March 14-15
1st Sunday Seven Week Session	January 26 - March 11

WEEKEND COLLEGE

SESSION IV, SPRING 2021

2nd Sat. Seven Week Session	March 20-May 1
Intensive weekends - Post	March 20-21; April 10-11; May 1-2
Intensive weekends - Brentwood	March 27-28; April 17-18; May 8-9
2nd Sunday Seven Week Session	March 21-May 2

WEEKEND COLLEGE

SESSION V, SUMMER 2020

Saturday Seven Week Session	June 26 - August 14 (No class July 3)
Intensive weekends - Post	June 26-27; July 24-25; August 14-15
Intensive weekends - Brentwood	July 10-11; July 31-August 1; August 21-22
Sunday Seven Week Session	June 27 - August 15 (No class July 4)

No Classes: July 3-4

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:

Subject	Credits
English	4
Social Studies	4
Mathematics	3
Laboratory Science	3
Foreign Language	2
Total	16

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 (for a student not enrolled in a degree program) is available to visiting students.

Notification of Application

Status

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 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 on the web at liu.edu/apply or via the Common Application.
2. Non-refundable application fee in the amount of \$50 (via credit card or 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:

College Board SAT Program
P.O. Box 7502
London, Kentucky 40742-7502
www.collegeboard.com

American College Testing Program (ACT)
2727 Scott Boulevard, minizip 46
Iowa City, Iowa 52243-0414
www.act.org

Application materials are to be submitted directly to LIU Post.

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 information.

Advanced Standing

International Baccalaureate Program (IB)

Credit

LIU Post awards six to eight college credits for each score of 4 or higher on I.B. 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, 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 email at post-enroll@liu.edu.

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 an LIU Promise Success Coach, Admissions Counselor, or other relevant staff member.

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 516-299-2323.

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 November 1 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 and Suffolk County Community College, among other colleges. 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 or email us at post-enroll@liu.edu.

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 30 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 three 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:

- Register for 6 - 9 credits (suspended) or 12 credits (dismissed) in one academic semester or one summer at another accredited institution outside the LIU system.
- Earn a cumulative GPA of 2.75 or better in those 6 or 12 credits
- Submit an official transcript from that institution
- Submit a personal letter of intent, indicating

your desire to continue your studies at LIU Post

- 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.

Academic Forgiveness

Students who have not enrolled for at least five years have the option to be readmitted with the following provisions:

1. The student must follow the bulletin in effect at the time they were readmitted.
2. All courses and grades received prior to the date of readmission will remain on the student's permanent record, but will not be computed into the student's academic average.
3. Only courses completed prior to readmission in which a "C" or better was earned will count toward the student's graduation requirements. However, these grades will not be computed into the student's academic average.
4. Courses completed prior to readmission in which a "C-" or lower was earned will not count toward graduation requirements nor will they be included in the computation of the student's academic average.
5. This option, once chosen, cannot be rescinded.

International Admission

LIU Post

720 Northern Boulevard

Brookville, 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 Admissions Office by February 1 for fall admission or by September 1 for spring admission. A non-refundable application fee must accompany the application: the common application is also acceptable for Freshman and Transfer applicants.

1. 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.
2. Certain students will be required to submit a professional evaluation of their university

credits from a NACES-member organization (www.NACES.org).

3. 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).
4. Personal statement or essay: please note if translator was used.
5. Recommended but not required: SAT or ACT (for freshmen) required for native English speakers or those educated in the United States; 1 letter of recommendation; portfolio or video audition (required for admission into the appropriate department and for scholarship consideration in particular programs).

Language Proficiency

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 to obtain written 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. Students may take up to a maximum of 9 credits during the semester.

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 2019, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2013 was 55 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 courses designed to broaden their education and engage them in research culminating in a thesis. Honors College students enjoy priority registration, small classes of less than 20 students, challenging courses not offered through regular departments, and a special citation on the diploma at graduation. 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 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.

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 90 or above with a combined SAT score of 1250 or higher (critical reading must be at least 590) or an ACT score of 26 or higher. 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 at least a 3.2 (freshman) or 3.4 (sophomore) GPA.

CORE COURSES AND EQUIVALENCES

- Art 301, 302 = Art 31, 32
- 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
- Nursing 303, 304 = NRS 100, 101
- Philosophy 303, 304 = Philosophy 25, 26
- Political Science 303, 304 = Political Science

26, 27

- Psychology 301, 302 = Psychology 102
- Sociology 303, 304 = Sociology 1, 2

PARTICIPATION REQUIREMENTS:

Four-Year Participant

27-29 credits total distributed over four years.

Freshman and Sophomore Years

12 - 14 credits: Honors core courses (301, 302, 303, 304)

3 credits: Honors Elective (Sophomore year ONLY)

Junior year

3 credits: Honors Elective (fall semester)

3 credits: Tutorial (spring semester)

Senior year

3 credits: Thesis, (fall semester)

3 credits: Honors Elective (fall or spring semester)

Three-Year Participant

18-20 credits total distributed over three years.

The three year option is open to continuing and transfer students and those majoring in Musical Theatre, Music, Music Education, Dean's Scholar and Sanford Scholar students.

Sophomore year

6-8 credits: Honors core courses (301, 302, 303, 304).

Junior year

3 credits: Honors Elective (fall semester)

3 credits: Honors Tutorial (spring semester)

Senior year

3 credits Honors Thesis (fall semester)

3 credits Honors 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 electives).

3 credits: Honors Elective (fall semester)

3 credits: Tutorial (spring semester)

Senior year

3 credits: Thesis (fall semester)

3 credits: Honors 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, 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 as approved by the Honors College director.

Honors Core Courses

ART 301 Pottery & Ceramic Sculpture - Honors

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.

Must be in Honors College

Credits: 3

Every Fall

ART 302 Pottery & Ceramic Sculpture 2 - Honors

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.

Must be in Honors College

Credits: 3

Every Spring

ART 303 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. Cross-listed with ART 59. Students enrolled in this course as ART 303 for Honors credit will have an additional project. Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.

Must be in Honors College

Credits: 3

Every Fall

Art 304 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. Cross-listed with ART 60. Students enrolled in this course as ART 304 for Honors credit will have an additional project. Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.

Must be in Honors College

Credits: 3

Every Spring

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. 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. This course fulfills the Scientific Inquiry and the Natural

World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of AST 301 is required.

Credits: 4

Alternate Years

BIO 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

Alternate Years

BIO 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

Alternate Years

CHM 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.

Three hours lecture, three hour laboratory.

Prerequisite of Honors Program is required.

Credits: 4

Alternate Years

CHM 302 Chemistry in Daily Life II - Honors Core

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 utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.

Three hours lecture, three hours laboratory.

Prerequisite of CHM 1 or CHM 301 is required.

Credits: 4

Alternate Years

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

Alternate 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 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

Alternate Spring

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 on-line 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

Annually

CMA304 Introduction To Media Culture

Introduces the student to ways of thinking systematically and critically about our mass-mediated culture. Critical and theoretical approaches to popular media are applied to a variety of genres drawn from radio, television, print media, on-line media and digital games. The aesthetic merit and social influence of media forms are considered. Students conduct 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

On Occasion

DAN 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 an Honors option.

Must be in Honors College

Credits: 3

On Occasion

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 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 303 is required.

Credits: 3

Every Spring

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Student must be in Honors College.

Not open to students who have taken ENG 8.

Credits: 3

Every Spring

GGR 303 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. This course is included the Perspectives of World Cultures cluster.

Must be in Honors College

Credits: 3

Every Fall

GGR 304 Human Geography: 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. This course is included in the Perspectives on World Culture cluster
Must be in Honors College
Credits: 3
Every Spring

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
Alternate Fall

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.*
Credits: 4
Alternate Years

HIS 303 Civilization from the Ancient World to the 18th Century - Honors Core

A general but high-level 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." This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.

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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.

Must be in Honors College
Credits: 3
Every Spring

NRS 304 Nutrition in Nursing - Honors

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. Cross-listed with NRS 140. Students enrolled in this course as NRS 304 for Honors credit will have an additional project.

Co-requisite or pre-requisite of BIO 8 is required.
Open to Honors College students only
Credits: 3
Every Spring

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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Must be in Honors College
Credits: 3
Every Spring

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Must be in Honors College
Credits: 3
Every Spring

PSY 301 Principles of Psychology - 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 101 or 102. Three hours lecture, three hours laboratory.

Corequisite of PSY 301L is required.
Credits: 4
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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of SOC 303 is required. Student must be in Honors Program.

Credits: 3

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

Honors Advanced Electives

For the Fall semester, only 359 courses are offered.

For the Spring semester, only 360 courses are offered.

BMS 359 Interpretive Crime Scene Case Reconstruction

The course focuses on the leadership and peer mentorship roles as well as teamwork activities of student engagement while participating in a staged real world practical processing of a semester's long crime scene project. Students working in teams led by Honors Forensic Science Majors will investigate a uniquely staged homicide scene where subject/victims remains from a shallow grave strategically placed on campus grounds is documented and processed. Teams will exhume remains, document recovered evidence and record the crime scene. All evidence recovered will be forensically catalogued and analyzed utilizing the state of the art forensic instrumentation housed in the forensic labs on campus. Their final interpretive results reconstructing the crime scene chain of events will culminate in each of the individual student teams presenting their findings in an oral and visual documentation of their semester's long crime scene

project. Areas of Concentration: Anatomy, Anthropology, Ballistics, DNA, Entomology, Forensic Psychology, Forensic Technology, Law & Evidentiary Procedures, Radiologic Technology, Toxicology, & Veterinary Sciences!

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

CIN 360 Honors Advanced Elective

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 Spring

EDI 360 Activism in the Age of Globalization

In an age of increasing economic inequalities, consumerism, corporatization, wars, ethnic/racial conflicts, fundamentalism, and climate change, how can we use the tools of this new age to educate ourselves and the public for a more inclusive, humane and equitable world? This course takes an interdisciplinary approach towards considering this important question of activism in an age of globalization. Simultaneously, since activism always involves local actions, the course will also examine various forms of local activism in the US such as black lives matter, women's march, me too, standing rock protests, youth activism against gun violence, immigration activism, etc. This course will require students to examine and create forms of cultural production, such as the internet, video, film, performance, and music, to engage in their own activism.

This course is especially suitable for students who are interested in using various platforms as tools for public education and activism in the following majors: education, media arts, theater arts, liberal arts, public service, sociology, business and information science etc.

ENG 359 The Invention of Laughter

Researchers in fields as divergent as cultural studies and medical science have become increasingly interested in the question of what makes us laugh. This multidisciplinary course examines the causes and nature of "comedy" from Aristophanes to Stephen Colbert, from ancient Greek drama to late night television monologues. Its main goal is to explore how, although laughter is a universal phenomenon, intrinsic to human nature, with physiological origins, its sources are also deeply rooted in culture.

It is both personal and social. Examining it allows us to explore a wide range of fascinating questions. Do men and women, for instance, laugh at the same things? To what extent should comic speech be "free" from censorship before it "crosses the line"? If laughter is therapeutic, why, in television programs such as *Ridiculousness*, do audiences find

humor in seeing people get hurt? Even more troubling, why are villains, such as Batman's Joker, typically depicting laughing? Students will be asked to assess a wide variety of cultural objects drawn from high and low culture in order to begin to chart their own interpretation of the source and uses of this physiological expression of pleasure. They will also draw on critical sources from physiology, anthropology, sociology, and literature to assess these laughing matters.

Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.

Credits: 3

On Occasion

HIS 360 Honors Advanced Elective

Spring Advanced Elective to be offered on an 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

PHI 359 Philosophies of Self-Transformation

Philosophy is traditionally conceived as the love of wisdom. Some philosophers have understood wisdom as what amounts to "having the correct theory about things." Others, however, have seen it as a state of the soul which cannot be reached by theorizing alone. They have argued that most human beings go through life as if they are asleep – even those who may hold the right theories. In order to achieve "awakening," or true wisdom, the daily life of the seeker must be transformed in fundamental ways. In this course, we will examine several traditions, each of which holds that we can transform the self and achieve wisdom and personal power through radically changing our state of awareness. Such a change would affect all areas of life: how we think, how we relate to others, how we conceive of ourselves, and even how we sit, how we eat, and how we breathe. We will begin with two related Asian philosophical traditions which hold that the path to wisdom is one of "awakening": the Taoist tradition of China and the Zen Buddhist tradition of Japan. We will then turn to three Western thinkers of the last hundred years who have been extremely influential. The first is the Greek-Armenian mystic G.I. Gurdjieff, who charges that westerners have become "robots" because they have forgotten themselves. The second is the German philosopher Karlfried, Graf Dürckheim, who, after studying Buddhism in Japan, taught his own variant of Zen, tailored to the problems and concerns of Westerners. The course will conclude with a consideration of the ideas of the bestselling spiritual teacher Eckhart Tolle, whose book *The Power of Now* (1999) has sold more than three million copies. While he is sometimes dismissed as a "New Age guru," we will find that Tolle's teachings, for the most part, faithfully echo the older traditions studied in the course. The object of

the course is to introduce students to thinkers and schools of thought not usually covered in philosophy courses in the West (indeed, many western philosophers do not even consider these to be “philosophical” at all). Through such an introduction, it is hoped that the lives of students will be profoundly enriched – just as these teachings promise.

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

PHI 360 The Aesthetics and Ethics of Baseball

This course will focus on the aesthetics and ethics of baseball, its beauties as a game – America’s game – and its rising tide of ethical & aesthetic issues, from steroids and other performance enhancing drugs to the radical shift in baseball’s ecology and equipment, i.e. domed stadia, fake grass, juiced baseballs, hardened bats, the invasion of analytics, etc. Poets, essayists, novelists, filmmakers, and, yes, even philosophers (John Rawls, Harvard, Ted Cohen, Univ. of Chicago, Allen Wood, Stanford) have attested and addressed the beauty of baseball and its recurring ethical issues; and we shall explore in this course the best of the lot. Rawls, who revolutionized political philosophy, claimed that “baseball is the best of all games”; and Mark Kingwell (Univ. of Toronto), author of *Fail Better*, has argued that “baseball is the most philosophical of games.” Michael Novak (highly regarded Catholic philosopher), in *The Joy of Sports*, describes baseball as a model of Rawlsian “justice as fairness.” A. Bartlett Giamatti, Yale Renaissance literary scholar and former Commissioner of major league baseball, has written essays and books on baseball, including “The Greenfields of the Mind” and *Take Time for Paradise: Americans and Their Games*.

As a young boy of 7, I experienced the beauty of baseball for the first time when my father, a Chicago White Sox fan, took me to a Yankees-White Sox game at Yankee stadium. I remember rubbing my eyes in disbelief as we were escorted to our seats. It was as if I had entered a dreamland, a wonderland, far, far away from the madding crowd of Queens where I grew up. It afforded me, then and now, forever-younging “Sunday baths of the soul.” The chalked diamond, the pillowed bases, the Edenic greenness of the grass, the foul poles vertically arrowed to the blue sky – these were my first images of perfection – a radiant environ of geometrized and aesthetic beauty. As for the novelist Philip Roth “baseball – with its lore and legends, its cultural power, its seasonal associations, its native authenticity, its simple rules and transparent strategies, its longeurs and thrills, its spaciousness, its suspensefulness, its heroics, its nuances, its lingo, its ‘characters,’ its peculiarity hypnotic tedium, its mythic transformation of the immediate – [became] the literature my boyhood”; and “a steady constant” in a world gone wrong, “permanent, beautiful, ever itself.” No clock,

baseball became for me – and remains to this date – a buffer against the vicissitudes of time and the cataclysms of history – an art-work-in-the-making, one closest to dance, as a number of great pitchers remarked to me in my experience as a free-lance baseball journalist in the late 1970’s.

Such has been the long and winding road of my baseball experience, from the Yankee stadium of my youth to my philosophical “inner stadium,” in which my experience of baseball, as a player and a spectator, has been grist for the mill of my writing, teaching, and thinking.

In addition to the assigned readings in the course, we will see clips from the three greatest baseball films ever made, “The Natural,” “The Field of Dreams,” and “Bull Durham.” We will also see” Ken Burns’s documentary “Baseball” (1994); and time willing, we will see clips from “A League of Their Own,” (featuring Madonna, Geena Davis, and Tom Hanks) on women’s professional baseball; and from “Eight Men Out,” John Sayles’s film about the 1919 World series fix.

2020 marks the centenary of the Boston Red Sox trade Babe Ruth to the New York Yankees for \$25,000. It also marks the centenary of the formation of the Negro League. Let’s play ball!

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

SOC 359 Discovering America

America is at war with itself, its identity, its values, its goals. Its future now hangs in the balance as politics, culture and everyday life finds an American people conflicted over which future we will create. In simple terms, America is in crisis and such crises are not resolved easily with one election or with electoral victories alone. This course discovers America in its conflicts, its identities, its confusion, its anger and its hope. We will explore in sociological terms its alienation and its anomie (normative confusion), its cynicism and its idealism, and in the process, we will learn about America’s national character and, perhaps, we will find consensus about America’s possibilities, along with its fears.

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

SOC 360 Methods of Social Research

This course is recommended for Honors students engaging in data collection for the honors tutorial and thesis. Students are walked through the different steps of the research process, from how to formulate a research question, find academic sources, write a literature review, collect and analyze data, and write a research paper. This course introduces students to a variety of research methods and how to apply these methods. We will begin the course with an overview of both qualitative and

quantitative research, along with discussions on linking theory and data and ethical issues in social research. We then shift our attention to studying and engaging a number of types of research with the focus on observation, interviewing, surveys, and content analysis. Students will complete an independent research paper intended to give them firsthand experience in data collection and analysis. In addition, students will complete a number of short in-class and out-of-class research exercises. If students wish to collect survey data as a part of their research project they should first take a statistics course. This course is also taught as a long-standing Sociology course required of all majors as part of the statistics/methods sequence.

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

SPA 359 Spanish through Music, Food, and Culture

This course gives students a broad overview of the Spanish language and Hispanic culture through music, food, history and culture. The course focuses on the four basic skills: listening, speaking, reading, and writing. The application of vocabulary, pronunciation, translation, and grammatical structures enables students to engage in everyday conversation inside and outside the classroom. By researching Hispanic culture, students understand the diversity that exists not only within Hispanic countries, but also among Hispanics in the United States. The cultural foundation and language acquisition and proficiency for beginning and intermediate Spanish speakers.

Must be in Honors College

Credits: 3

On Occasion

Honors Tutorial & Thesis

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

A proposal form describing each step of the tutorial/thesis project must be submitted for the director’s approval before the Registrar enrolls the students in these courses.

The form can be picked up in the Honors College Office.

The Honors College Tutorial is a 3 credit independent study thesis research course. It is taken in the student’s major under the guidance of a faculty advisor or tutor, who in most cases continues as the student’s thesis advisor. Because the tutorial research is the basis for the thesis, the topic should be chosen carefully. The student and faculty member will be working on the project for one full year, and therefore; should be a topic that is substantive and can ultimately yield a thesis of a minimum 50 pages or the equivalent in a creative

field.

The thesis is the final achievement of independent study. It is an extended paper derived from the research accomplished in the tutorial. In some departments, the thesis includes creative materials submitted in connection with an extended paper documenting the genesis of the creative project. In either case, the thesis is the culmination of a research project in the student's major.

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 60-credit associate's of arts degree (A.A.) program. Students must fulfill the core curriculum and competency requirements, and at least 45 of the credits earned must be in the liberal arts and sciences.

Academic Load and Class

Standing

Full-time students in good academic standing may carry 12-18 credits during each fall and spring semester. A student taking 19 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. For any credits taken above 18, students will be charged additional tuition at the per-credit rate.

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 GPA Calculation

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 P 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 "I" 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. "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 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 54 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, multiply 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 third decimal place always being zero due to rounding.

For example:

In a semester, a student earns an A- in a 4-credit biology 1 course ($3.667 \times 4 = 14.668$), a B- in a 3-credit English 1 course ($2.667 \times 3 = 8.001$), a B in a 3-credit history 2 course ($3.000 \times 3 = 9.000$), a C+ in a 3-credit math 4 course ($2.333 \times 3 = 6.999$), and an F in a 3-credit art 1 course ($0.000 \times 3 = 0.000$).

The student has earned 38.668 total quality points based on 16 total credits. Dividing 38.668 by 16 yields a cumulative GPA for this semester of 2.417 before rounding. Based on the rounding policy, the cumulative GPA for this semester will be reported on the student's official LIU transcript as 2.420.

Grade Changes

A faculty member can change a grade in situations where it is warranted. All such changes must have chair and dean approval, and must be completed prior to degree conferral. Changes of grades cannot be made after a degree has been conferred; the student's record is completed/frozen at the time of conferral.

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 (P/F) 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.

Graduation and Diplomas

To qualify for a bachelor's degree, all students must complete or be exempted from all required developmental skills mathematics and basic mathematics and the English department writing program. Students must also complete the core curriculum, all required liberal arts and sciences courses, and all other departmental and university requirements announced in the undergraduate bulletin for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions or exemptions, where relevant, are indicated.

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 an 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 may have their degree awarded at the following conferral, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

The final 30 hours of credit must be earned in academic residence (regular attendance). A minimum of 9 credits of the requirements for a major and 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)
- 2.00 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 54 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.

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 POST 101;

2. they may register for one course (or up to 4 credits) 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.
4. Provide an official transcript with 6-12 credit hours completed outside the LIU system with a 2.75 minimum GPA (students should refer to their Academic Standing letter for the specific number of credits required)

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.

Students in professional programs in the School Health Professions and Nursing program should refer to their respective program student handbook for academic progression requirements and probation regulations.

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.

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 LIU Promise 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, which is updated annually. It 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

Descriptions 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.

Definitions and descriptions are adapted from the UCLA Statement of Academic Integrity.

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 examination); or knowingly providing such assistance to aid other students.

All students are required to read the LIU Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The LIU Post Pride Student Handbook can be found at url: www.liu.edu/post/communitystandards.

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.

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.

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.

Related Curricular Matters

Semester Hour/Unit

The unit of credit is the semester hour. It represents 50 minutes of instruction per week for one semester. Each semester hour requires a minimum of two hours a week of private study or laboratory work.

Plan (Major)

The subject in which a student chooses to concentrate is called the plan (major).

Entering and transfer students should affiliate with one of the academic departments or be enrolled in a special program to ensure proper academic advisement. Students who wish to change a major may do so only with the written approval of the advisor (and in some cases) or chair of the department to which they wish to transfer.

Change of Plan (Major) forms are submitted to Enrollment Services once approved. Changes in plan (major) submitted after the drop/add period of a term will be reflected in a student's record at the start of the following term. Changes to plans (majors) are not made effective mid-semester.

If a student's cumulative average is less than 2.0, the student may change a major only with the approval of the chair of the new department and the dean.

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 2.00 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

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.

Institutional Learning Goals

**LONG ISLAND UNIVERSITY
INSTITUTIONAL LEARNING GOALS**

Assessment of student learning demonstrates that Long Island University's students have accomplished educational goals consistent with their programs of study and institutional expectations. In accordance with Middle States Commission on Higher Education (MSCHE) Standards, student learning is assessed at the degree program and institutional level. Student learning goals at the institution and degree program levels are interrelated with one another with relevant educational experiences. Long Island University's institutional learning goals are:

1. **CREATIVE AND REFLECTIVE CAPACITIES.** Openness to new ideas and appreciation of integrative and reflective thinking, investigation, and synthesis of existing knowledge as a way of creating and critiquing original, innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge.
2. **HISTORICAL AND INTERCULTURAL AWARENESS.** Recognition of oneself as a member of a global community consisting of diverse cultures with unique histories and geographies.
3. **QUANTITATIVE AND SCIENTIFIC REASONING.** Competence in interpreting numerical and scientific data in order to draw conclusions, construct meaningful arguments, solve problems, and gain a better understanding of complex issues within a discipline or in everyday contexts.
4. **ORAL AND WRITTEN COMMUNICATION.** Knowledge and skill in proficiently composing and comprehending complex ideas through a range of media in a variety of contexts and disciplines

for specific purposes and audiences.

5. **INFORMATION AND TECHNOLOGICAL LITERACIES.** Cognitive and technical ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information.
6. **CRITICAL INQUIRY AND ANALYSIS.** Capacity for reflective assessment and critique of evidence, applying theory, and practicing discernment in the analysis of existing ideas and in the production of new knowledge across a broad array of fields or disciplines.
7. **ETHICAL REASONING AND CIVIC ENGAGEMENT.** Ability to evaluate ethical issues in conduct and thinking, to demonstrate ethical self-awareness, and to consider various perspectives that foster responsible and humane engagement in local and global communities.

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. 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 32 to 34 credits, depending on the student's major. Courses are distributed over ten core knowledge areas and aim collectively to provide proficiency in the following ten fundamental 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.

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.

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 involves competency in working with numerical data. It includes solving quantitative problems and decoding and evaluating the data presented in charts, graphs, and tables.

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 the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. It includes understanding facts, evaluating various perspectives and their underlying assumptions, and analyzing a situation within its context.

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.

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 is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of

learning.

Learning Objective: Students will identify authoritative information sources based on information needs, design searches strategically to access relevant information, ask questions that lead to new areas of inquiry, and view themselves as contributors to the scholarly conversation.

- **Technological Competency:** Technological competency entails the understanding and use of technologies appropriate to a wide range of personal, professional, and academic contexts. Technologies may involve (but are not limited to) the use of computers, information management, and data or artistic visualization. Technological competency asks students to understand functional, social, and critical implications related to selection and use of technology.

Learning Objective: Students will demonstrate functional use and/or effective design regarding at least one platform, system, or form of technology.

- **Creative Capabilities:** Creative thinking combines, synthesizes, or analyzes existing ideas, images, or disciplines. It includes thinking, interpreting, and working in an imaginative way characterized by innovation and originality and can involve either the making or appreciation of creative work in various forms.

Learning Objective: Students will combine or synthesize existing ideas, images, or disciplines in original ways either by making or appreciating creative work.

- **Intercultural Knowledge:** Intercultural knowledge is a set of cognitive, affective, and behavioral skills connected to viewing oneself as a member of a world community. It includes exposure to cultural difference others or appreciation of achievements across cultures. It provides the foundation to meaningfully engage with individuals in cultures different from our own, place diverse understandings of social justice in their historical contexts, and adapt empathetically and flexibly to unfamiliar ways of being.

Learning Objective: Students will place diverse understandings of social justice in their corresponding cultural contexts and exhibit empathic and aesthetic understanding of 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 First-Year Experience and Thematic Clusters.

First-Year Experience

- First-Year Seminar
- Post 101
- First-Year Writing (ENG 1 & ENG 2)
- Quantitative Reasoning (Any Math Course)

Thematic Clusters

- Scientific Inquiry and the Natural World
- Creativity, Media, and the Arts
- Perspectives on World Cultures
- Self, Society, and Ethics
- Power, Institutions, and Structures

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

1. Courses in the core curriculum may not be taken on a Pass/Fail basis.
2. Students should see their academic counselors to develop a plan of study.
3. Transfer students only: Previous college coursework may substitute for core courses with academic counselor's approval.
4. 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 and Post 101 (4 credits)

Providing an emphasis upon the intellectual transition to college, first-year seminars focus on oral communication and critical reading skills taught in the context of theme-oriented academic courses specifically designed to meet the needs of first-year students. The content of these courses varies by discipline, but each course is limited to twenty students and linked in a learning community with a section of Post 101. First-Year Seminars involve intensive faculty mentoring and provide a source of support and insight to students who are encountering the new responsibilities connected to college life. First-Year Seminars can also be used to fulfill major requirements or can be used as electives, including, in many cases, liberal arts electives.

Post 101 is best understood a one-credit course preparing first-year students for the challenges of college life. It emphasizes engagement with the campus community as a preparation for engagement with the world as an active, informed citizen. Weekly hour-long class meetings emphasize a holistic approach to learning and introduce students to the behavior, foundational skills, and intellectual aptitudes necessary for success.

(2) First-Year Writing (6 credits)

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

(3) Post Thematic Core Curriculum (19-20 credits)

The thematic core curriculum is designed to introduce students to fundamental knowledge related to self, society and the natural world. Students enroll in courses in unique thematic clusters with a wide range of courses from various disciplines. Students take one course from each thematic cluster with a choice to take two from one cluster. Students must take at least one course from the Humanities and the Arts, one from Social Sciences and one from the Sciences and may not take more than two courses from any one discipline among the thematic clusters. The total number of credits in the thematic clusters may be twenty credits if students elect to take a second laboratory science.

(4) Scientific Inquiry and the Natural World (4 credits)

Courses within Scientific Inquiry and the Natural World introduce students to the systematic process of exploring the natural and physical world. Students will develop their critical thinking and quantitative reasoning skills as they apply to their subject area. They will make observations and ask questions that lead to the formulation of testable hypotheses, analyze information collected, and draw conclusions. Additionally, courses might investigate the ethical, social, or cultural implications of scientific inquiry. **Learning goals: Inquiry and Analysis & Quantitative Reasoning.**

4 credits required from one discipline; Astronomy, Biology, Chemistry, Earth Science, Geology, Physics or Psychology. A 3- or 4-credit course may be taken as a choice in the additional course category.

			Credits
AST	9	Introductory Astronomy I (with AST 9A)	4
AST	10	Introductory Astronomy II (with AST 10A)	4
AST	301	Our Violent Universe I	4
AST	302	Our Violent Universe II	4
BIO	1	Foundations of Biology I	4

BIO	2	Foundations of Biology II	4
BIO	5	Foundations of Biology: Ethology, Ecology, and Evolution	4
BIO	7	Human Anatomy and Physiology I	4
BIO	8	Human Anatomy and Physiology II	4
BIO	103	General Biology I	4
BIO	104	General Biology II	4
CHM	1	Introduction to Forensic Chemistry I	4
CHM	2	Introduction to Forensic Chemistry II	4
CHM	3	Principles of Chemistry I	4
ERS	1	Weather and Climate	4
ERS	2	Planet Earth	4
ERS	3	Oceanography	4
ERS	4	Environmental Sustainability Science	4
ERS	22	Natural Disasters	4
ERS	29	Global Climate Change	4
ERS	301	Global Environment I: Atmosphere, Weather, Environment	4
ERS	302	Global Environment II	4
EVS	4	Environmental Sustainability Science	4
EVS	22	Natural Disasters	4
EVS	29	Global Climate Change	4
GLY	1/303	The Dynamic Earth	4
GLY	2/304	History of the Earth	4
PHY	3	University Physics I	4
PHY	4	University Physics II	4
PHY	11	College Physics I	4
PHY	12	College Physics II	4
PHY	16	Electricity and Magnetism	3
PHY	40	Electrical Circuits Laboratory	1
PHY	41	Circuit Analysis and Control Theory	4
PHY	301	Physical Universe and Imagination I	4
PHY	302	Physical Universe and Imagination II	4
PSY	102	Introductory Psychology with Lab	4

Students with appropriate backgrounds may obtain permission to substitute more advanced Chemistry or Physics courses to satisfy the laboratory science requirement.

(5) Creativity, Media, and the Arts (3 credits)

Courses within Creativity, Media, and the Arts ask students to engage with innovation, divergent thinking, and/or synthesis of existing resources to understand generative forms of expression. While any given course may choose to focus on only one aspect of media, the arts, or another disciplinary approach to creating, all courses within this pathway allow opportunities for students to work with or analyze creativity. Additionally, courses may address issues related to creativity such as design, aesthetic experience, embodiment, materiality, and audience reception. **Learning Goals: Creative Capabilities & Critical Thinking.**

Credits

ART	6	3D Visualization and Production	3
ART	31/30 1	Ceramics and Ceramic Sculpture in World History and Culture	3
ART	101	Interpreting Art in the 21st Century	3
CMA	4	Media Literacy	3
CMA	9/303	Introduction to Media	3
CIN	10	Screenwriting II	3
CIN	11	History of World Cinema	3
DNC	104	Contemporary Hip Hop	3
DNC	109	Current Dance in New York	3
ENG	21	Shakespeare: Comedies, Histories, Non-Dramatic Poetry	3
ENG	22	Shakespeare: Tragedies, Romances	3
ENG	59	Autobiographical Transformations: How a Writer Makes Life into Art	3
ENG	69	From Fiction Into Film	3
ENG	143	Breaking Erotic Boundaries	3
ENG	182	Introduction to Short Fiction	3
ENG	186	Writing in the Digital Age	3
ENG	189	Experimental Fiction	3
ENG	190	Writing with Sound	3
ENG	193	Young Adult Fiction Writing	3
ITL	72	Contemporary Italian Art and Media through the Lens of Fashion	3
MUS	1	Introduction to Musical Concepts	3
MUS	2	Elementary Musicianship	3
PHI	16	Aesthetics: The Philosophy of Art and Beauty	3
PHI	29	Dreams and the Philosophy of the Unconscious	3
PHI	33	Philosophy and Film	3
THE	1	The Art of Theatre	3
THE	143	Shakespeare in Performance	3
THE	101	Introduction to Drama	3
THE	193	Devised Theatre	3
THE	360	The Art of Theatre	3

(6) Perspectives on World Cultures (3 credits)

Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectivity between different cultures and regions. Courses in this cluster consider the problem of cultural empathy and provide a sense of the value of understanding and interpreting different cultures on their own terms. **Learning Goal: Intercultural Knowledge.**

Credits

ANT	2	Human Society	3
ANT	35	Global Cultures	3
ART	1	Intro to Visual Arts: What Humans Make	3
ART	52	Inspired: Where Art and Academics Intersect	3
ART	53	Perspectives on World Cultures: Polyrhythms	3
CIN	5	The Art of Documentary	3
ENG	7	World Literature I: From Antiquity to the Renaissance	3
ENG	8	World Literature II: From the Enlightenment to the Present	3
ENG	13	The Short Story	3
ENG	16	The Modern Novel	3
ENG	62	Love in the Western World	3
ENG	66	Growing Up in Another Country	3
ENG	71	Animate Nature	3
ENG	102	Literatures of Africa	3
ENG	144	Empathy and the Human Imagination	3
ENG	156	Irish American Fiction	3
ENG	201	The English Language	3
ENG	202	Varieties of English	3
ENG	303	World Literature I: From Antiquity to Renaissance	3
ENG	304	World Literature II: From the Enlightenment to the Present	3
GGR	2	Geography and the Global Citizen	3
GGR	61	Geography of Africa	3
GGR	70	Geography of the People's Republic of China and Taiwan	3
GGR	303	Human Geography: Man, Environment, Technology	3
GGR	304	Human Geography: Cultural/Demographic Environment	3
FRE	1	Elementary French: Language and Culture I	3
FRE	2	Elementary French: Language and Culture II	3
FRE	3	Intermediate French: Language and Culture I	3
FRE	4	Intermediate French: Language and Culture II	3
HIS	1	The West and the World to 1750	3
HIS	2	The West and the World since 1750	3
HIS	3	American Civilization to 1877	3
HIS	4	American Civilization since 1877	3
HIS	115	Civil War & Reconstruction	3
HIS	186	Latin America: 1000 A.D. to 1810 A.D.	3
HIS	303	Civ Ancient World to 18th Century	3
HIS	304	Eurpoean History from French Revolution	3
ITL	1	Elementary Italian: Language and Culture I	3

ITL	2	Elementary Italian: Language and Culture II	3
ITL	3	Intermediate Italian: Language and Culture I	3
ITL	4	Intermediate Italian: Language and Culture II	3
JPN	1	Elementary Japanese: Language and Culture I	3
JPN	2	Elementary Japanese: Language and Culture II	3
JPN	3	Intermediate Japanese: Language and Culture I	3
JPN	4	Intermediate Japanese: Language and Culture II	3
MUS	21	Music in Western Civilization I	3
MUS	22	Music in Western Civilization II	3
MUS	23	Music in Western Civilization III	3
MUS	24	History of Rock Music	3
MUS	46	Introduction to World Music	3
PHI	25	Birth of Philosophy in the Ancient World	3
PHI	26	Origins of Modern Philosophy	3
PHI	38	Zen Buddhism and Mindfulness	3
PHI	47	Philosophy of Mythology	3
PHI	48	Indian Philosophy: Yoga, Karma, and Brahma's Dream	3
PHI	303	History of Ancient Philosophy	3
PHI	304	History of Modern Philosophy	3
RUS	1	Elementary Russian: Language and Culture I	3
RUS	2	Elementary Russian: Language and Culture II	3
RUS	3	Intermediate Russian: Language and Culture I	3
RUS	4	Intermediate Russian: Language and Culture II	3
SOC	4	Food and Society	3
SOC	5	Gender and Sexual Diversity	3
SOC	35	Global Cultures	3
SPA	1	Elementary Spanish: Language and Culture I	3
SPA	2	Elementary Spanish: Language and Culture II	3
SPA	3	Intermediate Spanish: Language and Culture I	3
SPA	4	Intermediate Spanish: Language and Culture II	3
THE	141	Classical Theatre History	3
THE	142	Modern Theatre History	3

(7) Self, Society, and Ethics (3 credits)

Courses within Self, Society, and Ethics offer a systematic and critical inquiry into different forms of human self-understanding approached from various intellectual traditions and perspectives. They may consider multiple methodologies for arriving at foundational principles that might provide a stable point of reference for determining our obligations and relationships to others. They will consider the perspectives, social conditions, or motives through which personal choices are made and the ethics guiding those choices.

Learning Goals: Ethical Reasoning & Critical Thinking.

Credits

CIN	3	Major Forces in the Cinema	3
CMA	10	Media Law and Ethics	3
ENG	35	Childhood and Literature	3
ENG	36	Adolescent Literature	3
ENG	63	The Literature of Memory	3
ENG	65	The Other: Strangers and Outsiders	3
ENG	142	Leadership and Literature	3
ENG	146	Conformity and Rebellion in Literature	3
ENG	168	The Jazz Age: 1920s American Literature and Culture	3
ENG	176	Environmental Literature in America	3
ENG	183	Creative Non-Fiction	3
ENG	184	Writing and Healing	3
HIS	126	Resistance and Rebellion in America	3
ITL	71	Nature and Culture in Italo Calvino's Trilogy, <i>Our Ancestors</i>	3
PHI	8	Introduction to Philosophy	3
PHI	9	Business Ethics	3
PHI	11	Ethics, War, and Terrorism	3
PHI	13	Ethics and Society	3
PHI	17	Happiness and the Good Life	3
PHI	19	Biomedical Ethics	3
PHI	20	Faith, Reason, and Spirituality	3
PHI	28	Environmental Philosophy	3
PHI	34	Philosophies of Love and Sex	3
POL	303	European Political Theory I	3
PSY	101	General Psychology	3
PSY	103	Neuroethics	3
PSY	109	Psychological Perspectives	3
PSY	121	Human Growth and Development Across Lifespan	3
SOC	1	Introduction to Sociology	3
SOC	15	Social Change	3
SOC	20	Sociology of Aging	3
SOC	24	Youth and Adolescence	3
SOC	303	Introduction to Sociology	3
ART	177	Environmental Art and Practice	3
WLT	39	Horror in Literature	3

(8) Power, Institutions, and Structures (3 credits)

Courses within Power, Institutions, and Structures offer a systematic and critical inquiry into theories of social, political, and economic institutions and human behavior. Students may examine how power is manifest at different levels of society and across time and place. They will consider various theoretical perspectives and configurations of how societies, cultures, politics, and economics change over time. They might investigate the relationship between power and social justice, or power relations operating in race, gender, class, religion, age, sexuality, and other categories of human difference.

Learning Goals: Critical Thinking & Ethical Reasoning.

			Credits
ECO	10	Introduction to Microeconomics	3
ECO	11	Introduction to Macroeconomics	3
ECO	303	Introduction to Microeconomics	3
ECO	304	Introduction to Macroeconomics	3
ENG	64	Crime, Guilt, and Atonement	3
ENG	108	African-American Literature of the Twentieth Century	3
ENG	139	Gender and the English Language	3
ENG	141	Literature of the Working Class	3
ENG	161	Melville and Power	3
ENG	166	American Rebels	3
ENG	188	Writing in the Workplace	3
GGR	1	The Geography of Sustainable Development	3
HIS	128	History of American Capitalism	3
POL	2	Introduction to American Politics	3
POL	3	Introduction to Political Science	3
POL	4	Political Psychology	3
POL	51	International Relations	3
POL	304	European Political Theory II	3
PHI	18	Social and Political Philosophy	3
PHI	35	Justice	3
SOC	3	Social Problems	3
SOC	7	Human Rights	3
SOC	18	Class and Social Inequality	3
SOC	37	Conflict and Society	3
SOC	55	Immigration and Society	3
SOC	60	Gender	3
SOC	69	Race and Ethnicity	3
SOC	304	Social Institutions	3
WLT	37	The Making of the Superhero	3
WLT	41	The Literary Origins of Putin's Russia	3
WLT	74	Living "la Vida Loca": Insights into Latin American Culture	3
(9) Quantitative Reasoning (3-4 credits)			
		Any Math Course	3-4 credits

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:

- Math - 3 credits

b. Science - 4 credits

c. Humanities and Arts - 3 credits

d. Social Sciences - 3 credits

e. First-Year Writing (ENG 1 and 2) - 6 credits

Humanities and the Arts designations include:

ENG, PHI, WLT, ART, MUS, THE, CIN, CMA, and all Foreign Languages designations

Social Science designations include:

ANT, ECO, GGR, POL, PSY, SOC, HIS

Science designations include:

AST, BIO, CHM, ERS, GLY, PHY, and PSY (Laboratory Courses)

3. For transfer students, non-equivalent (NE) disciplinary courses can count toward a cluster as long as that disciplinary designation is present in the cluster.

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

5. Students who transfer to LIU Post with less than 24 completed college credits must complete a First-Year Seminar and Post 101.

6. 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.

Student 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 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 in 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 third Floor of Hillwood Commons.

Changes to Class Schedule

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 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 junior or senior student with a minimum cumulative grade point average of 3.25 may complete bachelor's degree requirements by taking graduate courses at the undergraduate tuition rate. Any extraordinary request for an exception to the 3.25 minimum average requirement must be presented to the Academic Standing Committee. Requests to register for graduate classes must be approved by the student's undergraduate academic counselor, department chairperson and dean. Approval for the substitution of graduate courses for undergraduate requirements must be approved by the Academic Standing Committee as well. An undergraduate student may register for a maximum of 12 graduate credits in total under this policy. Credits earned in graduate courses that are applied to the bachelor's degree may not subsequently be applied to a master's degree. Exemptions to this policy are

found in descriptions of accelerated/shared credit programs.

Admission of Undergraduate Students to Graduate Programs

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 undergraduate courses and a limited number of graduate 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.

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

Leave 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 of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly. No financial aid or additional fees will be assessed during the leave of absence

period.

International students should know that ICE regulations may prohibit those who have been granted such a leave from maintaining their visa status.

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 before the withdrawal deadline detailed in the academic calendar, but doesn't take appropriate action to officially withdrawing from the class/university. The course is recorded on the student's transcript with a grade of UW.

Course Drop

A course drop is an action taken by a student prior to the start of, or during the term. The dropped course does not appear on his/her transcript. Please refer to the University Add/Drop Policy for details on course drops.

Official Withdrawal Deadlines

- **Withdrawal from full-semester courses** - Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.
- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters** - Students may officially withdraw according to the schedule below:
 - 12 week sessions – withdrawals permitted through the 8th week
 - 10 week sessions – withdrawals permitted through the 7th week
 - 7 week sessions – withdrawals permitted through the 5th week
 - 6 week sessions – withdrawals permitted through the 4th week
 - 5 week sessions – withdrawals permitted through the 3rd week
 - 2 week sessions – withdrawals permitted through the 7th day
 - 1 week sessions – withdrawals permitted through the 3rd day

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 dean, or the Office of Enrollment Services to see if accommodations can be made.

Incomplete Grades

For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the

university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

Refund of Tuition in Cases of Withdrawal

When a student withdraws from courses, the university refunds tuition as outlined in the Withdrawal Policy (please see the Tuition and Fee Schedule).

Audit Policy

Selected classes may be audited on a non-credit basis. Auditing status must be elected at the time of registration for the class. *Please note: The laboratory component of all science courses cannot be audited.*

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the university any funds or have certain blocks on your account, your request cannot be processed. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status. Students have the four following options to secure transcripts.

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: \$15.00 per transcript.

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online (Credentials, Inc.) through TranscriptsPlus. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure. Cost: \$15.00 per transcript.

Option 3:

Customer Service Telephone Requests - By calling the toll free customer service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$10 processing fee will be added to your order. (\$25 total per transcript order.)

Option 4:

In-Person "On Demand" transcripts- You may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed for you on the spot. Please call 516-299-2323 for office hours. Cost: \$25.00 per transcript

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;
- Enrollment in an online 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, 12-18 credits, per term	18,591
Bachelor's Degree and Undergraduate Studies, per credit	1,160
Undergraduate Audit Fee, per credit	580
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	977
Less than 12 credits, per term	489
Course Fees (additional fee per class):	
MUS 32A, 32B, 49A, 49B, 49C, 49D, 49E, 49F 50A, 50B, 51A, 51B, 52A, 52B, 53A, 53B, 53C, 53D, 54A, 54B, 54C, 54D, 60A, 60B, 61A, 61B, 62A, 62B, 63A, 63B, 64A, 64B, 64C, 64D, 65A, 65B, 70A, 70B, 70C, 70D, 71A, 71B, 72A, 72B, 72C, 72D, 73A, 73B, 74A, 74B, 80A, 80B, 80C, 80D, 83A, 83B, 83C, 83D, 84A, 84B, 85A, 85B, 88A, 88B, 89A, 89B	475
PE 116, 117, 118	375
PE 165, 166	250
PE 167	675
MUS 15I, 15P, 15T, 15V, 16I, 16P, 16T, 16V, 115I, 115P, 115T, 115V, 116I, 116P, 116V	325
NUR 199, 295, 390, 492	500
Intensive English Program (per term):	
IEP 500 (Fall/Spring)	5,000
IEP 500 (Summer)	2,500

IEP 502	2,500
Other Fees:	
Orientation Fee (freshman fee; non-refundable)	275
Orientation Fee (transfer fee; non-refundable)	75
Late Registration Fee	200
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on demand, per request	25
Official Transcript, online, per request	15

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	1st Day of Classes
Winter	November 1	1st Day of Classes
Spring	December 1	1st Day of Classes
Summer	May 1	1st Day of Classes

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

Term	Amount
Fall Term	
2nd Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
Winter Term	
1st Day of Classes	\$150
Spring Term	
2nd Day of Classes	\$100
30th Day of Term	100

60th Day of Term	150
Summer Term	
July 15	\$150

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

Withdrawal Date	Liability
Week 1	0%
Week 2	25%
Week 3	50%
Week 4	75%
Week 5+	100%

Summer and Other Sessions Seven Weeks or Greater

Withdrawal Date	Liability
Week 1	0%
Week 2	50%
Week 3+	100%

Summer and Other Sessions Three to Seven Weeks

Withdrawal Date	Liability
Day 1-2	0%
Day 3-5	50%
Day 6+	100%

Winter and Other Sessions Two Weeks or Less

Withdrawal Date	Liability
Day 1	0%
Day 2	50%
Day 3+	100%

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:

	Fall Payment Plan	Spring Payment Plan	Summer Payment Plan
Enrollment Fee	\$35	\$35	\$35
Enrollment Dates	Jun 15 - Oct 31	Nov 1 - Feb 28	May 1 - Jun 30
Balance Calculation	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.		
First Payment	20% plus fee upon enrollment	20% plus fee upon enrollment	33% plus fee upon enrollment
Remaining Payments	Four equal installments due 30, 60, 90 and 120 days from your enrollment date	Four equal installments due 30, 60, 90 and 120 days from your enrollment date	Two equal monthly installments
Late Payment Fee	\$25 if payment is not received within 5 days of the scheduled due date.		
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available.		
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."		
Authorized User Access	Yes. You must first set up an authorized user.		

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 - \$3,348*

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.

*2019-2020 Rate

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 3.2 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.

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 campus.

ALL OTHER SOURCES OF AID

STATE GRANTS

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.
- **Flight 587 Memorial Scholarship** - For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.
- **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 annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

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 any 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, 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 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:

Credits Attempted	Credits Earned	Credits Earned	Cumulative GPA Required
0-29	50%	0 - 29	1.8
30-120	67%	30 - 59	1.9
121-180	80%	60 and above	2.0

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 classwork 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:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

Remedial Semester Based Chart

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	3	1.1
3rd	9	1.2
4th	21	1.3
5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e., the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from New York State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a "C" average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

Enhanced Tuition Awards (ETA)

Award recipients selected by New York State 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 (\$125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive

the second payment.

- 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

LIU Promise offers a variety of programs and services that enhance your experience at LIU. 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!

LIU Promise housed in Hillwood Commons, offers the following programs:

- Campus Concierge
- Campus Programming & Involvement
- Career Success
- 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
- Study Abroad
- Transfer & Graduate Student Initiatives

Getting involved at LIU 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 516-299-3737, or email liupromise@liu.edu.

Athletics

LIU is home to a unique and proud Division I athletics program, fielding 30 athletic teams on two campuses. LIU's united NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, it's teams have combined for 23 national championships, 218 conference championships, and 376 All-Americans.

Club Sports

The Club Sports Program at LIU 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 15,000 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 60,000 hours in community service last year and donated over \$75,000 to various charities. For more information on service opportunities, contact liucares.org or LIU Promise at 516-299-3737 or email liupromise@liu.edu.

The Interfaith Center celebrates the diversity of religious experience and faith traditions represented in the LIU 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 LIU Promise 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:

- Theta Chi
- Phi Sigma Kappa
- Sigma Alpha Epsilon
- Tau Kappa Epsilon

Sororities:

- Alpha Epsilon Phi
- Alpha Xi Delta
- Delta Zeta
- Delta Sigma Theta, Inc.
- Kappa Kappa Gamma
- Sigma Delta Tau

Greek Life Honor Societies:

- Order of Omega
- Gamma Sigma Alpha
- Rho Lambda

Living on Campus

As a LIU 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 1000 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 Residence Hall 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 residence life and see the complete listing of residential policies and procedures, please see the student handbook or contact LIU Promise at 516-299-3737 or liupromise@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 within 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. 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 WCWP 88.1 FM, Internet radio stations myWCWP and WCWP Talk & Sports, as well as production and live performance studios.

Broadcasting 24 hours a day, WCWP 88.1 FM, is a non-commercial community public radio station. WCWP 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 WCWP.

myWCWP.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. myWCWP can be heard on the Campus cable channel and on the internet every day of the year at www.myWCWP.org.

The joint mission of WCWP 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 Riland Health Center located a short distance from LIU Post. Riland 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 Riland Health Care Center, located adjacent to LIU Post.

Center for Healthy Living

LIU Post
720 Northern Blvd.
Post Hall, South Entrance
Brookville, New York 11548-1300
516-299-2345

**For 24 Hour Emergency Service Call:
516-299-2222**

Hours:

9 a.m. - 5 p.m., Monday through Friday

Communications & Film Department Labs

Television Facility

The Department of Communications & Film has a television facility with a production studio, a professional control room, linear editing and a digital editing lab. Computers are equipped with the latest digital video software. The television facility is also home to PTV, which provides student programming, and feature films to the entire campus. Any LIU Post student may join PTV. The television facility is located in Humanities Hall room 214.

Journalism/Public Relations Lab and Newsroom

Humanities Hall room 209 serves as a computer laboratory for journalism and public relations students. It is equipped with the latest software for writing, desktop publishing and web publishing. The lab is designed as a professional newsroom with a cable hookup, newspapers, magazines and a digital projection system.

Digital Art and Design Lab

The College of Art, Communication and Design's Digital Art and Design Lab, located on the second floor of Humanities Hall, is a state-of-the-art facility for students majoring in art, digital art and design, graphic design or photography. The complex of five Mac equipped laboratories includes networked computers, current software packages, digital still and video cameras, film and flatbed scanners, and laser printers. Students can create everything from newspaper layouts and fully interactive Web pages to 3D-images and animations in this studio setting.

Digital Games Lab

The Digital Games Lab is a space for students in the bachelor's and master's degree programs in digital game design and development. It features Mac computers, a smart board system, flexible workspace, and professional-level software for all aspects of game development. This lab is located in Humanities Hall room 206.

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, Blue Fit Peloton Studio, the Fraternity and Sorority Life Pavillion Center, the LIU Post Bookstore, the eSports Arena, and various student

run businesses. Hillwood is also home to 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 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. 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.

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. In addition, students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

Shark Nation Spirit Store

Shark Nation, the official spirit store of LIU sells a wide array of LIU Sharks apparel including clothes, gifts and accessories. Purchase anything

you need to be a die-hard Sharks fan and show your Shark spirit at every athletic game and all days in between.

Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides LIU 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 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 Shark Nation 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 online bookstore are delivered to LIU Post's bookstore.

Visit the bookstore at liunet.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, third floor. Transfer students who transfer 60 or more credits are guided by coaches in the Enrollment Services Office in Kumble Hall, first 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 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 internships in a hospital, physician's office or clinic, and even the county medical examiner's office. These also result in hands-on experience and recommendations for professional school applications or future employment.

Clubs for Pre-Medical Students

- **Beta Beta Beta National Biological Honor Society** - Student members engage in scientific research, present papers at national and local conferences and have access to the latest information in the biological field.
- **Pre-Med Club** - This club for Pre-Medical students offers bi-weekly meetings, lectures, 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 summer and part-time 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 of higher education abroad. A foreign institution's credentials will be examined by the Study Abroad Coordinator to determine eligibility. A student must present all available program information from the non-affiliated institution at which the student is

interested in studying.

- b) Eligibility: Students who have completed at least two consecutive fulltime semesters at LIU Post and have a minimum grade point average of 3.0 at the time of their application are eligible to apply for study abroad programs.
2. Study Abroad Authorization Form: Once the Study Abroad Coordinator has met with the student and the student has been accepted to the program of his/her choice, the Study Abroad Coordinator will give the student the Study Abroad Authorization Form to complete with his/her Success Coach to ensure that all courses taken abroad will transfer back to LIU Post. Students wishing to take major courses abroad will need the department chair's signature on the Study Abroad Authorization Form. The Study Abroad Authorization Form must be signed by the Study Abroad Coordinator, the Success Coach, and the Department Chair (if major classes are being taken) before going abroad.
 3. Grades: Grades earned at affiliate programs will appear on the LIU Post transcript and will be computed into the student's grade point average. Grades earned at non-affiliated programs will not be computed in the grade point average and will appear on the LIU Post transcript as transfer credits. Only grades of C- or better will be transferred.
 4. Residence: Courses taken at affiliate programs will count toward residency requirements (including the 30-credit senior residency requirement). Courses taken at non-affiliated programs will not count toward residency requirements for either senior residence or eligibility for graduation with honors.
 5. Financial Aid: Students participating in affiliate programs may use most of the financial aid to which they are normally entitled (including most institutional aid and excluding college work-study, music awards, and athletic grants), as students pay LIU tuition for these programs. Students participating in non-affiliated programs are eligible for federal aid programs only.
 6. Transcripts: Students attending nonaffiliated programs must arrange for an official transcript to be forwarded to LIU Promise.

Information Technology

George Baroudi, Vice President for Information Technology & CIO

Information Technology's (IT) role includes academic and administrative computing services 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 smart classroom spaces. IT maintains 30,000 internet-capable devices and 826 analog/digital telephones and 859 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 and special off campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, 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. Each residential campus has a fully-staffed Information Technology helpdesk centralized through Browse, LIU's technology store.

Browse

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU Information Technology launched 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 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, and other work experience that helps them to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues. For more information, feel free to email: Browse@LIU.edu.

Instructional Technology Centers

LIU's Instructional Technology Resource centers promotes excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for every situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or improve outstanding courses. Also, staff are available to facilitate utilization of the e-learning management system along with other teaching and

learning tools. We also collaborate with administrative offices to create an exceptional teaching and learning environment at LIU.

MyLIU

MyLIU is the university's portal which provides students with convenient access to information about their records. By logging into <https://my.liu.edu>, students may view the schedule of classes, register for courses, obtain their grades, and request 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.

Student Email

Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into <https://my.liu.edu>. If you have any trouble accessing your MyLIU account, please check with the helpdesk at Browse.

Helpdesk Support

If you have any questions regarding your technology support services at LIU or have a request requiring helpdesk support, please contact us. We look forward to hearing from you.

Phone: (516) 299-3300, (718) 488-3300

IT Email: it@liu.edu

Website: <https://it.liu.edu>

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 Affair Services

LIU 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 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 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 516-299-3737 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 Phi Sigma – Criminal Justice (Epsilon Beta Chapter)

Purpose: Alpha Phi 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 Phi 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. Students and graduates are expected to take an active part in the chapter's committees, activities, and newsletter for professional growth and development.

Eligibility: Students who have completed a minimum of 12 credits and have attained a Grade Point Average (GPA) of 3.5 and above, demonstrate evidence of leadership qualities, are active members of one or more of the professional associations (e.g., ACA, AMHCA), and are recommended by a full time faculty member are eligible to become members of Chi Sigma Iota. Students can obtain an application and more information on CSI and the local chapter by contacting the CSI faculty coordinator Dr. Paul Ciborowski at paul.ciborowski@liu.edu

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.Levitt@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.

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 approval. Graduate students must have a 3.5 GPA and faculty recommendation and approval. Faculty memberships for qualified personnel are offered. For further information, call 516-299-2385.

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.

LIU POST LIBRARY

Ingrid Wang, Associate Professor

Dean of University Libraries

Telephone: 516-299-2764

The LIU Libraries system serves a combined total of over 15,000 students, more than 500 full-time faculty members and over 1,000 part-time faculty 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 323,000 online journals; 200 online databases; 240,000 electronic books; and 17,000 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 628,000 print books and nearly 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 facilities. The Reference collection has an extensive core of print resources to support research in the campus's many disciplines. Current and back issues of the Library's periodicals and copies of dissertations and master's theses may be requested at the Reference Desk.

Archives and Special Collections, located on the upper level of the Library, houses more than 30 distinguished rare book collections and 75 major archival collections. Collection formats include illuminated manuscript facsimiles, rare books, rare manuscripts, archives, original correspondence, original movie posters, journals, periodicals, original photographs, broadsides, maps, original watercolors, drawings, theatre programs and multi-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 Personal Library; and the Winthrop Palmer Collection: French and 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 items 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 LIU Post 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.

COLLEGE OF ARTS, COMMUNICATIONS AND DESIGN

The College of Arts, Communications & Design offers the highest quality professional training and arts education within a liberal arts environment. The College, its faculty, and staff are dedicated to educating and inspiring the next generation of creative makers, thinkers, and entrepreneurs. As a distinguished leader in collaborative, creative, and scholarly arts education, we champion the Arts and Communication as relevant and essential to contemporary life. We recognize that artists are as a powerful force in our society. Their creative work is inextricably woven into the fabric of our culture—it surrounds us, informs us, and inspires us every day. As the Colleges prepares the next generation of professional artists for success in the global marketplace, we are dedicated to providing unique learning experiences designed to enhance understanding and respect of diverse ideas and cultures while simultaneously providing the technical, analytical, conceptual, and artistic skills that are valued in the today's creative economy.

Located in the shadow of NYC, the College attracts the very finest working artists, teachers, mentors, and role-models who are dedicated to a rigorous 'student-centered experience' that sets LIU Post apart from other colleges and universities. Our hands-on degree programs are taught by working professionals, practicing designers and artists, and powerful scholars who create unique environments which allow our students the best opportunity to reach their full potential. The College provides access to dozens of venues to showcase student talent, including theatres, 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. Additionally, our students gain competitive advantage by engaging in internships at some of the world's top arts, entertainment, public relations and news organizations.

For information, please contact the Dean's Office at 516-299-2301, email Post-CACD@liu.edu, or visit the website at www.liu.edu/CACD. Find us on Facebook at www.facebook.com/CACDLIUPost and on Twitter at www.twitter.com/CACDLIUPost.

Dr. Jennifer Holmes, Dean

College of Arts, Communications & Design

Jennifer.Holmes@liu.edu

SCHOOL OF VISUAL ARTS, COMMUNICATIONS AND DIGITAL TECHNOLOGIES

Dedicated to professional training within a liberal arts environment, the School of Visual Arts, Communications & Digital Technologies prepares students for careers in many of today's fastest growing visual, print, digital, and broadcast industries. The School houses three academic departments and supports more than 15 discrete majors. The School's individual degree programs offer unique programs of study and opportunity to engage in a multitude of mediums such as: 2D and 3D Art, movies, television, digital design, journalism, public relations, video games, art therapy and other visual and communicative art forms. Today's creatives 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.

From concept to completion, our students engage in making high-quality content every day. It is a creative act, to be sure, but it also requires technical skill, collaboration, organization, communication, critical analysis, and a healthy dose of problem solving. These skills, alongside and in concert with specific disciplinary expertise, allow students to develop the professional content that we all want, need, and expect today and for years to come.

DEPARTMENT OF ART

Phone: 516-299-2464

Fax: 516-299-2858

Website: www.liu.edu/post/art

Chair: Winn Rea, Director, Studio Art Foundation
Professors: Lee, Olt

Associate Professors: Kerr, Rea, Tuman, Seung
Yeon Lee

Adjunct Faculty: 19

The Department of Art is dedicated to providing foundational training to develop your creative voice and to fortify your artistic passion with professional practices that help you become the principle driving force in your own career. Ambitious students work closely with internationally recognized artist-faculty while taking advantage of New York City's wealth of creative resources.

In studios devoted to drawing & painting, printmaking, photography, ceramics, wood, metal and digital fabrication, you can combine traditional art practices with the latest digital imaging and production techniques. Collaborate with peers, exhibit your work in student art galleries, and get feedback from renowned visiting artists. Learn from dynamic art historians who bring to life the history and theory of human

creativity in courses that range from the arts of the ancient Near East and the Mediterranean to contemporary art and photography, integrating lectures with the university's permanent collection and ongoing new exhibitions in the Steinberg Museum of Art.

Internships in every art major equip you with real-world experience as you graduate from the B.F.A. in Art, B.S. in Art Therapy, or the B.F.A. in Art Education (Birth to Grade 12) in conjunction with the College of Education, Information and Technology. Enrich your degree with international study opportunities ranging from two-week, single-course trips to Europe, Korea, or China, to semester-long study abroad in Florence, Italy. Super-charge your degree with minors in Art History, Art Studio, Photography, and Arts Entrepreneurship.

Take advantage of the rich variety of opportunities offered in the Art Department, and you will emerge with the capacity to solve complex problems, think critically and creatively, and to work effectively with people—the top in-demand job skills according to the World Economic Forum report on the future of work. Moreover, as you feed your passion you will be prepared to engage an ever-changing world and power your drive to thrive.

B.S. 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.
- **A Portfolio Review** is required for admission to all undergraduate visual art programs. There are two parts to the application process:
 1. Apply for academic admission to the

university at <https://apply.liu.edu/quickapp>.
2. Submit your portfolio for admission to all undergraduate visual art programs. Portfolio reviews are offered by appointment at all LIU Post Open Houses, monthly in conjunction with studio class visits, or online at getacceptd.com/liu. Call (516) 299-2464 to schedule your portfolio review.

- **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. Art Therapy

{Program Code: 80313} {HEGIS: 1099.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Art Therapy Courses (18 credits)

ARTH 1	Introduction to Art Therapy	3.00
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ARTH 2	Art Therapy Theories for the Handicapped	3.00
ARTH 3	Art Therapy Workshop: Clinical Methods	3.00
ARTH 4	Art Therapy Practicum I	3.00
ARTH 5	Art Therapy Practicum II	3.00
ARTH 8	Survey in Creative Arts Therapies	3.00

One of the following: (3 credits)

ARTH 6	Art Therapy Research Seminar	3.00
ARTH 385	Honors Tutorial	3.00
ARTH 386	Honors Tutorial	3.00

Art Studio & History Courses: (33 credits)

ART 2	Studio Foundation I	9.00
ART 3	Studio Foundation 2	6.00
ART 21	Printmaking	3.00
ART 31	Pottery and Ceramic Sculpture 1	3.00
ART 35	Sculpture 1	3.00
ART 59	Survey of World Art I	3.00
ART 60	Survey of World Art 2	3.00
CGPH 16	Digital Imaging	3.00

One of the following: (3 credits)

ART 11	Life Drawing I	3.00
ART 12	Life Drawing 2	3.00

One of the following: (3 credits)

ART 13	Painting 1	3.00
ART 43	Watercolor	3.00

Liberal Arts & Sciences Electives (16 credits)

Psychology Courses

(12 credits)

PSY 101	General Psychology	3.00
PSY 120	Developmental Psychology: Childhood	3.00
PSY 220	Developmental Psychology: Adolescence	3.00
PSY 170	Abnormal Psychology	3.00

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. 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. **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.
- **A portfolio Review** is required for admission to all undergraduate art programs. There are two parts to the application process:
 1. Apply for academic admission to the university at <https://apply.liu.edu/quickapp>.
 2. Submit your portfolio for admission to all undergraduate visual art programs. Portfolio reviews are offered by appointment at all LIU Post Open Houses, monthly in conjunction with studio class visits, or online at getacceptd.com/liu. Call (516) 299-2464 to schedule your portfolio review.
- 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. Art

{Program Code: 07016} {HEGIS: 1002.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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 1	3.00
W		
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
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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
ART 90	Seminar in Art History	3.00
ART 91	Independent Study in Art History	3.00

Elective Directed Studio Art: Any four undergraduate ART, CER, CGPH, DRAW courses (12 credits)

Free Elective (6 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
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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 I	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. 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 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 at a regional art museum and student teach in a New York State 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, a professional artist/educator portfolio and credentials for NYS Visual Art certification K-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.
- A portfolio Review is required for admission to all undergraduate art programs. There are two parts to the application process:
 1. Apply for academic admission to the university at <https://apply.liu.edu/quickapp>.
 2. Submit your portfolio for admission to all undergraduate visual art programs. Portfolio reviews are offered by appointment at all LIU Post Open Houses, monthly in conjunction with studio class visits, or online at getacceptd.com/liu. Call (516) 299-2464 to schedule your portfolio review.
- **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. Art Education (Birth to Grade 12)

{Program Code: 24071} HEGIS: {0831.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits

Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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 2	6.00
ART 20	Advanced Photography	3.00
ART 21	Printmaking	3.00
ART 31	Pottery and Ceramic Sculpture 1	3.00
ART 35	Sculpture 1	3.00
CGPH 16	Digital Imaging	3.00
ART 103	Fine Arts Senior Seminar	1.00

Required Fine Art Drawing Courses: (3 credits)

Choose from one of the following:

ART 11	Life Drawing I	3.00
ART 12	Life Drawing 2	3.00

Required Fine Art Painting Courses: (3 credits)

Choose from one of the following:

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/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

Free Elective Courses: (6 credits)

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 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: 30
- Minimum Education Major Credits: 21
- Minimum Art Major Credits: 61
- Minimum Overall GPA: 2.50
- Minimum Major GPA: 2.75

MINORS

Minor: 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
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: Art Studio

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 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 ART 21; three credits in ART 6, ART 31 or ART 35; and three credits in ART 1, ART 59, ART 60, ART 72, ART 101. Contact your academic and career counselor for additional information.

Minor in Art Studio Requirements

Required Art Studio courses

ART 11	Life Drawing 1	3.00
ART 13	Painting 1	3.00
One of the following courses:		
ART 5	Introduction to Basic Drawing	3.00
ART 21	Printmaking	3.00

One of the following courses:

ART 6	3D Visualization and Production	3.00
ART 31	Ceramic 1	3.00
ART 35	Sculpture	3.00

One of the following courses

ART 1	Introduction to Visual Arts	3.00
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 101	Intrepreting Art in the 21st Century	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor: Arts Entrepreneur

The Arts Entrepreneurship minor prepares artists and other majors to combine their creative skill with the expertise required to run 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

CGPH 26	Web Design for Non-Art Majors	3.00
MKT 11	Marketing Principles and Practices	3.00
PR 38	Social Media Tools	3.00
ART 93	Arts Entrepreneurship	3.00
ART 102	Fine Arts Internships	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor: Photography

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 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 9 credits in PHOT 101, PHOT 5, and PHOT 7; 3 credits in ART 2 or ART 20; and 3 credits in ART 79 or ART 80. Contact your academic and career counselor for further requirements and additional information.

Minor in Photography Requirements

Required Photography Courses

PHOT 5	Photo Studio	3.00
PHOT 7	Photo Workshop	3.00
PHOT 101	B&W Silver Gelatin Printing	3.00

One of the following courses:

ART 2	Studio Foundation I	9.00
ART 20	Advanced Photography	3.00

One of the following courses:

ART 79	History of Photography	3.00
ART 80	Concepts & Issues in Contemporary Photography	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall and Spring

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 into 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 Fall and Spring

ART 6 3D Visualization & Production

3D printing is revolutionizing the production and distribution of objects world wide. 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

Every Spring

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 and Spring

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 and Spring

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 and Spring

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 Fall and Spring

ART 15 Advanced Painting 3

This course involves 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

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 and Spring

ART 21 Printmaking

This course is an introduction to printmaking. The course covers a basic technical and conceptual approach to monotype and unique prints including drypoint engraving, copier transfer, collagraph and simple photo process. The emphasis is on experimentation with diverse materials and individual projects.

Credits: 3

Every Fall and 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 and Spring

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 the entire ceramic process, forming, glazing and firing techniques.

Prerequisite of ART 31 is required.

Credits: 3

Every Semester

ART 33 Creative Image, Idea, Realization

Idea, and Realization: Survey and Lab in Ceramics. This is an introduction to the appreciation of ceramic art. This course consists of creative work in conjunction with the study of pottery, architecture tiles, sculpture and mixed media.

Credits: 3

On Occasion

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 Fall

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 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 44 Art and Crime since the Beginning of Time

Since WWII., art crime has evolved into the third-highest grossing annual criminal trade worldwide. Forgery, theft, vandalism, iconoclasm, looting- these are just some of the art crimes that have had direct impact on civilizations old and new. This course aims to examine current and historic issues related to art and crime, while helping students acquire a general understanding of what constitutes art and visual culture across a global timeline. Using a variety of case studies from around the globe and from various historical periods, this course will consider questions such as theft, repatriation, issues of national ownership and cultural property, vandalism, fakes and forgeries, censorship and freedom of expression. Some course topics will include: Art Crime in the Ancient World (Egyptian tomb raiders; Roman conquest; trade in fake relics); The Black Market (ransom and recovery); The Destruction of History (vandals and iconoclasts; Sack of Rome, Fall of Baghdad); Trade in Dlicit

Antiquities; Napoleon and Hitler; Art Forgery; Art Policing; The Biggest Heists of All Time (e.g. Mona Lisa, Isabella Stewart Gardner Museum); Art Crime in Popular Culture (The Thomas Crown Affair; Ocean's Twelve; Woman in Gold).

Credits: 3

Alternate Fall

ART 59 Survey of World Art I

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.

Pre requisite of ART 59 or instructor permission is required.

Credits: 3

Every Spring

ART 61 Ancient Art: 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

On Occasion

ART 64 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 65 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 evolution 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

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 ascendancy 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 the other arts in terms of mutual influence. This course examines the relationship of technique to photographic form as seen in daguerotypes, 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.

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 covers 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 Fall and Spring

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 Fall and Spring

ART 96 Independent Study

This is an independent study course in Art Studio for subjects not included in scheduled offerings.

Credits: 1 to 3

Every Semester

ART 97 Independent Study

This is an independent study course in Art Studio for subjects not included in scheduled offerings.

Credits: 1 to 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

ART 303 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. Cross-listed with ART 59. Students enrolled in this course as ART 303 for Honors credit will have an additional project. Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.

Must be in Honors College

Credits: 3

Every Fall

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 Workshop: 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 1

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 1 Introduction to Art Education: The Artist as Educator

This course is an introduction to the foundations of American art education as it has evolved through the history of the visual arts, the changing values of society and popular practice in the fields of psychology and education. Students have opportunities to compare current literature to the work of past generations in art education in order to construct relationships between the common interests of artists and educators over time. The current role of the artist as teacher and facilitator of the artistic process is studied through reading, discussion, observation and personal journal entries of daily studio experiences.

Credits: 3

Every Fall

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 advisement and direction of a member of 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 Semester

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

DRAW 1 Drawing 1

This is an advanced course in drawing concentrating on concepts and technical approaches to subject and media. These approaches are explored through a series of objective and non-objective problems.

Prerequisites of ART 11 is required.

Credits: 3

Every Fall

DRAW 4 Drawing 4

A studio course for designers exploring the use of drawing as a means of thinking and conveying information. The ability to use drawing in a variety of media for development of rough and comprehensive graphic layouts is stressed.

Prerequisite of DRAW 1 or 2 is required.

Credits: 3

Every Spring

PHOJ 1 Photojournalism

The class studies the origins and developments of photojournalism and the structure of the photo story, particularly the relationship between photographs and text. Particular emphasis is given to newspaper photography. Each student is required to produce a photo story complete with photography and text.

Prerequisite of PHOT 6 or permission of instructor is required.

Credits: 3

Every Spring

PHOT 4 Color Photography

This course explores advanced techniques and problems in digital color capture and printing. Color temperature and the appropriate filtration to produce accurate color prints will be fully covered.

Prerequisites of ART 2 or ART 19 are required.

Credits: 3

Every Fall

PHOT 5 Photo Studio

This is an advanced course examining equipment, techniques and problems in the professional field. Students use large format view cameras, lenses, lighting instruction in the zone system, etc., with an emphasis on creativity.

Prerequisite of PHOT 101 is required.

Credits: 3

Every Fall

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.

Prerequisites of ART 2 or ART 19 are 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.

2 Semesters of Photo ; Choose from Art 2, Art 19, Photo 1010, Photo 4, Photo 5, Photo 6

Credits: 3

Every Fall

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 Spring

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.

Pre requisite of Junior or Senior year status

Credits: 3

Every Semester

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 6 or permission of instructor is required.

Credits: 3

Every Spring

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.

Pre requisite of Junior or Senior year status

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 Epson Printers. The assignments will emphasize aesthetics and the labs will address the technical issues.

Pre requisite of Junior or Senior year status

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.

Credits: 3

Every Spring

DEPARTMENT OF DESIGN AND DIGITAL TECHNOLOGIES

Chair: Conover

Professor: Conover

Associate Professors: Aievoli, DelRosso, O'Daly

Assistant Professors: Corbetta, Wallace

Adjunct Faculty: 4

The Department of Design & Digital Technologies prepares students for dynamic and rewarding careers in print design, web development, interactive multimedia, and digital game design. We offer a strong foundation in the practice, history and theory of design, project-based curriculum that allow students to develop a wide range of creative and technical design skills, as well as access and guidance in the application of cutting-edge technologies. The department offers undergraduate B.F.A. degrees in Digital Arts & Design and Digital Game Design and Development. The program provides students with the technical, creative and collaborative skills necessary to enter the professional world of design.

B.F.A. Digital Arts and Design

Students wishing to pursue studies in the digital arts & design have numerous options for career paths available to them. The 120-credit Bachelor of Fine Arts in Digital Arts & Design program is geared to prepare students for successful careers in design, whether that be in print, web or multimedia. The first and foremost responsibility of the program is to pass on the knowledge, as well as nurture the technical and creative skills, that are required for graduates to secure jobs as designers. Courses cover a range of areas including desktop publishing, vector-based illustration, digital imaging, web design, and interactive multimedia, as well as 3D animation and desktop video. Students begin by learning the fundamentals of art history, drawing and illustration and then apply these long-established principles to the evolving world of graphic design. With an established plan of study that allows students to explore a range of design software and media, students are also introduced to the different paths they can pursue within the design field. Some of our students go into advertising, others to interactive web design or publishing. As students move through the program they begin to develop interests that determine which area of design they will pursue. The program includes a mandatory internship course that requires students to complete a graphic design internship before they graduate. This internship program helps to demystify the work experience and gives students an understanding of what it is like to actually work

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.

B.F.A. Digital Arts and Design

{Program Code: 20602} {HEGIS: 1002.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. Digital Arts and Design must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits

Scientific Inquiry & the Natural World 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

Additional course from one cluster 3-4 credits

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

Major Requirements

Required Digital Arts & Design Courses: (64 credits)

ART 2	Studio Foundation I	9.00
ART 6	3D Visualization	3.00
CGPH 5	Computer Layout 1	3.00
CGPH 6	Advanced Computer Layout 2	3.00
CGPH 7	Digital Illustration 1	3.00
CGPH 10	Digital Graphics Production Lab	3.00
CGPH 11	Interaction Design 1	3.00
CGPH 12	Desktop Video	3.00
CGPH 15	Desktop Video 2	3.00
CGPH 16	Digital Imaging	3.00
CGPH 18	Digital Imaging Synthesis	3.00
CGPH 20	3D Modeling & Animation 1	3.00
CGPH 21	3D Modeling & Animation 2	3.00
CGPH 22	Website Design	3.00
CGPH 24	Website Development	3.00
VISL 1	Introduction to Graphic Design	3.00
VISL 2	Publication Design	3.00
VISL 3	Advertising Design	3.00
VISL 98	Portfolio Preparation	4.00

Elective Directed Art Studio Courses: (9 credits)

Choose three of the following

CGPH 8	Digital Illustration 2	3.00
CGPH 9	Digital Typography	3.00
CGPH 14	Interaction Design 2	3.00
CGPH 97	Internship	3.00

Required Art History Courses: (6 credits)

ART 1	Introduction to the Visual Arts	3.00
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ART 85	History of Visual Communications	3.00
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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. 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 Digital Game Design & Development

[Program Code: 37046] [HEGIS: 1099.0]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. Digital Game Design & Development must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits

Additional course from one cluster 3-4 credits

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

Major Requirements

Every Digital Game Design & Development student must take all the required courses listed below before graduating. Required courses add up to 39 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: (33 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 20	Level Design for Games*	3.00
DGD 21	Intro to Visual Design for Games	3.00
DGD 22	Audio Design for Games	3.00
DGD 90	Game Game Prototyping*	3.00
DGD 91	Senior Game Project*	3.00

Required Co-Related Courses: (6 credits)

CGPH 16	Digital Imaging	3.00
CGPH 20	3-D Modeling & Animation 1*	3.00

Game Electives and Concentration Sequences

Students must complete 30 credits from the following list of Game Electives: (30 credits)

CS 101	Problem Solving	3.00
CS 106	Foundations of Web Design & Development*	3.00
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
CS 271	Game Programming II*	3.00
CGPH 7	Digital Illustration 1	3.00
CGPH 8	Digital Illustration 2*	3.00
CGPH 9	Digital Typography*	3.00
CGPH 11	Interaction Design 1	3.00
CGPH 14	Interaction Design 2*	3.00
CGPH 18	Digital Imaging Synthesis*	3.00
CGPH 21	3-D Modeling and Animation 2*	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
CIN	27	Advanced Animation and Computer Graphics Workshop*	3.00
DGD	XX	Any DGD course that is not a requirement.	XX

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

Minimum Major Credits: 69

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

MINORS

Minor: Digital Arts and Design

Minor in Digital Art & Design

Requirements

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: 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.

Minor in Digital Game Design &

Development Requirements

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
DGD	6	Digital Game Development 3	3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.25

Design and Digital Technologies Courses

CGPH 5 Computer Layout 1

This introductory course will primarily focus on instructing students how to use Adobe Indesign as a creative design tool. Through 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 will 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 Fall

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 colors 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 to 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 25 Independent Study

The course of study will offer the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum. Topics of study will include game design and other areas in the digital arts.

Credits: 1 to 4

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 programming 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 86 History of Digital Communications

This class will present a historical and critical context within the field of digital design, multimedia and interactivity. It will develop ways of analyzing the relationship of new interactive work to the rich history of traditional design forms. Subjects to be included will be new platforms and innovations in photography, cinema, radio, television, computer and the Internet, as well as study of new technologies on the field of cultural studies.

A pre requisite of ART 85 is required.

Credits: 3

On Occasion

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. Students must have a 3.5 GPA to enroll in this class or be approved for enrollment by program director. *Prerequisites of CGPH 5, 7 and 16 are required.*

Credits: 3

Every Semester

CGPH 98 Independent Study in Digital Art and Design I

The course of study will offer the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum. Topics of study will include game design and other areas in the digital arts.

Credits: 3

Every Fall and Spring

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 Fall

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
Every Spring

DGD 3 Game Studies

This is the most purely academic of the Core Digital Game Design and Development classes. This course asks students 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 major papers during the semester. During class time 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.

A pre requisite of DGD 2 is required.
Credits: 3
Annually

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
Every Fall

DGD 5 Digital Game Development 2

Digital Game Development 2 teaches students how to create games using an existing engine. Since students are required to have completed DGD 4 before taking this course, it is assumed that they already have a good understanding of basic programming principles. This course teaches students how to create games using the Unity game

engine. 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
Every Spring

DGD 6 Digital Game Development 3

Digital Game Development 3 is an advanced course that allows students to dive deeper into game development. As the final course in a series of three classes, students should enter with strong knowledge of game development practices. In the first half of the semester students learn more advanced game development skills. During the second half, they are tasked with creating two multi-week group projects.

A pre requisite of DGD 1, DGD 4 and DGD 5 is required.
Credits: 3
Every Fall

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
Annually

DGD 51 Game Studio

Game Studio is an intensive course that asks students to make a complete game and release it in one semester. Students are expected to finish the game, make people aware of the game, and make money selling it before the end of the semester.

This course is as much about game creation as it is about marketing the game. Since this class is set up like a small game studio, all assignments are by default group assignments. The students in this course will have to learn to work together as their game will only succeed based on solid group work.

A pre requisite of DGD 5 is required.
Credits: 3
On Occasion

DGD 52 Programming Movement

Programming Movement is an intense programming course focused on creating dynamic and lifelike movement via code. The course will cover techniques such as trigonometry, vector fields, Perlin Noise, and other mathematical techniques to create dynamic animations. This class will introduce students to C++ and the openFrameworks library, but assumes a strong competency with programming in other languages such as Processing and C#.

Students will also learn about the history of algorithmic animation and how it has been used in games, film, and art.
A pre requisite of DGD 5 is required.

Credits: 3
On Occasion

DGD 90 Senior Game Prototyping

This course helps students prepare for their senior project in the spring semester. This class provides guided ideation and prototyping as students determine what their senior project will be and how to best approach making it a reality in a limited amount of time.

A pre requisite of DGD 5 is required.
Credits: 3
Every Fall

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. 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
Every Fall

DGD 386 Honors Tutorial

This is an honors tutorial for students in the Honors College.

Must be in Honors College
Credits: 3
On Demand

DGD 389 Honors Thesis

This is an honors thesis course for students in the Honors College.

Must be in Honors College
Credits: 3
On Demand

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.

Pre requisite: ATUT 1
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.

Credits: 3

Every Fall

VISL 2 Publication Design

This advanced design course deals with the use of type, images and layout to design publications. The principles of typography are reinforced through a series of design problems and selected readings intended to teach the student about publication design. The objective of this course is to familiarize the student with numerous aspects of publication design. Emphasis will be placed on designing clear and interesting page layouts for a variety of publications. The design principles taught will involve grids, layout/composition, type and image, visual hierarchy, and typographic space. Particular attention will be given to designing the numerous elements that comprise a magazine article such as sidebars, eyebrows, timelines, and annotated photos.

Prerequisites of VISL 1 and CGPH 5 are required.

Credits: 3

Every Fall

VISL 3 Advertising Design

This class focuses on the development of the student as an advertising designer. Topics to be covered are the elements and principles of design such as color, shape relationships, thematic design, typography, etc. Students will utilize several software programs 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 Spring

VISL 4 Digital Industries: Student Run Agency

In this "studio/agency" environment students will gain a perspective on the actual workings and creative process (the design and development) of projects for non-profit clientele in: advertising, video production, 3D animation, web development, print/package design as they relate to the client/industry needs. An emphasis is placed on client relationships and industry experiences that are reflected via innovative solutions for diverse clientele: arts, information, education, entertainment, and commerce.

Pre requisites: CGPH 5, CGPH 7, VISL 1

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: 4

Every Semester

DEPARTMENT OF COMMUNICATIONS AND FILM

Phone: 516 299-2382

Chair: Professor Susan Zeig

Professors: Carlomusto, Fowles

Associate Professors: Sohn

Adjunct Faculty: 18

The Department of Communications and Film prepares students for dynamic, rewarding and creative careers in media and communications fields, including film, journalism, new media, radio and television. It offers a strong foundation in theory, ethics, aesthetics culture and history as well as practical experience with technologies currently used in the industries. The Department of Communications and Film currently offers four undergraduate degree programs : the B.S. in Communication, B.F.A. in Broadcasting, the B.F.A. in Journalism, and the B.F.A. in Film, along with minors Broadcasting, Journalism, Public Relations and Communications,.

Each degree program emphasizes writing skills, development of creative thinking and mastery of critical technologies to prepare students for fruitful careers 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 and to develop fully as creative artists who will contribute to our culture.

B.F.A. Broadcasting

The 120-credit Bachelor of Fine Arts in Broadcasting opens students to the world of digital radio, digital video, web content and multimedia production. It also provides a strong foundation through exposure to the history, cultural significance and social/economic role of media. This major prepares students for careers as varied as documentary producers, 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 story-telling styles and formats in radio, television and web-based media. LIU Post Broadcasting 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.

ADMISSION REQUIREMENTS

- **Incoming freshmen** should 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 Broadcasting

[Program Code: 81358] [HEGIS: 0605.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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 Creativity, Media & Arts core curriculum requirement.

Major Requirements

Required Media Arts Core: (18 credits)

BDST 11	Production Essentials: Audio	3.00
BDST 12	Production Essentials: Video	3.00
CMA 2	Mass Media in America	3.00
CMA 4	Media Literacy: Behind the Message	3.00
CMA 5	Writing in the Digital Age	3.00
CMA 10	Media Law and Ethics	3.00
ORC 1	Public Speaking	3.00

Required Co-Related Course List 1: (3 credits)

Choose one of the following:

ART 4	Introduction to Computer Graphics	3.00
ART 30	Communications Photography	3.00
CGPH 16	Digital Imaging	3.00

Required Major Courses: (30 credits)

BDST 4	Digital Audio Production	3.00
BDST 6	Intermediate Television Production: Studio	3.00
BDST 17	Writing for TV and Radio	3.00
BDST 25	Intermediate television Production: Field	3.00
BDST 34	Advanced Digital Audio Production	3.00
BDST 46	Video for the Web	3.00
BDST 54	Creating the Television Newscast	3.00
BDST 57	Advanced Digital Editing	3.00
JOU 3	Basic Reporting	3.00
JOU 56	Television Newsgathering	3.00
BDST 27	Applied Television	3.00

Required Co-related list 3: Choose 1: (3 credits)

BDST 63	Applied Radio News	3.00
BDST 64	Applied Radio News	3.00

Required Broadcasting Senior Research/Honors Tutorial: 3 credits)

Choose one of the following:

BDST 91	Senior Research in Broadcasting*	3.00
BDST 385	Honors Tutorial	3.00
BDST 386	Honors Tutorial	3.00

Required Broadcasting Senior Project/Honors Thesis: (3 credits)

Choose one of the following:

BDST 92	Senior Project & Portfolio	4.00
BDST 389	Honors Thesis	4.00
BDST 390	Honors Thesis	4.00

Elective Broadcasting Courses: (6 credits)

At least six credits from the following:

BDST 5	Radio and TV Speech	3.00
BDST 27	Applied television	3.00
BDST 30	Producing television	3.00
BDST 34	Advanced digital Audio	3.00
BDST 37	Voice-Overs and Narration Workshop	3.00
BDST 40	Topics in Electronic Media	3.00

BDST	44	Documentary Production Workshop	3.00
BDST	46	Video for the Web	
BDST	52	Radio/TV Interviewing Techniques	3.00
BDST	56	Scriptwriter's Workshop	3.0
BDST	59	Short Story to Video	3.00
BDST	63	Applied Radio News	3.00
BDST	64	Applied Radio News	3.00
BDST	65	Applied Radio: on-air	3.00
BDST	66	Applied Radio: Sportsdesk	3.00
BDST	67	Applied Public Relations: Campus Media	3.00
BDST	87	Internship	3.00
BDST	88	Internship	3.00
BDST	89	Advanced Independent Study in Electronic Media	1.00
CMA	7	Media Relations	3.00

The following courses may also be used to complete credit requirements in the Broadcasting Major

CMA	30	Sports Media Foundation	3.00
CMA	31	Sportscasting	3.00
CMA	40	Topics in Media Arts	3.00

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 30
- Minimum Major Credits: 72
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

B.S. Communications

The Communications B.S. program is designed to provide an introduction to the knowledge and skills needed for careers in today's expanding media world.

Building on a general study of the communications field, the program provides technical experiences in the creation of digital moving images, digital and print journalism, audio technology, as well as the fundamentals of researching, reporting and writing across many media platforms. The project based curriculum is structured to develop creative capacities in both individual and group work, foster critical thinking and cultural awareness, helping to prepare students to live in today's multi-faceted society.

Graduating with this Bachelor of Science degree will prepare students for employment in a wide range of private and non-profit sector businesses that increasingly require a diverse set of

communications skills.

B.S. Communications

[Program Code: 39853] {HEGIS: 0605.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1 credit
First-Year Seminar		3 credits
Writing I		3 credits
Writing II		3 credits
Quantitative Reasoning		3 credits
Scientific Inquiry & the Natural World		4 credits
Creativity, Media & the Arts		3 credits
Perspectives on World Cultures		3 credits
Self, Society & Ethics		3 credits
Power, Institutions & Structures		3 credits
Additional course from one cluster		3-4 credits

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

Major Requirements

Required Communications (12 courses, 36 credits)

BDST	6	Intermediate Television production: studio	3.00
BDST	11	Production Essentials: Audio	3.00
CIN	6	Basic Motion Picture Production	3.00
CIN	12	Basic Editing and Sound	3.00
CMA	10	Media Law and Ethics	3.00
COM M	1	Cross-Media Communications: Introduction to Critical Models	3.00
COM M	2	Research Methods	3.00
JOU	3	Basic Reporting	3.00
JOU	5	Writing for Radio, TV and Web	3.00
PR	2	Writing and Editing for Public Relations I	3.00
BDST	30	Producing: Concept to Audience	3.00

PR	38	Social Media Tools	3.00
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Required Writing Course
Choose one (3 credits) from the following:

JOU	4	Beat Reporting	3.00
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CIN	9	Screenwriting I	3.00
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Required Production Course
Choose one (3 credits) from the following:

BDST	46	Web Video Production	3.00
CIN	24	Video Documentary Workshop II	3.00

Communications Electives
Choose two (6 credits) from the following:

BDST	4	Digital Audio Production	3.00
BDST	25	Intermediate Television: Field Production	3.00

CIN	4	Major Figures in the Cinema	3.00
COM M	87	Internship	3.00
JOU	20	Photojournalism	3.00
JOU	52	Interviewing Skills for Media	3.00
PR	20	Case Studies in Public Relations	3.00

Communications Capstone Requirements (6 credits)

COM M	91	Captstone 1	3.00
COM M	92	Capstone 2	3.00

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major Credits: 54 credits
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

B.F.A. Journalism

Journalism is a challenging and fast-paced career, and today's journalists are multi-media practitioners with sharp analytic skills. Our program is based on the fundamentals of writing, reporting, and storytelling, using a hands-on approach, rooted in the ethics of journalism: critical thinking, fairness and accuracy. It features courses in print, video, audio, photjournalism, web and streaming technologies conveyed on digital platforms.

Our program develops practical knowledge and conceptual foundations for work in varied forms of print, broadcast and online journalism, as well as preparation for graduate study in journalism and

related fields. Journalism students are also encouraged to select a minor in another field such as science, social science or business to better prepare them to report in a specific content area with deeper understanding.

Students in other majors may want to consider a minor in journalism or communications to hone strong writing skills that are desirable in every field. This 15 credit minor offers students an opportunity to develop their writing and reporting skills. Having these skills also opens up many career paths.

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.

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. Journalism

[Program Code: 81359] {HEGIS: 0602.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits

Additional course from one cluster 3-4 credits

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

Major Requirements

Required Dept. of Communications & Film

Core Courses: (21 credits)

ORC 1	Public Speaking	3.00
CMA 2	Mass Media in American Society	3.00
CMA 4	Media Literacy: Behind the Message	3.00
CMA 10	Media Law and Ethics	3.00
CMA 5	Writing in the Digital Age	3.00
BDST 11	Digital Tools: Audio	3.00
BDST 12	Digital Tools : Video	3.00

Required Journalism Courses: (40 credits)

JOU 3	Basic Reporting (Fall only; Freshman or Soph Year)	3.00
JOU 4	Beat Reporting (Spring only; Freshman or Soph Year)	3.00
JOU 20	Photojournalism (Spring only)	3.00
JOU 5	Writing for Electronic Journalism (Spring only)	3.00
JOU 52	Interviewing for Media (Fall only)	3.00
JOU 41	Newspaper Laboratory**	3.00
JOU 56	Electronic Newsgatherin (must take with BDST 54)	3.00
BDST 54	Producing the TV Newscase (must take with JOU 56)	3.00
BDST 25	Vidoe Field Production	3.00
BDST 46	Web Video Production	3.00
JOU 91	Senior Research (Fall of Senior Year)	3.00
JOU 92	Senior Thesis & Portfolio (Spring of Senior Year)	3.00
JOU 87	Journalism Internships (Junior or Senior year)	3.00

AND

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 5 (15 credits) of JOU electives.

JOU 6	Feature Writing	3.00
JOU 7	Culture Reporting & Review Writing	3.00
JOU 8	Copyediting & Layout	3.00
JOU 12	Investigative Journalism	3.00
JOU 40	Topics in Journalism	3.00
JOU 54	Sports Reporting	3.00
JOU 55	Business Reporting	3.00
JOU 88	Journalism Internship (at least one journalism internship is required, but 2 are recommended)	3.00
JOU 89	Advanced Independent Study	3.00

Free Electives: Courses that are not being used to satisfy major or core requirements. 11-12 credits.

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 30 (normally filled by core)
- Minimum Major Credits: 76 (includes co-related classes and major electives)
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

B.F.A. Film

Majoring in Film at LIU Post will help you prepare for a career in directing, cinematography, editing, lighting, producing, screenwriting, as well as in film history and criticism. LIU Post is one of only a handful of colleges and universities where students start making films in their first semester.

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. Students do internships at the major networks, on film sets and in editing houses, along with casting and producers' offices, and many more.

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.

SCHOLARSHIP OPPORTUNITIES

It is possible to apply for additional monies in addition to what the University has already granted you. Please email Susan Zeig, Chair, Dept. of Communications and Film, (susan.zeig@liu.edu) to find out more about this.

B.F.A. Film

[Program Code: 79555] {HEGIS: 1010.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
(excluding all CIN courses)	
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required Film Courses (54 credits):

CIN 1	The Art of the Film/1900-1930	3.00
CIN 2	The Art of the Film/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
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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
CIN 44	Interdisciplinary Concepts	3.00
CIN 89	Advanced Individual Study in Cinema	3.00
CIN 99	Film Internship	3.00
CIN 359	Honors Advanced Elective	3.00
CIN 360	Honors Advanced Elective	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30
 Minimum Major Credits: 80
 Minimum Overall GPA: 2.00
 Minimum Major GPA: 2.00

MINORS

The Department of Communications and Film offers Minors in Broadcasting, Communications, Film Studies, Journalism and Public Relations. These minors add value to many other degrees, and give students a competitive edge in today's job market

Minor: Broadcasting

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.

Required courses: BDST 11, 12, and 52
 Choose two from these three classes: BDST 4, 6, or 46
 Contact your academic advisor for additional information..

Minor in Broadcasting Requirements

Required Broadcasting Courses

BDST 11	Production Essentials: Audio	3.00
BDST 12	Production Essentials: Video	3.00
BDST 4	Digital Audio Production	3.00
OR		
BDST 6	Intermediate Television Production: Studio	3.00
BDST 17	Writing for TV and Radio	3.00
BDST 57	Advanced Digital Editing	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.0

Minor: Communications

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 student 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. Courses: CMA 4, JOU 3, ENG 186, COMM 1, and either CMA 10, or JOU 41.

Minor in Communication Requirements

Required Communication Courses

CMA	4	Media Literacy: Behind the Message	3.00
JOU	3	Basic Reporting	3.00
ENG	186	Writing in the Digital Age	3.00
COM	1	Cross-Media Communications	3.00

Plus one of the following:

CMA	10	Media Law & Ethics	3.00
ENG	188	Writing in the Workplace: The Rhetoric of Professional Communications	3.00
JOU	41	Newspaper Laboratory	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor: Film 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 Film.

The minor in Film adds value to your degree and a competitive edge in the job market by providing you with additional critical skills and enhanced knowledge in another field of study. Contact your academic advisor for additional information.

Minor in Film Studies Requirements

Non-Film Majors can choose 6 courses from the following list:

Cinema	1	Art of Film - Silent Era	3.00
Cinema	2	Art of Film - Sound Era	3.00
Cinema	3	Major Forces in the Cinema	3.00

Cinema	4	Major Figures in the Cinema	3.00
Cinema	5	Art of the Documentary Film	3.00
Cinema	9	Screenwriting - Short Form	3.00
Cinema	10	Screenwriting - Long Form	3.00
Cinema	28	Film Theory	3.00
*Cinema	303	Film and Society	3.00
		or	
		304	

* for students with a 3.3 GPA

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor: Journalism

Strong writing skills are essential in every field. A minor in journalism is a valuable addition to any major. The minor is 15 credits and provides students with strong reporting and writing skills that add value to their degree and a competitive edge in the job market. The minor consists of 5 courses, including JOU 3, JOU 4, JOU 5, JOU 41, and CMA 10. JOU 20 (Photojournalism) is also strongly encouraged, but not required.

Minor in Journalism Requirements

Required Journalism Courses

JOU	3	Basic Reporting	3.00
JOU	4	Beat Reporting	3.00
JOU	5	Writing for Electronic Journalism	3.00
JOU	41	Newspaper Laboratory	3.00
CMA	10	Media Law & Ethics	3.00

JOU 20/Visual Journalism - strongly encouraged, but not required.

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor: Public Relations

Minor in Public Relations

Requirements

Required Public Relations Courses

PR	1	Introduction to Public Relations	3.00
PR	2	Writing and Editing for Public Relations	3.00

PR	20	Case Studies in Public Relations	3.00
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Two of the following:

PR	29	Propaganda and Persuasion	3.00
PR	38	Social Media Tools	3.00
CMA	10	Media Ethics and Law	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Broadcasting Courses

BDST 4 Digital Audio Production

This course is designed to familiarize the student with intermediate-level theory and practice of digital audio production. Continues instruction in the various techniques for capturing and engineering sound. It offers training in the tools and techniques of producing audio and provides the foundation for sound production/reproduction essential to dealing with audio in environments such as radio, television, film, multimedia, broadcast journalism and web production. Prepares the student for advanced work in audio production.

Pre requisites: BDST 11 and BDST 12

Credits: 3

Annually

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 involved in production and how to move from idea to finished product. Only Communications and Film Department majors and Electronic Media minors may take this course.

Pre requisites: BDST 11 and BDST 12

Credits: 3

Every Fall

BDST 11 Production Essentials: Audio

This course introduces the student to the basics of digital 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 Spring

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 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, as well as preproduction, postproduction, storyboarding and scripting.

Credits: 3

Credits: 3

Every Fall

BDST 17 Writing for TV, Radio and Web

In this course students will organize, outline and write scripts for commercial, documentary, news, promotional and entertainment content for radio, TV and on-line 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

On Occasion

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 pre-production, proper field production practices, post-production and critical analysis of finished work. Prepares student for upper level projects in field production.

Pre requisites: BDST 12 and BDST 57

Credits: 3

Annually

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 hours-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. May be taken two times for credit.

Pre requisites: BDST 11 and BDST 12

Credits: 3

Annually

BDST 30 Producing: Concept to Audience

This course will familiarize the advanced student with the creative and business aspects of bringing an audio, video or web project to a range of audiences. From idea to completed piece, the class explores the fundamentals of creating, developing, pitching, producing and airing all genres of material. Course topics include: testing the viability of an idea, developing a pitch with appropriate materials, pre-production planning, scheduling, budgeting, locations, talent, staff and crew, copyrighted materials, as well as discussion about post-production planning and outreach and engagement to build audiences.

Prereq: BDST 6 or permission of instructor

Credits: 3

Annually

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 radio productions and podcasts. Students develop imaging for various radio formats, affording the student the opportunity to improve audio production skills and develop a critical ear. Students will create sweepers, jingles, promos, underwriting announcements, documentaries and more complex productions for air on university radio station WCWP.

Prerequisite of BDST 4 is required.

Credits: 3

Annually

BDST 42 The Video Documentary

This course examines the television and radio documentary forms as they have evolved since the early years of broadcasting. Style, format and content of classic and contemporary documentaries are studied and evaluated. Students engage in critical analysis of selected documentaries.

Prerequisite of CMA 2 is required.

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 documentary. The functions of producer, director, and crew are experienced through research, planning, writing, shooting, and editing. Completed documentaries of high quality may be aired on the campus television station.

A pre requisite of BDST 12 or BDST 25 or instructor permission is required.

Credits: 3

On Occasion

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 video 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

Annually

BDST 52 Interviewing Skills for Media

This course teaches communications skills essential for any media career. Students receive practical training in interview techniques, including the one-on-one interview, the news interview, panels, and oral history interviews. Students record video or audio of interviews to assess their performance, and gain instructor feedback and peer critiques. Cross-listed as JOU 52.

Credits: 3

Every Fall

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. 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. Same as JOU 56
Prerequisite of BDST 25 or a Journalism major is required.

Credits: 3

Every Spring

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 Spring

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

On Occasion

BDST 65 Applied Radio: On-Air

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. This course may be repeated for credit twice

Pre requisites: BDST 11 and BDST 12

Credits: 3

Every Semester

BDST 66 Applied Radio: Sports

This course is practical application in producing radio sports content including anchoring, color commentary, and play-by-play. Students also produce sports talk programming and sports-related podcasts. This course may be repeated for credit twice

Pre requisites: BDST 11 and BDST 12

Credits: 3

Every Semester

BDST 87 Internship

This course is an opportunity for the junior or senior-status student to supplement classroom

instruction with on-the-job experience in a professional setting. Internships are geared to the individual student's interests and abilities. Students work 120 hours per semester, to be agreed upon by the student and on-site supervisor. Regular meetings with a faculty mentor during the semester and a final paper are required. Students must have a B or better major average to be eligible for this course.

Prerequisite of Junior or Senior in good standing, program director's approval are required.

Credits: 3

Every Semester

BDST 89 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, or a comprehensive pre-production plan, including elements 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

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.

Honors students only.

Credits: 4

On Demand

BDST 390 Honors Thesis

See Honors program website for description and Procedures.

Honors students only.

Credits: 4

On Demand

COMM 2 Research Methods

This course introduces students to the qualitative research methods in communications, with particular attention to issues of race, ethnicity, class and sexuality that arise in the media professions today. This course critically examines historical, socioeconomic, and institutional influences on media, including print, film, video, radio and online content. Equal emphasis will be placed on research and production methodologies for creating media in relationship to key topics. Students spend the latter part of the semester working in groups to create a cross-media campaign incorporating the communications tools and skills they have learned, while addressing important issues.

A pre requisite of COMM 1 is required.

Credits: 3

Annually

COMM 87 Internship

This course allows a student in Communications to earn credit for internship work in a media company or other approved setting. Students will exercise their skills in technology, writing and good communication practices, and hone their career interests. The student must devote 120 hours to earn three credits. All internship sites must be approved beforehand by the program faculty. Each student is assigned to a faculty mentor who will oversee the internship and assign progress reports. Student chooses a possible internship site, and apply for the positions on their own with the guidance of their faculty mentors. The faculty mentor assess progress in consultation with the firm's on-site internship supervisor.

Pre requisites: Junior status, B+ GPA in major

Credits: 3

Every Semester

COMM 91 Capstone 1

Comm 91 integrates the range of skills and

practices offered in the major to prepare the student for work in a range of professions. The first of two capstone courses, this class requires that students demonstrate knowledge of a range of applied communications practices. Students will develop and present to their peers and faculty mentors

campaigns for cross-media approaches to issues in such areas as government and community organizations, publishing and media sectors. These campaigns will require producing work in at least two media as well as a public relations packet. This course will serve as the first part of the capstone project. Working with the instructor, each student will prepare a multimedia outline of the campaign, select a faculty advisor, carry out research, and write a rationale for the project to be completed in the Capstone 2 phase.

Pre requisites: Senior status, B+ GPA in major

Credits: 3

Every Semester

COMM 92 Capstone 2

Students will meet with their selected capstone advisors weekly for the semester as they complete their Capstone Project. A key component of this work is the refinement and revision of a cross-media campaign to maximize effectiveness. A culminating oral presentation of the project before a Faculty panel will serve to prepare students to articulate their ideas and working methods in a professional setting. In addition, throughout the semester, students will develop and finalize e-portfolios of their course work and experiential work that are of sufficient quality to present in prospective employment situations.

Pre requisites: COMM 91 and B+ average in the major.

Credits: 3

Every Semester

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. This course fulfills the Ethics, Self, and

Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

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.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of CIN 1 or 2 or 11 or permission of department is required.

Credits: 3

Alternate Spring

CIN 6 Basic Motion Picture Production

The introductory concepts of visual storytelling are taught with HD production techniques.

Co-requisite of CIN 12 is required.

Credits: 3

Every Fall

CIN 7 Intermediate Motion Picture Production

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 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 ENG 1, 2, or permission of instructor are required.

Credits: 3

Every Fall

CIN 10 Screenwriting II

This course includes an intensive program of screenwriting techniques, focusing on the development of a feature length screenplay. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of ENG 1, 2, CIN 9, or permission of instructor are required.

Credits: 3

Every Spring

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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.

Co-requisite of CIN 6 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 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 22 Current Cinema in New York

This course meets once a week in New York City or in specialized movie houses on Long Island to explore little known films and filmmakers at museums, film societies, filmmakers, studios and art film theaters. Special ticket fee

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

Every Spring

CIN 26 Intermediate Animation and Computer

Graphics Workshop

This course is a continuation of CIN 25.

Prerequisite of CIN 25 is required.

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 Spring

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 a 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 44 Film Concepts: Directing

This course will allow the student director to experience the craft of acting first-hand and also begin to develop methodologies for an approach to directing actors for the screen through an understanding of the actor's "tools" and actor vocabulary. Performance exercises, script analysis, and the concept of "organic blocking" will be explored through practical activities, screenings, readings, and discussions. Frequently team-taught. Course may be repeated for credit with permission of the department.

Credits: 3

Annually

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 89 Advanced Individual Study in Cinema

Individual faculty-guided projects in cinema are appropriate when existing courses in the student's area of interest have been completed. Film majors may repeat for a maximum of four semesters.

Students may register for more than one section during a given semester as long as the number of units for each section differs.

Credits: 1 to 4

Every Semester

CIN 99 Film Internship

This is an opportunity for the student to work in a professional venue and to be directly and meaningfully in day-to-day operations with an emphasis in an area of special interest.

Credits: 3

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

Alternate 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 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

Alternate Spring

CIN 360 Honors Advanced Elective

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 Spring

CIN 385 Honors Tutorial

The research semester of the two semester Honors Thesis requirement.

Must be in Honors College

Credits: 4

Every Semester

CIN 390 Honors Thesis

The second semester of the two-semester Honors thesis project.

Must be in Honors College

Credits: 4

Every Semester

Media Arts Courses

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 over the course of modern history.

Credits: 3

Annually

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 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 students' overall writing skills by reviewing essential grammar rules, AP style rules, and the writing process used by all good 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 your copy. Students will 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. This course is a prerequisite for intermediate and advanced writing classes in the major.

Credits: 3
Every Semester

CMA 9 Introduction to the Media Arts

In this introductory 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of Non-Majors only is required.

Credits: 3
On Occasion

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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3
Every Spring

CMA 30 Sports Media History

This course is designed to give the student a broad 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 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 on-line 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
Annually

CMA 304 Introduction To Media Culture

Introduces the student to ways of thinking systematically and critically about our mass-mediated culture. Critical and theoretical approaches to popular media are applied to a variety of genres drawn from radio, television, print media, on-line media and digital games. The aesthetic merit and social influence of media forms are considered. Students conduct 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
On Occasion

CMA 386 Honors Tutorial

See Honors Program information for Description and procedures.

Honors students only.
Credits: 3
On Demand

CMA 390 Honors Thesis

See Honors Program Information for Description and Procedures

Honors students only.
Credits: 3
On Demand

COMM 1 Cross-Media Communications: Introduction to Critical Models

This course will introduce the methodologies of current communications practices in a critical context, illustrated by models from relevant media professions. The course will draw upon each field's area of expertise and will discuss how tools of media are used in the world today. The goal is to provide a forum for organized discussion and a framework for developing the students' craft. Students will analyze and discuss past cross-media

"campaigns"

as examples, both successful and unsuccessful, while developing a critical perspective they can apply to their future professional work. The ideas put forth here will be developed in their Methods class and culminate in their Capstone class during their senior year. This class is cross-listed with CMA 4

Credits: 3
Annually

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 year, or sophomore year at the latest for JOU majors. Open to students of all majors who want to hone strong writing skills.

Credits: 3
Every Fall

JOU 4 Beat Reporting

The beat reporting class is for students who have taken Basic 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 their reporting and research and then present them in story form. Students cover beats for professional news organizations.

Credits: 3
Every Spring

JOU 6 Feature Writing

This course emphasizes long-form, narrative journalism, with emphasis on writing features for magazines and websites. It focuses on reporting and writing investigative features, trend stories, profiles and day-in-the-life stories. The culminating goal of the course is for each student to produce a 2,000 word story for publication. Students will also learn how to write query letters and market their stories.

Credits: 3
On Occasion

JOU 12 Investigative Reporting

This course covers the fundamentals of investigative reporting, including developing story ideas, finding documents and data to support the reporting, including the nature of public information and the use of Freedom of Information and open meetings

laws, ethical sourcing, interviewing techniques, and writing long form narrative.

Prerequisites of JOU 3 & 4 are required.

Credits: 3

On Occasion

JOU 20 Photojournalism

Photography is a powerful storytelling tool. This is a hands on course in which students will learn how to craft compelling visual narratives. The course will emphasize conceptualizing ideas and mastering the tools needed to produce high-quality stories. The class will analyze professional work in the media to discover what holds public attention.

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 student newspaper. Students are required to attend weekly staff meetings, and meet regularly with the editors and faculty adviser. Course stresses newsgathering, writing, revising, and teamwork. At the end of the course, students have a portfolio of published work. Course is open to students of all years and majors who would like to work on the newspaper staff as reporters, photographers, artists, editors, layout staff, or in other capacities. Course may be taken multiple times for credit.

Credits: 3

Every Semester

JOU 56 Electronic Newsgathering

This is a hands-on television newsgathering course in which journalism and broadcasting students learn to investigate timely and newsworthy stories, both on and off campus, and then collaborate to create news programs for television.

Students work in teams, rotating roles, as they learn to plan, investigate, report, write, shoot and edit news packages and produce a newscast in the television studio setting. Same as BDST 54

Credits: 3

Every Spring

JOU 87 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. May be taken twice for credit

Prerequisite of Junior or Senior in good standing, program director's approval are required.

Credits: 3

Every Semester

JOU 89 Journalism 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 and devote 120 hours during the semester to the independent project. Independent study may be chosen only when the student has a strong interest in a subject area that is not covered in another course.

Pre requisites of Junior or Senior status and permission of the Program Director is required.

Credits: 1 to 3

On Occasion

JOU 91 Journalism: 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 JOURNALISM: 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 interests and skills. Independent work is guided through regular conferences with a faculty mentor. JOURNALISM 91 and 92 should be taken in the senior year and may not be taken in the same semester. At the end of JOURNALISM 92, the student submits the completed senior thesis project as well as a portfolio that features a current resume and at least 10 samples of professional multimedia work, including writing, audio and video work.

Senior status required.

Credits: 4

Every Semester

Oral Communication Courses

ORC 1 Public Speaking

This courses builds student confidence and skills in speaking in various face-to-face settings. Principles of speech composition and public address with emphasis on effective speaking and fundamentals of voice and diction are covered in this course. Students prepare and deliver short speeches to their peers on various assigned topics for critical analysis

and feedback.

Credits: 3

Every Semester

ORC 17 Speech Communication in Organizations

The principles of effective speech communication in business, professional, governmental and community organizations are examined and practiced. The emphasis is on the public address , the use of digital media tools, as well as traditional visual aids, the informative report, group and sales presentations. Conducting and participating in an open meeting are included.

Credits: 3

On Occasion

Public Relations Courses

PR 1 Introduction to Public Relations

This survey of the public relations field includes basic public relations principles as well as definitions, management models and procedures that are standard for the profession. The broad range of career paths and the functions of PR professionals within organizations, nonprofit or corporate, governmental agencies, associations and the agencies that serve them are covered. Starting with the history of public relations in the United States, the course includes the historical figures and their impacts, legal aspects, audience identification and strategies, as well as how communication is integrated in business through planning, research techniques.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

Every Semester

PR 2 Writing and Editing for Public Relations I

Public relations writing and techniques designed to obtain publicity are explored in this course. Students develop the analytical and writing skills required in the field. This writing course covers the styles and approaches required for writing press releases, photo captions, backgrounders, public 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.

Co-requisite of PR 1 is required.

Credits: 3

Every Semester

PR 13 Marketing Promotion

This course covers persuasive communication 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 20 Case Studies in Public Relations

This course uses cases as examples of the problems or 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 tactic/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

Annually

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

On Occasion

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, PR2 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 Fall

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 87 Internship

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 G.P.A., and permission of the Program Director.

Credits: 3

On Occasion

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

SCHOOL OF PERFORMING ARTS

Dedicated to professional training within a liberal arts environment, the School of Performing Arts prepares students for careers in Theatre, Dance and Music. The school houses two academic departments and supports eight individual majors with multiple tracks of study. The School's individual degree programs offer opportunities to engage in all types of performance, but we also support closely related areas of design, education, creative writing, and composition. The school challenges students to look forward because today's creatives must be aware of emerging market trends in order to remain on the cutting edge of innovation. Creative thought, expression, and performance is at the heart of all we do, but the school also requires that students develop robust technical skills while engaging in productive collaboration / communication, critical analysis, and problem solving. These skills, alongside and in concert with specific disciplinary expertise, allow students to develop the professional profile that will serve them today and for years to come.

B.S. Music

The Bachelor of Science in Music is for students who desire a strong music program, together with a well-rounded liberal arts education. The curriculum combines practical music instruction, including private lessons; classes in music theory and music history; elective credits that can be used toward your chosen music concentration; and traditional liberal arts courses in science, history, literature, economics, political science, philosophy and foreign languages.

As a student in this program, you will work with faculty members who are active musicians with flourishing professional careers. In addition, you will have access to workshops and master classes conducted by high-profile musical artists from across the country 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.

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 Science 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 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. 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).
- *Bassists*: 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. Music

[Program Code: 07019] {HEGIS: 1004.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits

Additional course from one cluster 3-4 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	Conducting II	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
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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

Elective Credits: 5

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.M. 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 reach 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 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 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. Music Education (Birth to Grade 12)

[Program Code: 24068] {HEGIS: 0832.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.M. Music Education must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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, 19D and 19E. 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 teaching and learning program, d) successfully complete 100 hours of pre-student teaching field observation; e) meet the requirements of the 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: (21 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 38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDS 44G	Music Foundations For Teaching Special Learners	3.00
EDS 60	Literacy Development: Birth-Grade 6	3.00

Required Education Seminars:

CATX 100	Child Abuse Identification & Reporting	0.00
DASA 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: (14 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 18A	Musicianship for Music Teachers	2.00
MUS 19A	Brass Methods	1.00
MUS 19B	String Methods	1.00
MUS 19C	Woodwind Methods	1.00
MUS 19D	Percussion Methods	1.00
MUS 19E	Vocal Methods	2.00

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	ConductingII	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 (83A/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
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Required Recital Course

MUS	151	Senior Recital	0.00
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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
- Required Music Major Credits: 50
- Guided Elective Credits: 8
- Minimum Overall GPA: 2.50
- Minimum Major GPA: 2.75

B.F.A. Music Technology, Entrepreneurship & Production

The Bachelor of Fine Arts in Music Technology, Entrepreneurship & Production (MTEP) is designed to provide professional training for students who aim to succeed as creative entrepreneurs in the music industry. The program features a practical teaching and learning approach grounded in the real world of music production and marketing, and follows a learning community/cohort model that places peer collaboration and interdisciplinarity at the center of the educational experience.

Comprising courses from the Schools of Performing Arts; Visual Arts, Communications, and Digital Technologies; Business; and the College of Liberal Arts, the MTEP curriculum ensures that students develop facility with a variety of technologies designed to create, produce, distribute, and promote music.

As a student in this program, you will work with professionals in the music industry through internships and guest artist residencies as well as projects associated with Tilles Center for the Performing Arts, the T. Denny Sanford Innovation and Entrepreneurship Institute, and local recording studios.

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 Fine Arts 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 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 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. 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. It is recommended that you seek the counsel of your musical mentor or private instructor when selecting your audition pieces. Below please find guidelines to assist your selection:

- A song from a well-known artist or band (any style)
- A transcription of a well-known artist's solo
- A composition from the instrumental/voice repertoire such as a movement, sonata, concerto, or etude
- A standard or jazz tune with your own improvisation

In addition to one selection from the list above, aspiring songwriters and composers may choose to play an original piece that features your individual style. Neither piece should exceed three minutes in length, for a total of no more than six minutes.

Accompanist: *An accompanist will be provided. You may, however, provide your own accompanist or MP3 player if you require accompaniment for your prepared piece, particularly if the accompaniment is not notated. If you are playing to a track, please use a standard play-along/music-minus-one or karaoke track so that you are not playing your part along with the same part on the recording.*

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.F.A. Music Technology, Entrepreneurship & Production

[Program Code: 40115] {HEGIS: 1099.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A in Music Technology, Entrepreneurship & Production must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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 (10 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 108A	Aural Skills I	2.00
MUS 108B	Aural Skills II	2.00

Required Music Technology Courses (12 credits)

MUS 14A	Introduction to Music Technology	3.00
MUS 14B	Sequencing and Production	3.00
MUS 14C	Music Notation Software	3.00
MUS 214D	Digital Audio Workstation	3.00

Required Music Creation and Production Courses (18 credits)

MUS 200	Culture of Rhythm and Production	3.00
MUS 201	Foundations of Recording	3.00

MUS 203	Songwriting I	3.00
MUS 204	Songwriting II	3.00
MUS 206	Composition and Arranging for Media	3.00

Required Music Entrepreneurship Courses (13 credits)

MUS 130	Professional Development for a Music Career	1.00
MUS 205	Business and Legal Aspects of Music Industry	3.00
MUS 207	Music Operations & Distribution	3.00
MUS 208	Publicity and Promotion in the Performing Arts	3.00
MUS 278	Music Industry Internship I	3.00
MUS 279	Music Industry Internship II	3.00

Required Music History/Literature Courses (9 credits):

MUS 24	History of Rock	3.00
MUS 28	History of Jazz	3.00
MUS 46	Introduction to World Music	3.00

Required Entrepreneurship Courses (15 credits)

CGPH 26	Web Design for Everyone	3.00
MKT 11	Marketing Principles and Practice	3.00
PR 38	Social Media Tools	3.00

Required Music Making Fundamentals Courses (14 credits)

Fourteen(14) credits are required from the following MUS ensembles or studio lessons
Ensembles offered every Fall and Spring for 1 credit.

- Chorus (5), Chamber Singers (5A), Vocal Jazz Ensemble (5C)
- Wind Symphony (6), Jazz Ensemble (6A), Merriweather Consort (6B), Percussion Ensemble (6C), Guitar Ensemble (6D), Brass Ensemble (6E), Jazz Combo (105)
- Orchestra (7), Flute Ensemble (7A), Contemporary Ensemble (7B), Wind Ensemble (7C), String Ensemble (7D)

Studio Lessons offered every semester for 1 or 2 credits.

- 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)
- Vocal Coaching (49A/B), Instrumental Coaching (49C/D), Advanced Conducting (49E/F), Vocal Jazz Coaching (49I/J), Instrumental Jazz Coaching (49K/L)
- Conducting I (20)
- Performance Workshop (39)
- Jazz Improvisation I (98A)

Taken for six (6) semesters (0 credits)

MUS 4	Music Convocation	0.00
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Required Culminating Experience (6 credits)

MUS 299	Capstone	3.00
MUS 298	Senior Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 32-33
Required Credits in Major: 94 (include 6 credits which satisfy Core Liberal Arts requirements)
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

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 - Instrumental and Vocal.

The minors in Music Entrepreneurship and Jazz Studies are open to Music majors.

Minor: 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 Requirements

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

Required Music 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 (49I/J), 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: 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

Requirements

Required Courses

MUS	130	Professional Preparation for a Music Career	1.00
MUS	205	Business and Legal Aspects of the Music Industry	3.00
MUS	208	Publicity and Promotion in the Performing Arts	3.00

PR	38	Social Media Tools	3.00
CGPH	26	Web Design for Non-Art Majors	3.00
MKT	11	Marketing Principles and Practices	3.00

Credit and GPA Requirements

Minimum Total Credits: 16
 Minimum Minor GPA: 2.25

Minor: 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

Requirements

Required Courses

MUS	28	History of Jazz	3.00
MUS	92J	Jazz Harmony	3.00
MUS	95J	Jazz Composition & Arranging I	3.00
MUS	98A	Jazz Improvisation	2.00
MUS	151	Senior Recital (Must include jazz repertoire)	0.00

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:

MUS	49I	Studio Lessons: Vocal Jazz Coaching	1.00
MUS	49J	Studio Lessons: Vocal Jazz Coaching	2.00

Two credits of the following:

MUS	105	Jazz Combo	1.00
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Four credits of the following:

MUS	5C	Vocal Jazz Ensemble	1.00
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Minor in Jazz Studies-Instrumental

Requirements

Required Courses

MUS	28	History of Jazz	3.00
MUS	92J	Jazz Harmony	3.00

MUS	95J	Jazz Composition & Arranging I	3.00
MUS	98A	Jazz Improvisation	2.00
MUS	151	Senior Recital (Must include jazz repertoire)	0.00

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:

MUS	105	Jazz Combo	1.00
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Four credits of the following:

MUS	6A	Jazz Ensemble	1.00
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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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 Women's Choir

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 7 Orchestra

Audition required.

Credits: 0 to 1

Every Fall and Spring

MUS 7A Flute Ensemble

Audition required.

Credits: 0 to 1

Every Fall and Spring

MUS 7B Contemporary Ensemble

Audition required.

Credits: 0 to 1

On Occasion

MUS 7C Wind 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 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 Diction

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 Sequencing and Production

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.

A pre requisite of MUS 14A is required.

Credits: 3

Every Spring

MUS 14C Music Notation Software

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.

Pre requisites: MUS 14A and 14B

Credits: 3

Every Fall

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 offers an overview of the anatomy, physiology and learning processes associated with healthy singing.

Credits: 2

Alternate Spring

MUS 16T Marching Band Techniques

This course centers on the development 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: 3

Every Fall

MUS 17C 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

ensemble are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.

Prerequisite of MUS 15 is required.

Credits: 3

Alternate Spring

MUS 17D Instrumental Music Methods

This course covers the organization, administration and implementation of instrumental activities, programs and performing groups in grades 4 to 12. Methods and materials for instrumental ensembles, band, orchestra, wind and jazz ensembles, and marching bands are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.

Prerequisite of MUS 15 is required.

Credits: 3

Every Spring

MUS 17F Technology and Music Education

This course focuses on the applications of music technology in the classroom at the K-12 level and in performance.

Credits: 2

Every Fall

MUS 18A Musicianship for Music Teachers

This course centers on tonal and rhythm solfege, basic improvisation, and functional piano skills. Special emphasis is placed on keyboard harmonization, music reading, and accompaniment. The Sophomore Review serves as the final examination for this course.

Prerequisite/Co-requisite: MUS 107D

Credits: 2

Every Spring

MUS 19A Brass Methods

This course leads to a basic level of playing competence on brass instruments. Diverse teaching and learning approaches are explored.

Credits: 1

Every Spring

MUS 19B String Methods

This course leads to a basic level of playing competence on string instruments. Diverse teaching and learning approaches are explored.

Credits: 1

Every Fall

MUS 19C Woodwind Methods

This course leads to a basic level of playing competence on woodwind instruments. Diverse teaching and learning approaches are explored.

Credits: 1

Every Fall

MUS 19D Percussion Methods

This course leads to a basic level of playing competence on percussion instruments. Diverse teaching and learning approaches are explored.

Credits: 1

Every Spring

MUS 20 Conducting I

This course covers the elements of conducting.

Prerequisite: MUS 107B

Credits: 2

Every Fall

MUS 21 Music in Western Civilization I

This course examines the characteristics and development of Western music from antiquity to the 17th century. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

MUS 23 Music in Western Civilization III

This course examines the characteristics and development of contemporary art music. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

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

Rotating Basis

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

Every Spring

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 33 Opera Scenes

This course is an introduction to the study and performance of operatic literature, which will culminate with a staged performance.

Prerequisite of MUS 88A or Mus 88B and Co-requisite of MUS 49G or MUS 49H are required.

Credits: 1

On Occasion

MUS 35 Band Literature

This course is a detailed and comprehensive study of wind and percussion techniques, instructional practices, and administrative procedures that pertain to public school instrumental music problems. Suggested for third and fourth-year Music and Music Education majors only.

Credits: 2

Alternate Fall

MUS 36 String Literature

Course is a detailed and comprehensive study of string techniques, instructional practices and approaches 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 37 Choral Literature

This course is a comprehensive study of materials, trends, and instructional procedures that pertain to school choral organizations. Suggested for third and fourth-year Music and Music Education majors only.

Credits: 2

On Occasion

MUS 39 Performance Workshop

This course is a weekly forum for student performances, comparative listening, score analysis and selected readings on style and performance practice.

Credits: 1

Every Fall and Spring

MUS 40 Conducting II

This course is a continuation of Conducting I.

Prerequisite of MUS 20 is required.

Credits: 2

Every Spring

MUS 41 Piano Literature of the 19th Century

This course is a study of piano music from Beethoven through the late 19th century. The course features performances by members of the Department of Music.

Credits: 3

On Occasion

MUS 43 Opera History

This course is the study of operatic masterpieces from the 17th to the 20th centuries.

Credits: 3

Rotating Basis

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

MUS 49A Studio Lessons: Vocal Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

Every Fall, Spring and Summer

MUS 49B Studio Lessons: Vocal Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 2

Every Fall, Spring and Summer

MUS 49C Studio Lessons: Instrumental Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

Every Fall, Spring and Summer

MUS 49D Studio Lessons: Instrumental Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 2

Every Fall, Spring and Summer

MUS 49E 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. 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

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

On Occasion

MUS 49H Studio Lessons: Opera Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 2

On Occasion

MUS 49I Studio Lessons: Vocal Jazz Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

Every Fall and Spring

MUS 49J Studio Lessons: Vocal Jazz Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

Every Fall and Spring

MUS 49K Studio Lessons: Instrumental Jazz Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 1

Every Fall, Spring and Summer

MUS 49L Studio Lessons: Instrumental Jazz Coaching

Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.

Credits: 2

Every Fall, Spring and Summer

MUS 50A Studio Lessons: Violin

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 50B Studio Lessons: Violin

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 51A Studio Lessons: Viola

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 51B Studio Lessons: Viola

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the

student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 52A Studio Lessons: Cello

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 52B Studio Lessons: Cello

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 53A Studio Lessons: Bass

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 53B Studio Lessons: Bass

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 53C Studio Lessons: Jazz Bass

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the

student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 53D Studio Lessons: Jazz Bass

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 54 Beginning Guitar

Beginning Guitar is for those students with little or no experience playing guitar. The class will introduce guitar fundamentals such as note reading, chords, charts, strum patterns, first position notes and scales. Students will be introduced to both plectrum and finger-style techniques. They will work on solo pieces and also gain experience playing in an ensemble.

Credits: 2

On Occasion

MUS 54A Studio Lessons: Guitar

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 54B Studio Lessons: Guitar

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 54C Studio Lessons: Jazz Guitar

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson

time.

Credits: 1

Every Fall, Spring and Summer

MUS 54D Studio Lessons: Jazz Guitar

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 60A Studio Lessons: Flute

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 60B Studio Lessons: Flute

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 60C Studio Lessons: Jazz Flute

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 60D Studio Lessons: Jazz Flute

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson

time.

Credits: 2

Every Fall, Spring and Summer

MUS 80C Studio Lessons: Jazz Percussion

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 80D Studio Lessons: Jazz Percussion

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 83A Studio Lessons: Piano

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 83B Studio Lessons: Piano

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 83C Studio Lessons: Jazz Piano

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson

time.

Credits: 1

Every Fall, Spring and Summer

MUS 83D Studio Lessons: Jazz Piano

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 84A Studio Lessons: Organ

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 84B Studio Lessons: Organ

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 85A Studio Lessons: Synthesizer

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 85B Studio Lessons: Synthesizer

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson

time.

Credits: 2

Every Fall, Spring and Summer

MUS 88A Studio Lessons: Voice

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 88B Studio Lessons: Voice

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 89A Studio Lessons: Composition

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 1

Every Fall, Spring and Summer

MUS 89B Studio Lessons: Composition

Private studio lessons are given once a week.

Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2

Every Fall, Spring and Summer

MUS 92J Jazz Harmony

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 107D, 108D

Credits: 3

On Occasion

MUS 95J Jazz Composition & Arranging I

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 Fall

MUS 95K Jazz Composition and Arranging II

A continuation of the work done in MUS 95J.

Prerequisite of MUS 95J is required.

Credits: 3

On Occasion

MUS 98A Jazz Improvisation I

A performance class on concepts used to compose spontaneously. The student is encouraged to develop an individual style based on firm theoretical knowledge and familiarity with jazz tradition.

Credits: 2

On Occasion

MUS 98D Fingerboard Harmony

This material contributes to a more comprehensive understanding of the fingerboard and is essential for memorization of repertoire.

Credits: 1

On Occasion

MUS 99 Seminar in Music Literature

A seminar devoted to working on advanced individual projects in the area of Music History or Literature 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

MUS 99A Seminar in Music Theory

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

MUS 99B Chamber Music Festival

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 Pierrrot 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

MUS 100 Music Review

A remedial course to address substantive deficiencies in Music Theory or Music History to be determined through the Music Theory Comprehensive Exam and the Music History Comprehensive Exam. Curricula will be determined on an individual basis after review of the results of the above exams and in consultation with the instructor.

Pre requisites of MUS90, MUS91, MUS92, MUS11, MUS21, MUS22, MUS23.

Credits: 3

Every Fall and Spring

MUS 101 Chamber Music Ensembles

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

MUS 105 Jazz Combo

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

MUS 106A Basic Keyboard I

This course centers on the development of basic piano skills including fingerings, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections, and technical exercises.

Credits: 1

Every Fall

MUS 106B Basic Keyboard II

This course is a continuation of Basic Keyboard I. Requirements include performing My Country 'tis of Thee in six (6) different keys, singing My Country 'tis of Thee while playing a basic standard chord accompaniment, and writing and performing an original piano composition that includes mixed meters.

Prerequisite(s): MUS 106A

Credits: 1

Every Spring

MUS 107A Theory/Keyboard Harmony I

This course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition. Requirements including performing and notating 1) London Bridge, Silent Night, and Happy Birthday with appropriate chords; 2) diatonic circle of fifths and falling fourths progression; and 3) root position triads in close and open positions in six (6)

different keys. Students compose an original simple four-part composition that includes open and close position chords.

Co-requisite: MUS 106A

Credits: 2

Every Fall

MUS 107B Theory/Keyboard Harmony II

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 notate 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.

Co-requisite: MUS 106B, Prerequisite: 107A

Credits: 2

Every Spring

MUS 107C Theory/Keyboard Harmony III

This course is a continuation of Music Theory/Keyboard Harmony II. 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, rhythmic 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 requisite(s): Applied Piano Lessons
Credits: 3
On Occasion

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
Every Spring

MUS 150 Junior Recital

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 Music Education degree program. Requires permission of studio instructor.

Credits: 0
Every Fall, Spring and Summer

MUS 200 Culture of Rhythm and Production

This course examines rhythm as an essential cross-cultural and unifying agent. A hands-on course, students have the opportunity to experience rhythms of diverse cultures through learning traditional hand-drumming patterns and songs from Brazil, Cuba, Haiti and other cultures of the African-American diaspora.

The evolution and widespread trajectory of the rhythms of the African diaspora through the Caribbean, South America and North America affected some of the most iconic musical forms of the 20th and 21st centuries.

Prerequisites: MUS 106A/B, 107A/B, 108A
Credits: 3
Every Fall

MUS 201 Foundations of Recording

Basic acoustic and technological foundations of audio recording will be the focus of this class in order to give students an understanding of the theoretical principles that guide the field of audio engineering. The science of acoustics, soundwaves and studio construction will be considered, along with functions of the recording console.

Credits: 3
Every Fall

MUS 203 Songwriting 1

Fundamentals of songwriting are introduced such

as form, meter, rhyme, metaphor, and theme. These tenets of the songwriting craft are examined through careful study of exemplars from diverse traditions as well as genre-driven student projects including those centered on blues, songs of protest, jingles, and more.

Prerequisites: MUS 106A/B, 107A/B, 108A
Credits: 3
Every Fall

MUS 204 Songwriting 2

This workshop-model course explores more fully the songwriting process. Focus is on student-created works, which evolve naturally in a nurturing, safe, supportive environment. Student work is documented in performance and through the recording process. Guest lecturers share their work and provide feedback on student works.

Prerequisites: MUS 106A/B, 107A/B, 108A, 203
Credits: 3
Every Spring

MUS 205 Business and Legal Aspect of the Music Industry

This course explores business and legal aspects of the Music Industry from both the perspective of the producer and the artist. Topics covered include basic accounting, contracts, copyrights, and intellectual property law.

Credits: 3
Every Fall

MUS 206 Composition and Arranging for Media

This course explores composition and arranging for diverse media including film, television, website, video games, and other digital platforms. A brief history of film/television scoring provides a foundation

for the creation of student compositions and/or arrangements for media. Both technical and aesthetic aspects of the process are addressed. A final composition/arranging project is required.

Prerequisites: MUS 95J, 204, 214D
Credits: 3
Every Fall

MUS 207 Music Operations and Distribution

This course examines both traditional (record labels) and non-traditional (do-it-yourself) modes of the commercial distribution of music. This broad approach addresses both artist and producer distribution perspectives.

Credits: 3
Every Spring

MUS 214D Digital Audio Workstation

This course puts to use the fundamental technologies introduced in the first three courses in the Music Technology sequence including sequencing, sampling, and basic live audio recording and mixing processes employing contemporary software/hardware configurations.

Pre requisites: MUS 14A MUS 14B MUS 14C
Credits: 3

Every Spring

MUS 278 Music Industry Internship 1

This course is a one-semester internship with a not-for-profit Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music industry. A weekly minimum of 10 site-based hours is required as well

as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required.

Credits: 3

Every Fall

MUS 279 Music Industry Internship 2

This course is a one-semester internship with a profit-driven Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music industry. A weekly minimum of 10 site-based hours is required as well

as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required.

A pre requisite of MUS 278 is required

Credits: 3

Every Spring

MUS 298 Senior Thesis

The Senior Thesis documents the senior Capstone Project. A one-hour, weekly, campus-based meeting with the university thesis advisor guides the documentation process. A 50-page, written thesis is required. Student collaboration within the cohort is encouraged, but not required.

This course is to be taken in the Spring semester of the Senior year of the MTEP program.

Credits: 3

Every Spring

MUS 299 Capstone

The Capstone Project comprises the development, execution, and analysis of a major project spanning the senior year. A university project advisor guides, oversees, and evaluates the project. The scope and sequence of the Capstone Project is broad ranging from the creation/promotion/documentation of a major

artistic work (an album/video/performance) to a music business project involving the creation of a business entity designed to produce and bring to market an artistic work. A one-hour, weekly, campus-based seminar with the university project advisor and cohort is required. Student collaboration within the cohort is encouraged, but not required.

Credits: 3

Every Fall

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 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, Porter

Associate Professors: Hugo, Pye

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. 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/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.
- 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. Theatre Arts

{Program Code: 07021} {HEGIS: 1007.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits

Creativity, Media & the Arts 3 credits
(THE 143 required)

Perspectives on World Cultures 3 credits
(THE 142 required)

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

Additional course from one cluster (THE 141 possible) 3-4 credits

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

Major Requirements

Required Introductory Theatre Arts Courses (21 credits)

THE 104	Technical Theater Practices 1	3.00
THE 105	Technical Theater Practices 2	3.00
THE 121	Basic Acting I	3.00
THE 122	Basic Acting II	3.00
THE 127	Meisner Technique	3.00
THE 151	Beginning Suzuki Technique	3.00
THE 543	LeCoq	

Required Theatrical History & Literature Courses (12 credits)

THE 142 & 143 are considered core curriculum courses; THE 142 satisfies Perspectives on World Cultures cluster (3 credits) and THE 143 satisfies Creativity, Media and the Arts cluster (3 credits)

THE 101	Introduction to Drama	3.00
THE 141	Classical Theatre History	3.00
THE 142	Modern Theatre History	3.00
THE 143	Shakespeare in Performance	3.00

Required Theatre Production Laboratory Courses (2 credits)

Two credits from any of the following:

THE 239	Production Laboratory	1.00
THE 240	Production Laboratory	1.00
THE 534	Production Laboratory	1.00
THE 535	Production Laboratory	1.00
THE 536	Production Laboratory	1.00
THE 537	Production Laboratory	1.00

Required Dance Course (3 credits)

DNC 1 Beginning Movement 1 3.00

Required Theatre Contract Courses

THE 204	Department Contract 1	0.00
THE 205	Department Contract 2	0.00

Six courses from the following:

THE 201	Department Contract	0.00
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THE 202 Department Contract 4 0.00

Theatre and Dance Electives (4 credits)

Liberal Arts and Science Electives (58 credits)

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Minimum Major Credits: 42

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.F.A. 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 are held 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 to pursue 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. 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 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. Theatre Arts

{Program Code: 14401} {HEGIS: 1007.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
(THE 143 or THE 193 recommended)	
Perspectives on World Cultures	3 credits
(THE 142 THE 141 required)	
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits
(THE 141, THE 142, THE 143, or THE 193 available)	

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)

THE 104	Technical Theater Practices 1	3.00
THE 105	Technical Theater Practices 2	3.00

Required Theatrical History and Literature Courses (9 credits)

THE 141 & 142 satisfy Perspectives on World Cultures cluster (3 credits)

THE 101	Introduction to Drama	3.00
THE 141	Classical Theatre History	3.00
THE 142	Modern Theatre History	3.00

Required Theatre Production Laboratory Courses (4 credits)

Four credits from any of the following:

THE 239	Production Laboratory	1.00
THE 240	Production Laboratory	1.00
THE 534	Production Laboratory	1.00
THE 536	Production Laboratory	1.00

Required Theatre Contract Courses

THE 204	Department Contract 1	0.00
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Five courses from the following:

THE 201	Department Contract 3	0.00
THE 202	Department Contract 4	0.00

Acting 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 152	Professional Skills: The Business of Acting	3.00

One of the Following Junior Courses linked to THE 125/126 Option (3 credits)

THE 168	Advanced Voice & Speech I	3.00
THE 542	Advanced Suzuki	3.00

Required Additional Theatre History and Literature Courses (3 credits)

THE 143 satisfies Creativity, Media & the Arts cluster (3 credits).

THE 143	Shakespeare in Performance	3.00
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One of the Following Senior Courses based on THE 125/126 Option (3 credits)

THE 192	Post Modern Theatre Practices	3.00
THE 169	Advanced Voice & Speech II	3.00

Required Additional Theatre Arts and

Techniques Courses (15 credits)

THE 131	Directing I	3.00
THE 145	Playwriting I	3.00
THE 151	Beginning Suzuki Technique	3.00
THE 166	Beginning Voice & Speech I	3.00
THE 167	Beginning Voice & Speech II	3.00

Elective Theatre Courses

Any THE course(s) (18 credits)

Required Voice Music Lessons

Two credits taken from the following:

MUS 88A	Studio Lessons: Voice	1.00
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Elective Theatre and Dance Courses

Any THE or DNC courses (13 credits)

3.00 Major GPA is required

Directing 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	3.00
THE 124	Intermediate Acting II	3.00

Required Theatrical Arts & Writing Courses (37 credits)

THE 143	Shakespeare In Performance	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

One of the following (3 credits):

THE 113	Scene Design I	3.00
THE 115	Lighting Design	3.00
THE 171	Costume Design	3.00

Required Dance Courses

Three credits of Dance from the following (3 credits):

DNC 111	Composition and Choreography	3.00
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Required Voice Music Lessons

Two credits taken from any of the following:

MUS 88A	Studio Lessons: Voice	1.00
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Theatre Electives (9 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	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 143	Shakespeare in Performance	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 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
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Elective Theatre courses:

Any THE course(s): 6 credits

Required Voice Music Lessons

Two credits taken from of the following:

MUS 88A	Studio Lessons: Voice	1.00
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3.00 Major GPA is required

Musical Theatre Concentration

Requirements

Required Acting Courses (18 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

One of the Following Junior Courses linked to THE 125/126 Option (3 credits)

THE 168	Advanced Voice & Speech I	3.00
THE 542	Advanced Suzuki	3.00

Required Additional Theatre History and Literature Courses (3 credits)

THE 148	The History of American Musical	3.00
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One of the Following Senior Courses based on THE 125/126 Option (3 credits)

THE 192	Post Modern Theatre Practices	3.00
THE 169	Advanced Voice & Speech II	3.00

Required Additional Theatre Arts and Techniques Courses (15 credits)

THE 131	Directing I	3.00
THE 151	Beginning Suzuki Technique	3.00
THE 152	Professional Skills: The Business of Acting	3.00
THE 166	Beginning Speech	3.00
THE 167	Beginning Voice	3.00

Six (6 credits) of the following:

THE 180	Contemporary Musical Theatre Seminar	3.00
THE 195	Musical Theatre Seminar II	3.00

Required Theatre, Music, Dance, Voice Jury Courses

8 credits of the following:

MUS 88A-002	Voice Lessons	1.00
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Dance Electives 9 credits.

3.00 Major GPA is required

Design & Production Concentration

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 142 and 143 are considered core curriculum courses. THE 143 satisfies Creativity, Media & the Arts cluster (3 credits).

THE	143	Shakespeare in Performance	3.00
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)

Design & Production: 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	Patterning 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

Design & Production: Sound Sub-Plan

One of the following (3 credit):

THE	108	Drafting for Designers and Technicians	3.00
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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
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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

Elective Theatre Arts Courses

Any THE (Theatre) course (9 credits)

The minimum Major GPA is 3.00

Design & Production: Sets Sub-Plan

One of the following (3 credits):

THE	108	Drafting for Designers and Technicians	3.00
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Required Set Design Courses (9 credits):

ART	5	Introduction to Basic Drawing	3.00
THE	116	Lighting Technology	3.00
THE	128	Sound Technology	3.00

One of the following (3 credits):

THE	119	Stagecraft	3.00
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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

Elective Theatre Arts Course

Any THE (Theatre) course (6 credits)

The minimum Major GPA is 3.00

Design & Production: Lighting Sub-Plan

Choose one of the following (3 credits):

THE	108	Drafting for Designers and Technicians	3.00
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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
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Choose 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

Elective Theatre Arts Course

Any THE (Theatre) course (6 credits)

The minimum Major GPA is 3.00

Design & Production: Stage Management Sub-Plan

One of the following (3 credit):

THE	108	Drafting for Designers and Technicians	3.00
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Required Stage Management Courses (15 credits):

ARM	64	Theatre and Dance Management	3.00
ARM	68	Legal Aspects of the Arts & Entertainment Industries	3.00
THE	116	Lighting Technology	3.00
THE	128	Sound Technology	3.00
THE	150	Stage Combat	3.00

Theatre Electives: 9 credits

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30
 Minimum Major Credits: 84
 Minimum Overall GPA: 2.00
 Minimum Major GPA: 2.00

B.F.A. Dance Studies

Few art forms are as expressive and personal as dance – and few have the same power to inspire, delight, and communicate across cultures. The Bachelor of Fine Arts in Dance Studies at LIU Post is an excellent foundation for a career on stage or off stage in commercial dance, musical

theatre, concert dance, choreography, 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. Dance Studies

[Program Code: 20465] [HEGIS: 1008.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits

Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required Dance Courses (39 credits):

DNC 101	Critical Thinking in Dance	2.00
DNC 103	Laban Movement Analysis	3.00
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	3.00
DNC 115	African Dance	3.00
DNC 116	African Dance	3.00
DNC 125	Pointe & Partnering	1.00
DNC 126	Floor Barre	2.00
DNC 144	Jazz	3.00
DNC 147	Tap	3.00
DNC 150	Kinesiology for Dancers	4.00
DNC 151	Professional Skills: Showcase	3.00

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 14 credits from undergraduate Dance (DNC) or Theatre (THE) courses

Required Departmental Contract Courses (must be taken in conjunction with THE 104 and THE 105)

THE 204	Department Contract 1	0.00
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THE 205	Department Contract 2	0.00
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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

MINORS

Minor: 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 Requirements

Required Theatre Courses

THE 1	The Art of Theatre	3.00
THE 6	Acting for Non-majors	3.00
THE 101	Introduction to Drama	3.00
THE 104	Technical Theater Practices 1	3.00
THE 105	Technical Theater Practices 2	3.00
THE 141	Classical Theatre History	3.00
THE 142	Modern Theatre History	3.00

Three courses from the following:

THE 204	Department Contract 1	0.00
THE 205	Department Contract 2	0.00

Credit and GPA Requirements

Minimum Total Credits: 21

Minimum Minor GPA: 2.75

Minor: 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:

ARM 54	Introduction to Arts Management	3.00
ARM 55	Arts Management Practices	3.00

Three courses from the following:

ARM 57	Development and Fundraising	3.00
ARM 58	Accounting In the Arts	3.00
ARM 59	Marketing The Arts	3.00
ARM 68	Legal Aspects of the Arts & Entertainment Industries	3.00

One course from the following:

ARM 61	Introduction to Museum Studies	3.00
ARM 62	Principles and Practices of the Music Industry	3.00
ARM 64	Theatre and Dance Management	3.00

Credit and GPA Requirements

Minimum Total Credits: 18

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: 1

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 member will attend one production (theater, dance, music) , prior to which they will engage in a discussion session with a working arts manager specializing in one of the functional areas of arts management. 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, Tap, Hip Hop, or Floor barre. Emphasis is on body alignment and body awareness, which is explored through both exercise and improvisation. 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

DNC 44A Beginning 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 47 Beginning Tap

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.

Credits: 3

Every Spring

DNC 101 Critical Thinking in Dance

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. A Writing Across the Curriculum option. Co-requisite, POST 101.

Credits: 2

Every Fall

DNC 103 Laban Movement Analysis

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.

Prerequisite of Dance major, ARM major, or Theater major is required.

Credits: 3

Every Spring

DNC 105 Modern Dance

Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space using Horton, Taylor, or Cunningham modern dance technique. May be repeated for three semesters for credit.

Credits: 3

Every Fall

DNC 106 Modern Dance

Advanced training that stresses the discipline and vitality of longer phrases of movement using the Horton, Taylor, or Cunningham modern dance techniques. May be repeated for three semesters for credit.

Prerequisites of Dance major and Dance Audition are required.

Credits: 3

Every Spring

DNC 108 History of Dance

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.

Credits: 3

Alternate Spring

DNC 109 Current Dance in New York City

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.

Credits: 3

Alternate Spring

DNC 111 Composition and Choreography I

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.

Prerequisite of Dance major, ARM major, or Theater major is required.

Credits: 3

Every Fall

DNC 112 Composition and Choreography II

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.

Prerequisite of Dance major, ARM major, or Theater major is required.

Credits: 3

On Occasion

DNC 115 African Dance I

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. May be repeated for two semesters for credit.

Prerequisite of Dance major, ARM major, or Theater major is required.

Credits: 3

Every Fall

DNC 116 African Dance II

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. May be repeated for two semesters for credit.

Prerequisite of Dance major, ARM major, Theater major, or DNC 115 is required.

Credits: 3

Every Spring

DNC 121 Beginning Ballet I

Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.

Credits: 3

Every Fall

DNC 122 Beginning Ballet II

Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.

Credits: 3

On Occasion

DNC 123 Intermediate & Advanced Ballet I

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. Dance majors and advanced Musical Theatre majors only or by permission of the instructor.

Credits: 3
Every Fall

DNC 124 Intermediate & Advanced Ballet II

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. Dance majors and advanced Musical Theatre majors only or by permission of the instructor.

Prerequisite of Dance major, ARM major, or Theater major is required.

Credits: 3
Every Spring

DNC 125 Pointe & Partnering

Applying the elements of classical ballet technique and repertory while working on pointe. Issues of balance, gravity, and alignment are explored. For Dance majors or advance Musical Theatre majors only.

Prerequisite of DNC 123 or 124 is required.

Credits: 1
Every Fall

DNC 126 Floor Barre

This course promotes healthful alignment and core strength for the dance or musical theatre major through implementation of the Zena Rommett Floor Barre Technique®.

Credits: 2
Every Spring

DNC 131 Applied Technique

This course is the development of an original composition with the instructor/ choreographer and culminates in public performance.

Dance majors only.

Credits: 3
On Occasion

DNC 132 Applied Technique II

This course is the development of an original composition with the instructor/ choreographer and culminates in public performance.

Dance majors only.

Credits: 1
On Occasion

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. Required every Fall a dance major

is in residence. Required for musical theatre majors performing 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. Required for all dance majors in residence. Required for musical theatre majors performing 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: 3
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.

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 in residence.

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 in residence.

Credits: 0
Every Spring

DNC 211 Choreography Practicum

This course offers the dance major or musical theatre 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.

Permission from Chair or Director of Dance is required.

Prerequisite of DNC 111 is required. Dance or Arts Management majors only.

Credits: 1
Every Semester

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 an Honors option.

Must be in Honors College

Credits: 3
On Occasion

DNC 358 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. This is an Honors option.

Must be in Honors College

Credits: 3

Every Fall

DNC 359 Intermediate & Advanced Ballet I

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. Dance majors or musical theatre majors only or by permission of the instructor. This is an Honors option.

Must be in Honors College

Credits: 3

Every Fall

Theatre Courses

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of a Non Theater or Non Dance major is required.

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.

Prerequisite of THE1 is required.

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 designers and directors.

Credits: 3

Alternate Fall

THE 104 Technical Theater Practices 1

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 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

Every 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 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 Fall

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

Introductory studio course focused on exercises, improvisations, and basic scene work intended to develop the student's imagination and ability to identify intentions and given circumstances.

Prerequisite of Theatre major & Theatre audition OR a Dance/Arts Management major are required.

Credits: 3

Every Fall

THE 122 Basic Acting II

Introduction to scene study and basic character development. Continuation of THE 121.

Prerequisite of THE 121 is required.

Credits: 3

Every Spring

THE 123 Intermediate Acting I

Scene study course with a focus on connection to given circumstance and character development.

Voice, speech and movement techniques are integrated into the studio practice.

Prerequisite of THE 122 or permission of the instructor is required.

Credits: 3

Every Fall

THE 124 Intermediate Acting II

The course is a continuation of THE 123.

Prerequisite of THE 123 is required.

Credits: 3

Every Spring

THE 125 Advanced Acting I

This course offers two different options:

Option I focuses on scene and monologue study with texts from Greek classical drama and Shakespeare. Alternative performance techniques drawn from postmodern theater practitioners will provide the means through which students will develop personal process that deviates from the traditional Stanislavski system. Corequisite of THE 542.

Option II focuses on scene and monologue study within Shakespearean text with emphasis on original performance practices. Corequisite THE 168.

Co-requisite of THE 542 is required.

Credits: 3

Every Fall

THE 126 Advanced Acting II

A continuation of Theater 125, with the continued two options.

Option I focuses on 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 practice.

Option II focuses on a strong foundation in Lecoq technique. Students will develop an awareness of personal mannerisms, a sense of playfulness, collaboration, and openness. This provides tools to heighten creativity and physical expressiveness.

Prerequisite of THE 125 is required.

Credits: 3

Every Spring

THE 127 Meisner Technique

This is an acting class based on the technique of Sanford Meisner, a member of the Group Theater and the founder of the Neighborhood Playhouse in New York. This method is an offshoot of the Stanislavski Technique, focusing on the reality of doing, and behaving truthfully in imaginary circumstances.

Prerequisite of THE 123 is required.

Credits: 3

Annually

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 Fall

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

Every 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Semester

THE 142 Modern Theatre History

This second semester of theatre history investigates historical periods, dramatic genres and theatre literature from Realism to the present. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Semester

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of THE 141 is required or permission of instructor.

Credits: 3

Annually

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 advanced 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 148 The History of American Musical

This course is a study of musical comedy from its origins in the 18th century through its fruition in the 19th, to its innovations in the modern era.

Credits: 3

Every Spring

THE 149 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

Alternate Fall

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

Every Spring

THE 151 Beginning Suzuki Technique

This course is an introduction to the Suzuki method of actor training. This rigorous physical training develops the actor's concentration and focus, discipline, and ability to create theatrical presence.

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, marketing, 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, film, or dance. 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 Voice and Speech I

This course teaches the fundamentals of speech for the stage and provides a working knowledge of the phonetic alphabet. It also focuses on the use of the vocal instrument. Through exercises and text work, the student explores the relationship of breath to the text and acquires the knowledge to care for and maintain vocal health and production.

The pre requisite of THE 167 is required.

Credits: 3

Every Fall

THE 167 Beginning Voice and Speech II

This course is a continuation of THE 167.

Prerequisite of THE 122 or permission of the instructor is required.

Credits: 3

Every Spring

THE 168 Advanced Voice and Speech I

This course is a Voice and Speech studio practicum integrating Laban technique and elliptical energy work with the vocal practices established in THE 166 & 167.

Corequisite of THE 125 Option II.

Prerequisites of THE 166 and 167 are required.

Credits: 3

Every Spring

THE 169 Advanced Voice and Speech II

Advanced Voice & Speech work with an emphasis on classical text as a Senior Studio experience. For seniors successfully completing THE 125 & 126 Option I.

Prerequisites of THE 166 and 167 are required.

Credits: 3

Every Fall

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.

Credits: 3

On Demand

THE 173 Patterning for Costume Designers and Technicians

This course covers extensive practical experience in flat-patterning 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 pasterns for garment construction. Costume construction skills are strengthened through cutting, stitching, fitting and alteration of draped patters.

Prerequisites of THE 172 & 173 or permission of instructor are required.

Credits: 3

On Demand

THE 180 Contemporary Musical Theatre Practices

This course is a practicum in musical theatre performance techniques with emphasis on developing a clear process. Repertoire and movement are also included in the course work.

Pre requisites: THE 121, 122, MUS 88A-2

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 Studio

A capstone class in which fourth year acting students work to synthesize the studio experiences of the previous three years through monologues and scene study. Emphasis on developing a rationale for a personal process based on the genre of material.

Prerequisite of THE 126 or permission of instructor is required.

Credits: 3

Every Fall

THE 193 Theatre Research/Perf Wkshop: Devising

Following the Creative Impulse is designed to give undergraduate level students exposure to and experience working with ensemble generated theatre. Students will get hands on experience working with a wide range of methodologies that can be utilized to create generative forms of expression. This class will be a laboratory environment to rigorously investigate how innovative, divergent, and multidisciplinary thinking can create inspired works. Students will deconstruct the principles of creativity and inspiration to build their own methodology of generating material that can be used in theatre or any other discipline they choose. This course fulfills the Creativity, Media & the Arts cluster in the core curriculum.

Prerequisites of THE 121 and 122 are required or permission of the instructor.

Credits: 3

Every Fall

THE 195 Musical Theatre Practices II

This is an upper level course, developing advanced performance techniques, and building an extensive repertoire in preparation for the profession.

The pre requisite of THE 180 is required.

Credits: 3

Every Spring

THE 199 Internship in Professional Theatre

This is a full-time 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

THE 201 Department Contract

This is a theatre 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 Theatre Company.

Required for all upperclass majors in residence.

Credits: 0

Every Fall

THE 202 Department Contract

This is a theatre 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 Theatre Company.

Required for all upperclass majors except seniors.

Credits: 0

Every Spring

THE 204 Department Contract 1

This is a theatre major service contract, a required lab for THE 104 or THE 105.

Credits: 0

Every Fall and Spring

THE 239 Production Laboratory

This course is an intensive experience in theatrical production for public performance. Synthesis of acting, design, technical and managerial elements in production. Production concepts, process, rehearsal, and performance are evaluated by the director and advisor. 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 production. Production concepts, process, rehearsal, and performance are evaluated by the director and advisor. 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 AAQEP, 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

Albert.Inserra@liu.edu

Louisa Kramer-Vida, Ed.D.

Associate Dean

Louisa.Vida@liu.edu

**DEPARTMENT OF
COMMUNICATION
SCIENCES AND DISORDERS**

Phone: 516-299-2436

Fax: 516-299-2933

Chairperson: Domingo

Associate Professors: Abdelli-Beruh, Amato, Domingo

Assistant Professors: Crowley, Laskowski

Adjunct Faculty: 10

Ladge Speech and Hearing Center

Phone: 516-299-2437

Fax: 516-299-3151

Clinical Director: Rubenstein

Assistant Clinic Director: Newman

Clinical Supervisors: 15

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 diagnosis and treatment of speech, language and hearing impairments. The department offers a comprehensive pre-professional bachelor's degree in Speech-Language Pathology and Audiology.

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 may also be 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 coursework in the Liberal Arts core, Education classes, English, as well as courses in the Speech-Language Pathology major in the Department of Communication Sciences and Disorders.

B.S. Speech-Language Pathology & Audiology

{Program Code: 07001} {HEGIS: 1220.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Speech-Language Pathology & Audiology must satisfy all core curriculum requirements as follows:

First Year Experience (13 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits

Quantitative Reasoning (MTH 19 required) 3 credits

Thematic Clusters (19-20 credits)

Scientific Inquiry and the Natural World	4 credits
Creativity, Media and the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society and Ethics	3 credits
Power, Institutions and Structures	3 credits
Additional course from one cluster	3-4 credits

- 1) Students to take one course from each area in thematic clusters with a choice to take two from one cluster.
- 2) At least one course in the Humanities and the Arts, Social Sciences, and Sciences.
- 3) Thematic clusters may be twenty credits if students elect to take a second laboratory science.
- 4) Students may not take more than two courses in any one discipline from among the thematic clusters.

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

SPE 5	Voice and Diction	3.00
SPE 51	Phonetics of English	3.00
SPE 63	Introduction to Linguistics and Language Acquisition	3.00
SPE 65	Introduction to Diagnostic Procedures	3.00
SPE 67	Introduction to Language Disorders in Children	3.00

SPE 70	Professional and Scientific Writing in Speech-Language Pathology and Audiology	3.00
SPE 82	Introduction to Speech Science	3.00
SPE 84	Anatomy and Physiology of the Speech and Hearing Mechanism	3.00
SPE 85	Introduction to Articulation Disorders and Phonological	3.00
SPE 88	Introduction to Neuroanatomy for the Speech-Language Pathologist	3.00
SPE 90	Introduction to Audiology	3.00
SPE 91	Introduction to Aural Rehabilitation	3.00
SPE 93	Speech Pathology I: Introduction to Pediatric Communication Disorders	3.00
SPE 94	Speech Pathology II: Introduction to Adult Speech and Language Disorders	3.00
SPE 95	Introduction to Clinical Research in Communication Disorders	3.00

Electives

Choose one of the following:

SPE 86	Clinical Practicum in Speech Language Pathology	2.00
SPE 97	American Sign Language II	3.00
SPE 98	American Sign Language I	3.00
SPE 385	Honors Tutorial	3.00
SPE 386	Honors Tutorial	3.00

Required Co-Related Education Courses

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 41A	Nurturing Young Children's Development	3.00
SPE 35	Methods and Materials: Applications for Speech-Language Therapy	3.00

SPE	35J	Methods and Materials for Speech-Language Therapy	3.00
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Required Co-Related Workshops:

EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
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EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
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Credit and GPA Requirements

Minimum Total: 120 credits

Minimum Liberal Arts: 60 credits

Minimum Major: 63 credits

Minimum Major GPA: 2.75

Minimum Overall GPA: 2.75

MINORS**Minor: 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.

**Minor in Speech Pathology and
Audiology Requirements****Required Speech Courses**

SPE	51	Phonetics of English	3.00
SPE	63	Introduction to Linguistics and Language Acquisition	3.00

SPE	84	Anatomy and Physiology fo the Speech and Hearing Mechanism	3.00
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SPE	90	Introduction to Audiology	3.00
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SPE	93	Speech Pathology I	3.00
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SPE	94	Speech Pathology II: Introduction to Adult Speech and Language Disorders	3.00
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Elective Speech Courses**Three credits from one of the following:**

SPE	88	Introduction to Neuroanatomy for the Speech-Language Pathologist	3.00
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SPE	82	Introduction to Speech Science	3.00
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Credit and GPA Requirements

Minimum Total Credits: 21

Minimum Minor GPA: 2.75

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 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: 3

Every Spring

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.

WAC Class Requirement

A prerequisite of SPE 93 is required.

Credits: 3

Every Fall

SPE 51 Phonetics of English

This course is an introduction to phonetic and phonemic structure of American English: sound formulation and dialectic differences. Related acoustic, anatomical and physiological and linguistic factors are considered along with broad and narrow transcription using the International

Phonetic Alphabet (IPA).

Credits: 3

Every Fall

SPE 63 Introduction to Linguistics and Language Acquisition

The normal process and stages of language acquisition in children from birth to adolescence are described in this course. The relationship between children's language and children's perceptual, cognitive and social development are explained within a cultural context.

A pre requisite of SPE 51 is required.

Credits: 3

Every Fall

SPE 65 Introduction to Diagnostic Procedures

Diagnostic methods in speech and language pathology are covered in this course. The interview, the case history, the oral facial, and clinical examination are presented. Students become familiar with standardized and non-standardized tests. The importance of reliability and validity of testing is stressed. Fundamentals of professional report writing are also introduced.

Prerequisites: SPE 63, SPE 67, SPE 85, and SPE 93

Credits: 3

Every Spring

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 Fall

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.

WAC Class Requirement

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.

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 Spring

SPE 86 Clinical Practicum in Speech Language Pathology (Elective)

A limited introductory clinical practicum (elective) 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 and peripheral nervous systems and their 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.

Prerequisites: SPE 51, SPE 63 and SPE 84

Credits: 3

Every Spring

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 alaryngeal speech will be discussed, as well as principles of assessment and intervention.

Prerequisite of SPE 51, 84, and 88 are required.

Credits: 3

Every Fall

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. WAC class requirement

Prerequisites: SPE 67, SPE 93, MTH 19

Credits: 3

Every Fall

SPE 97 American Sign Language II

This course builds on the foundation laid in SPE 98 by expanding the students' conversational range using American Sign Language. In addition, idiomatic expressions will be covered.

Prerequisite of SPE 98 is required.

Credits: 3

On Occasion

SPE 98 American Sign Language I (Elective)

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 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 (Elective)

This elective 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 (Elective)

This elective 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 pre-approved 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

SPE 390 Honors Thesis

This course is a continuation of SPE 389, 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
TEACHING AND LEARNING**

Phone: 516-299-2374

Fax: 516-299-3312

Chair: Choi

Professor: Cohen, Dornisch, Feeley, Kane, Minge, Piro, Rasheed, Rhee, Sanacore

Associate Professors: Ahmad, Choi, Dunne, Goubeaud, Levitt, McLoughlin, Ogulnick, Tolentino, Vida

Instructor: Cary Epstein (NTTA), Carol Fiorile (NTTA)

Adjunct Faculty: 48

The Department of Teaching and Learning 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, 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/childhood education, early childhood/special education, early childhood/SESOL, childhood education/special education, childhood education/SESOL, adolescence education (grades 7 to 12) in English with SWD, Social Studies with SWD and Mathematics with SWD, and in Biology and art and music education (birth to grade 12), health education/physical education, physical education.

B.S. Early Childhood Education and Special Ed (B - Gr 2) (dual initial certification)

This 120-credit B.S. In Early Childhood Education/Special Education prepares you to become a knowledgeable, caring, and inspiring teacher of general education and special education for children from birth to second grade.

In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for young children ranging in age from birth until 8 years. 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 cognitive, socioemotional, and physical

development, and you will learn the basic principles of language and literacy development 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 childcare facilities and 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 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.nysed.gov/tcert/) 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 Teaching and Learning is 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(B - Gr 2 or Gr 1-6) (dual initial certification)

{Program Code 38944} {HEGIS: 0823.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Early Childhood Education (Birth - Grade 2) and Special Education (B-Gr 2 or

Gr 1-6) (dual initial certification) must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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Major Requirements

Required Education Courses**

All of the following: (48 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
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EDI	15A	Psychological Perspectives: Teaching and Learning	3.00
EDI	16A	Curriculum & Assessment for Pre-Service Teachers	3.00
EDI	40A	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction: Birth-Grade 2	3.00
EDI	41A	Nurturing Young Children's Development: A Multicultural Approach: Birth-Grade 2	3.00
EDI	42	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction K-Grade 2	3.00
EDI	56	Literacy Acquisition for English Language Learners	3.00
EDI	66	Supervised Student Teaching and Seminar in Early Childhood Education	6.00
EDI	625	Observation and Assessment in Early Childhood Education: Birth-Grade 2	3.00
EDS	45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	60	Literacy Development: Birth-Grade 6	3.00
EDS	62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDS	600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS	630	Curriculum Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	632	Instruction and Classroom Management for Children with Emotional and Behavioral Problems	3.00

****A grade of "C-" or higher is required in all education courses**

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies, earth system science, English, geography, history, 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.

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: 120 credits
- Minimum LA&S: 60 credits
- Minimum LA&S Concentration: 30 credits
- Minimum Education Major: 48 credits
- Minimum LA&S Concentration GPA: 2.75
- Minimum Education Major GPA: 2.75
- Minimum Overall GPA: 2.50

B.S. Early Childhood Education (B - Gr 2) and TESOL All Grades (dual initial certification)

The 120 credit B.S. in Early Childhood Education and TESOL prepares you to become a knowledgeable, caring, and inspiring teacher of general education and English Language Learners who are in the birth through 2nd grade range.

In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for children 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 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 Teaching and Learning 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:

- 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 TESOL (All Grades) (dual initial certification)

[Program Code 38945] {HEGIS: 0823.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Early Childhood Education (Birth - Grade 2) and TESOL (all grades) (dual initial certification) must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1.00
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First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of the following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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- TESOL program requires that students take 12 credits of non-English language

Major Requirements

Required Education Courses**

All of the following (45 credits):

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
EDI 40A	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction (Birth to Preschool)	3.00
EDI 41A	Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2	3.00
EDI 42	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction: K- Grade 2	3.00
EDI 56	Literacy Acquisition for English Language Learners	3.00
EDI 66	Student Teaching, Childhood: K-Grades 1-6	6.00
EDI 625	Observation and Assessment in Early Childhood: B-Grade 2	3.00
EDI 650	Methods and Materials of TESOL	3.00
EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS 60	Literacy Development: Birth-Grade 6	3.00
EDS 62	Literacy Acquisition for the Classroom Teacher: Birth-Grade 6	3.00
EDS 64	Linguistics Introduction: K- Grade 12	3.00

****A grade of "C-" or higher is required in all education courses**

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit 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.

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: 120 credits
- Minimum LA&S: 60 credits
- Minimum LA&S Concentration: 30 credits
- Minimum Education Major: 36 credits
- Minimum LA&S Concentration GPA: 2.75
- Minimum Education Major GPA: 2.75
- Minimum Overall GPA: 2.50

B.S. Childhood Education and Early Childhood Education (dual initial certification)

The 120-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 who are responsive to the needs, interests and questions of infants, toddlers, preschoolers and children who are in the primary and elementary grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for children 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.

Using an integrated approach to the design of curriculum and instruction, teacher candidates will develop creative ways to nurture children's multimodal literacies in an early childhood learning environment. 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.

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 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 and Early Childhood 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/Early Childhood Education dual 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 Teaching and Learning 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 Early Childhood Education program.

- 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 Early Childhood Education (B - Gr 2) (dual initial certification)

{Program Code: 38941} {HEGIS: 0802}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Childhood Education (Grades 1-6) and Early Childhood Education (Birth - Grade 2) (dual initial certification) must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00

Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00

Self, Society & Ethics Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course 3.00

Power, Institutions & Structures Must take one of following: ECO 10, 11 or POL 2, 3 3.00

Add'l course from one cluster Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster 3.00

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

Co-Related Requirements

MTH 16 Mathematics for Elementary Education II 3.00

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 and Assessment for Pre-service Teachers	3.00
EDI 40A	Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Pre-school	3.00
EDI 41A	Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2	3.00

EDI 42	Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: K-Grade 2	3.00
EDI 54	Mathematics Content Standards and Pedagogies for Elementary School Students	3.00
EDI 55	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI 56	Literacy Acquisition for English Language Learners	3.00
EDI 63	Methods in Teaching Elementary Social Studies	3.00
EDI 64	Student Teaching, Childhood: Grades 1-6	6.00
EDI 69	Methods in the Teaching of Science in the Elementary School	3.00
EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS 60	Literacy Development: Birth-Grade 6	3.00
EDS 62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

****A grade of "C-" or higher is required in all education courses**

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: earth system science, English, geography, history, 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.

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: 120 credits
 Minimum LA&S: 60 credits
 Minimum LA&S Concentration: 30 credits
 Minimum Education Major: 39 credits
 Minimum LA&S Concentration GPA: 2.75
 Minimum Education Major GPA: 2.75
 Minimum Overall GPA: 2.50

B.S. Childhood Education and Special Education (Gr 1 - 6) (dual initial certification)

The 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.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for youngsters 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 vigorous 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 Teaching and Learning 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 (Gr 1 - 6) and Special Education (B - Gr 2 or Gr 1 - 6) (dual initial certification)

{Program Code: 38942} {HEGIS: 0802.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Childhood Education (Gr 1-6) and Special Education (B-Gr 2 or (Gr 1 - 6) (dual initial certification) must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1
First-Year Seminar		3
Writing I	ENG 1	3
Writing II	ENG 2	3
Quantitative Reasoning	Must take MTH 15	3
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3

Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3
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Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3
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Power, Institutions & Structures	Must take one of the following: ECO 10, 11 or POL 2, 3	3
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Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3
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For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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Major Requirements

Required Education Courses**

All of the following: (48 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 54	Mathematics Content Standards and Pedagogies for Elementary School Students	3.00
EDI 55	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI 56	Literacy Acquisition for English Language	3.00
EDI 63	Methods in Teaching Elementary Social Studies	3.00
EDI 64	Student Teaching Elementary Social Studies	6.00

EDI	69	Methods in the Teaching of Science in the Elementary School	3.00
EDS	45	Teaching Students with Disabilities	3.00
EDS	60	Literacy Development: Birth-Grade 6	3.00
EDS	62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDS	600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS	630	Curriculum and Assessment and Instruction of Students with Mild Disabilities	3.00
EDS	632	Introduction and Classroom Management for Children and Adolescents with Emotional and Behavioral Problems	3.00

****A grade of "C-" or higher is required in all education courses**

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies, earth system science, English, geography, history, 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.

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: 120 credits
 Minimum LA&S: 60 credits
 Minimum LA&S Concentration: 30 credits
 Minimum Education Major: 39 credits
 Minimum LA&S Concentration GPA: 2.75
 Minimum Education Major GPA: 2.75
 Minimum Overall GPA: 2.50

B.S. Childhood Education (Gr 1-6) and TESOL All Grades (dual initial certification)

The 120-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 Teaching and Learning 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)

{Program Code: 38943} {HEGIS: 0802.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Childhood Education (Grades 1-6) and TESOL (dual initial certification) must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00

Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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- TESOL program requires that students take 12 credits of non-English language

Major Requirements

Required Education Courses**

All of the following: (45 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 54	Mathematics Content Standards and Pedagogies for Elementary School Students	3.00
EDI 55	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI 56	Literacy Acquisition for English Language Learners	3.00
EDI 63	Methods in Teaching Elementary Social Studies	3.00
EDI 64	Student Teaching, Childhood Education: Grades 1-6	6.00
EDI 69	Methods in the Teaching of Science in the Elementary School	3.00
EDI 650	Methods and Materials of TESOL	3.00
EDS 64	Linguistics Introduction: K-Grade 12	3.00

EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS 60	Literacy Development: Birth-Grade 6	3.00
EDS 62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

****A grade of "C-" or higher is required in all education courses**

Liberal Arts & Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: earth system science, English, geography, history, 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.

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: 120 credits
 Minimum LA&S: 60 credits
 Minimum LA&S Concentration: 30 credits
 Minimum Education Major: 39 credits
 Minimum LA&S Concentration GPA: 2.75
 Minimum Education Major GPA: 2.75
 Minimum Overall GPA: 2.50

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 Teaching and Learning 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
- English
- Mathematics
- Social Studies

B.S. Adolescence Education: Biology (Grades 7-12)

Joint Program with the College of Liberal Arts & Sciences

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 Teaching and Learning are

nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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 Biological and Environmental Sciences 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 23178} {HEGIS: 0401.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Adolescence Education: Biology must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Any MTH Course	4.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00

Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

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

Biology Major Requirements

Required Biology Courses

All of the following (26 credits):

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 (3 credits):		
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 (3 credits):

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
EDI 35A	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science	3.00
EDI 38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS 75A	Literary Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00

****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

- Minimum Total: 120 credits
- Minimum LA&S: 60 credits
- Minimum Biology: 31 credits
- Minimum Education Major: 30 credits
- Minimum Biology GPA: 2.75
- Minimum Education Major GPA: 2.75
- Minimum Overall GPA: 2.50

B.S. Adol English Ed and Students with Disabilities (SWD) Generalist (Grades 7-12) (dual initial certification)

Joint Program with College of Liberal Arts & Sciences

The dual certification BS in Adolescent English and Special Education prepares candidates to become knowledgeable, caring, and inspiring English teachers of general education and special education students who are in the 7th through 12th grades. This AAQEP-accredited program prepares a new generation of English teachers to help students with and without disabilities to read, write, and compute.

Candidates who successfully complete this bachelor's programs and pass all required NYS teacher certification exams will be eligible for two initial certifications when the BS is awarded. These certifications are Adolescence Education English and Special Education, 7-12 Generalist.

In pursuing these two certifications, candidates will examine theories of child development, motivation, and learning for students ranging in age from 7th to 12th grade. They will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As they work toward these degrees, they will gain an understanding and appreciation of English, their major area of study. They will also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that will allow candidates to practice their new skills in both general and special education classroom settings.

B.S. Adolescence English Education and Students with Disabilities (SWD)

Generalist Grades 7-12 (dual initial certification)

{Program Code: 39910} {HEGIS: 1501.01}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Adolescence English Education and SWD Generalist Grades 7-12 must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Any MTH course	4.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Major Requirements - English

Required English Courses

All of the following:

ENG 3	Grammar and the Structure of English	3.00
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ENG 10	Introduction to Literature	3.00
ENG 85	Disciplinary Literacy in English	3.00
ENG 151	Survey of American Writers to the Civil War	3.00
ENG 251	American Writers Since the Civil War	3.00

Required English Literature Course

One of the following:

ENG 11	British Literature: Survey Medieval, Renaissance, Neo-Classical	3.00
ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00

Required 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 English Literature Courses

American Literature

One of the following:

ENG 105	Native American Literature	3.00
ENG 108	African-American Literature of the Twentieth Century	3.00
ENG 109	American Slave Narratives	3.00
ENG 152	The American Novel	3.00
ENG 153	Contemporary American Drama	3.00
ENG 154	American Poetry	3.00
ENG 156	Irish-American Fiction	3.00
ENG 157	American Modernism and the Art of Making it New	3.00
ENG 158	Freak Shows and the Modern American Imagination	3.00
ENG 159	Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present	3.00
ENG 160	Hawthorne and James: From Romance to Realism	3.00
ENG 161	Melville and Power	3.00
ENG 162	American Autobiography	3.00
ENG 163	Literature of New York	3.00

ENG 164	American Drama	3.00	ENG 107	Postcolonial Literature	3.00	ENG 164	American Drama	3.00
ENG 165	American Colonial Literature	3.00	ENG 108	African-American Literature of the Twentieth Century	3.00	ENG 165	American Colonial Literature	3.00
Genre or Period of Literature						Writing		
One of the following:						One of the following:		
ENG 7	World Literature I: From Antiquity to the Renaissance	3.00	ENG 109	American Slave Narratives	3.00	ENG 181	The Art of Expository Writing	3.00
ENG 8	World Literature II: From the Enlightenment to the Present	3.00	ENG 111	The English Renaissance	3.00	ENG 182	Introduction to Creative Writing	3.00
ENG 13	The Short Story	3.00	ENG 112	Modern British Literature	3.00	ENG 183	Creative Non-Fiction	3.00
ENG 15	Modern Drama	3.00	ENG 113	The Eighteenth-Century English Novel	3.00	ENG 184	Writing and Healing	3.00
ENG 16	The Modern Novel	3.00	ENG 114	The Nineteenth-Century English Novel	3.00	ENG 185	Theories of Writing and Composing	3.00
ENG 17	Modern Poetry	3.00	ENG 115	The World Novel in English	3.00	ENG 186	Writing in a Digital Age: Multimodal Rhetoric and Composition	3.00
ENG 19	Early English Literature: From the Beginnings to 1485	3.00	ENG 116	W.B. Yeats: Poet in a Revolutionary Time	3.00	ENG 187	Editing and Professional Writing	3.00
ENG 21	Shakespeare: Comedies and Histories, Non-Dramatic Poetry	3.00	ENG 131	Small World: Literature of the Academic Life	3.00	ENG 188	Writing in the Workplace: The Rhetoric of Professional Communication	3.00
ENG 22	Shakespeare: Tragedies and Romances	3.00	ENG 133	Eighteenth-Century Writers on Writing	3.00	ENG 189	Experimental Fiction Writing	3.00
ENG 24	Renaissance Drama	3.00	ENG 135	Renaissance and Revolution: The Making of the Modern World	3.00	ENG 190	Writing with Sound	3.00
ENG 32	Contemporary Literature	3.00	ENG 136	The Victorian Rebels	3.00	ENG 191	Reading and Writing Comics	3.00
ENG 35	Childhood and Literature	3.00	ENG 137	Magic Realism	3.00	ENG 192	Technical Writing	3.00
ENG 36	Adolescent Literature	3.00	ENG 138	Gender, Sexuality and Literature	3.00	ENG 193	Writing Young Adult Fiction	3.00
ENG 41	The Art of Poetry	3.00	ENG 139	Gender and the English Language	3.00	Diversity		
ENG 42	The Art of Autobiography	3.00	ENG 140	The Bloomsbury Group	3.00	One of the following:		
ENG 49	English Drama	3.00	ENG 152	The American Novel	3.00	ENG 35	Childhood and Literature	3.00
ENG 50	Great Plays	3.00	ENG 153	Contemporary American Drama	3.00	ENG 36	Adolescent Literature	3.00
ENG 51	Greek Drama	3.00	ENG 154	American Poetry	3.00	ENG 68	Mythology	3.00
ENG 52	The Bible as Literature	3.00	ENG 156	Irish-American Fiction	3.00	ENG 102	Literatures of Africa	3.00
ENG 54	Eighteenth-Century Literature and Life	3.00	ENG 157	American Modernism and the Art of Making it New	3.00	ENG 103	Irish Literary Renaissance	3.00
ENG 55	The Romantic Period	3.00	ENG 158	Freak Shows and the Modern American Imagination	3.00	ENG 104	History of Irish Literature	3.00
ENG 58	The Victorian Period	3.00	ENG 159	Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present	3.00	ENG 105	Native American Literature	3.00
ENG 67	Classical Literature in Translation	3.00	ENG 160	Hawthorne and James: From Romance to Realism	3.00	ENG 107	Postcolonial Literature	3.00
ENG 68	Mythology	3.00	ENG 162	American Autobiography	3.00	ENG 108	African-American Literature of the Twentieth Century	3.00
ENG 78	The English Novel: Nineteenth and Twentieth Centuries	3.00	ENG 163	Literature of New York	3.00	ENG 109	American Slave Narratives	3.00
ENG 102	Literatures of Africa	3.00				ENG 115	The Twentieth- and Twenty-First Century Novel in English	3.00
ENG 103	Irish Literary Renaissance	3.00				ENG 131	Small World: Literature of the Academic Life	3.00
ENG 104	History of Irish Literature	3.00						
ENG 105	Native American Literature	3.00						

ENG	137	Magic Realism	3.00
ENG	138	Gender, Sexuality and Literature	3.00
ENG	139	Gender and the English Language	3.00
ENG	141	The Literature of the Working Class	3.00
ENG	156	Irish American Fiction	3.00
ENG	163	The Literature of New York	3.00

ENG 25, 44, 47, 48, 95, 100, 359 and 360 may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.

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.

Major Requirements - Education

Required Education Courses

A grade of C- or better is required

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	35B	Methods and Materials in Teaching a Specific Subject in Grades 7-12 English	3.00
EDI	38A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	56	Literacy Acquisition for English Language Learners	3.00
EDS	45	Teaching Students with Disabilities in Inclusive Classrooms	3.00

EDS	51	Curriculum-based Assessment & Instruction of Secondary Students with Mild Disabilities	3.00
EDS	52	Psychoeducational and Curriculum Based Assessment in Special Education	3.00
EDS	61	Literacy Practices for Adolescents with Learning Difficulties and Disabilities	3.00
EDS	75A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	713	Supervised Student Teaching and Seminar in Special 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

Credit and GPA Requirements

Minimum Total: 120 credits
 Minimum LA&S: 60 credits
 Minimum English: 36 credits
 Minimum Education Major: 42 credits
 Minimum English GPA: 2.75
 Minimum Education GPA: 2.75
 Minimum Overall GPA: 2.50

Joint Program with College of Liberal Arts & Sciences

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/tcert/) 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 Teaching and Learning 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 Chemistry, Mathematics and Physics 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.

Required workshops for Certification in Education

Enrollment in workshop or satisfaction of equivalent milestone is required:

Safe Schools Against Violence in Education Act - Project S.A.V.E.

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
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EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00

Preventing Child Abduction; Safety Education; Fire and Arson Prevention

EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00

Preventing Alcohol, Tobacco, and Other Substance Abuse

EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00

Dignity for All Students Act - DASA

DASX 100 Dignity in Schools Act 0.00

DASX 100 Dignity in Schools Act 0.00

Child Abuse Identification and Reporting

CATX 100 Child Abuse Identification and Reporting 0.00

CATX 100 Child Abuse Identification and Reporting 0.00

B.S. Adol Math Education/SWD 7-12 Requirements

Freshman Seminar Requirements

Incoming Freshmen students are required to complete POST 101:

FYS 1C First Year Seminar 1.00

POST 101 Post Foundations 1.00

AND

A first-year seminar (FYS):

LIU: Post Core Requirements for Education Majors (F18)

****Core courses may also satisfy major requirements, where applicable.****

ENG 1 & ENG 2

ENG 1 Writing I: Composition and Analysis 3.00

ENG 2 Writing II: Research and Argumentation 3.00

OR

ENG 303 & ENG 304

ENG 303 World Literature I - Honors Core 3.00

ENG 304 World Literature II - Honors Core 3.00

Quantitative Reasoning -

Any course between MTH 1 and MTH 85 Scientific Inquiry and the Natural World - Any BIO, CHM, ERS, GLY, or PHY Laboratory Science course:

BIO 1 Foundations of Biology I 4.00

BIO 2 Foundations of Biology II 4.00

BIO 5 Foundations of Biology: Ethology, Ecology, and Evolution 4.00

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 1 Introduction to Forensic Chemistry I 4.00

CHM 2 Introduction to Forensic Chemistry II 4.00

CHM 3 Principles of Chemistry I 4.00

ERS 1 Weather and Climate 4.00

ERS 2 Planet Earth 4.00

ERS 4 Environmental Sustainability Science 4.00

ERS 301 Global Environment I: Atmosphere, Weather, Climate - Honors Core 4.00

ERS 302 Global Environment II: Earth Materials Dynamic - Honors Core 4.00

GLY 1 The Dynamic Earth 4.00

GLY 2 History of the Earth 4.00

PHY 3 University Physics I 4.00

PHY 4 University Physics II 4.00

PHY 11 College Physics I 4.00

PHY 12 College Physics II 4.00

PHY 301 Physical Universe and Imagination I - Honors Core 4.00

PHY 302 Physical Universe and Imagination II - Honors Core 4.00

Creativity, Media and the Arts

ART 1 Introduction to Visual Arts 3.00

ART 6 3D Visualization & Production 3.00

ART 31 Pottery and Ceramic Sculpture 1 3.00

ART 101 Interpreting Art in the 21st Century 3.00

ART 302 Pottery & Ceramic Sculpture 2 - Honors 3.00

CIN 10 Screenwriting II 3.00

CIN 11 History of World Cinema 3.00

CMA 4 Media Literacy: Behind the Message 3.00

CMA 9 Introduction to the Media Arts 3.00

MUS 1 Introduction to Musical Concepts 3.00

MUS 2 Elementary Musicianship 3.00

THE 1 The Art of Theatre 3.00

THE 101 Introduction to Drama 3.00

THE 143 Shakespeare in Performance 3.00

THE 193 Theatre Research/Perf Wkshop: Devising 3.00

THE 360 Honors Advanced Elective 3.00

Perspectives on World Cultures - Any Elementary or Intermediate Foreign Language course:

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

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

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

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

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

Self, Society, and Ethics -

Recommend ENG 35 (for Early Childhood/Childhood Concentrations)

Recommend ENG 36 (for Adolescence Education Majors)

ENG 35 Childhood and Literature 3.00

ENG 36 Adolescent Literature 3.00

ENG 63 The Literature of Memory 3.00

ENG 65 The Other: Strangers and Outsiders 3.00

ENG	142	Leadership and Literature	3.00	ARA	1	Elementary Arabic I	3.00	FRE	36	French Poetry of the 20th Century	3.00
ENG	168	The Jazz Age: 1920s American Literature and Culture	3.00	ARA	2	Elementary Arabic II	3.00	FRE	37	20th-Century Prose Literature	3.00
ENG	183	Creative Non-Fiction	3.00	ARA	3	Intermediate Arabic I	3.00	FRE	38	19th-Century French Theatre	3.00
ENG	184	Writing and Healing	3.00	ARA	4	Intermediate Arabic II	3.00	FRE	39	20th-Century French Theatre	3.00
ITL	71	Nature and Culture in Italo Calvino's Our Ancestors	3.00	ARA	11	Advanced Arabic I	3.00	FRE	85	Disciplinary Literacy in French	3.00
PHI	8	Introduction to Philosophy	3.00	ARA	12	Advanced Arabic II	3.00	FRE	99	Seminar in French Literature: Special Topics	3.00
PHI	9	Business Ethics	3.00	CHN	1	Elementary Chinese I	3.00	GER	1	Elementary German I	3.00
PHI	11	Ethics, War, and Terrorism	3.00	CHN	2	Elementary Chinese II	3.00	GER	2	Elementary German II	3.00
PHI	13	Ethics and Society	3.00	CHN	3	Intermediate Chinese I	3.00	GER	3	Intermediate German I	3.00
PHI	17	Happiness and the Good Life	3.00	CHN	4	Intermediate Chinese II	3.00	GER	4	Intermediate German II	3.00
PHI	19	Biomedical Ethics	3.00	DUT	1	Elementary Dutch I	3.00	GER	9	Reading German Fluently	3.00
PHI	20	Faith, Reason, and Spirituality	3.00	DUT	2	Elementary Dutch II	3.00	GER	11	Introduction to German Literature	3.00
PHI	28	Environmental Philosophy	3.00	DUT	3	Intermediate Dutch I	3.00	GER	12	Survey of German Literature	3.00
PHI	34	Philosophies of Love and Sex	3.00	DUT	4	Intermediate Dutch II	3.00	GER	23	Advanced German Grammar and Composition I	3.00
WLT	39	Horror in Literature	3.00	DUT	11	Advanced Dutch I	3.00	GER	24	Advanced German Grammar and Composition II	3.00
Power, Institutions, and Structures				DUT	12	Advanced Dutch II	3.00	GER	25	Advanced German Conversation	3.00
ECO	10	Introduction to Microeconomics	3.00	FRE	1	Elementary French I	3.00	GER	26	German Culture and Civilization I	3.00
ECO	11	Introduction to Macroeconomics	3.00	FRE	2	Elementary French II	3.00	GER	27	German Culture and Civilization II	3.00
ECO	303	Introductory Microeconomics - Honors Core	3.00	FRE	3	Intermediate French I	3.00	GER	32	18th-Century German Literature	3.00
ECO	304	Introductory Macroeconomics - Honors Core	3.00	FRE	4	Intermediate French II	3.00	GER	33	19th-Century German Literature	3.00
POL	2	Introduction to American Politics	3.00	FRE	11	Introduction to French Literature I	3.00	GER	34	Twentieth-Century German Literature	3.00
POL	3	Introduction to Political Science	3.00	FRE	12	Introduction to French Literature II	3.00	GER	35	Goethe	3.00
Additional HIS course required:				FRE	23	Advanced French Grammar and Composition I	3.00	GER	37	German Lyric Poetry	3.00
Foreign Language Certification				FRE	24	Advanced French Grammar and Composition II	3.00	GER	39	Advanced Scientific German	3.00
Students are required to take three credits from the following:				FRE	25	Advanced French Conversation and Phonetics	3.00	GER	41	Applied Linguistics Seminar	3.00
AMN	1	Elementary Armenian I	3.00	FRE	26	French Culture and Civilization I	3.00	HEB	1	Elementary Modern Hebrew I	3.00
AMN	2	Elementary Armenian II	3.00	FRE	27	French Culture and Civilization II	3.00	HEB	2	Elementary Modern Hebrew II	3.00
AMN	3	Intermediate Armenian I	3.00	FRE	30	French Literature of the Middle Ages and the Renaissance	3.00				
AMN	4	Intermediate Armenian II	3.00	FRE	32	French Classical Theatre	3.00				
AMN	11	Advanced Armenian I	3.00	FRE	33	18th-Century French Literature	3.00				
AMN	12	Advanced Armenian II	3.00	FRE	34	French Poetry of the 19th Century	3.00				
				FRE	35	19th-Century French Prose	3.00				

HEB	3	Intermediate Modern Hebrew I	3.00	ITL	32	Italian Literature of the 18th Century	3.00	PRT	12	Advanced Portuguese II	3.00
HEB	4	Intermediate Modern Hebrew II	3.00	ITL	33	The Contemporary Italian Novel	3.00	RUS	1	Elementary Russian I	3.00
HEB	25	Advanced Conversational Hebrew I	3.00	ITL	35	The Italian Novel from Manzoni to the Voce Period	3.00	RUS	2	Elementary Russian II	3.00
HEB	26	Advanced Conversational Hebrew II	3.00	ITL	36	Pirandello and the Modern Theatre	3.00	RUS	3	Intermediate Russian I	3.00
HEB	32	Contemporary Hebrew Literature I	3.00	ITL	85	Disciplinary Literacy in Italian	3.00	RUS	4	Intermediate Russian II	3.00
HEB	33	Contemporary Hebrew Literature II	3.00	ITL	99	Seminar in Italian Literature: Special Topics	3.00	RUS	25	Intensive Conversation and Creative Writing II	3.00
HEB	34	Wisdom Literature World Literature	3.00	JPN	1	Elementary Japanese I	3.00	RUS	30	Russian Culture and Civilization (Ancient-1917)	3.00
HEB	35	Modern Hebrew Poetry	3.00	JPN	2	Elementary Japanese II	3.00	RUS	31	Russian Culture and Civilization (1917 to Present)	3.00
HEB	36	Old Testament Literature	3.00	JPN	3	Intermediate Japanese I	3.00	SPA	1	Elementary Spanish I	3.00
HIN	1	Elementary Hindi I	3.00	JPN	4	Intermediate Japanese II	3.00	SPA	2	Elementary Spanish II	3.00
HIN	2	Elementary Hindi II	3.00	JPN	11	Introduction to Japanese Literature I	3.00	SPA	3	Intermediate Spanish I	3.00
HIN	3	Intermediate Hindi I	3.00	JPN	12	Introduction to Japanese Literature II	3.00	SPA	4	Intermediate Spanish II	3.00
HIN	4	Intermediate Hindi II	3.00	KOR	1	Elementary Korean I	3.00	SPA	11	Introduction to Peninsular Literature	3.00
HIN	11	Advanced Hindi I	3.00	KOR	2	Elementary Korean II	3.00	SPA	12	Introduction to Spanish-American Literature	3.00
HIN	12	Advanced Hindi II	3.00	KOR	3	Intermediate Korean I	3.00	SPA	23	Advanced Spanish Grammar and Composition I	3.00
ITL	1	Elementary Italian I	3.00	KOR	4	Intermediate Korean II	3.00	SPA	24	Advanced Spanish Grammar and Composition II	3.00
ITL	2	Elementary Italian II	3.00	KOR	11	Advanced Korean I	3.00	SPA	25	Advanced Spanish Conversation	3.00
ITL	3	Intermediate Italian I	3.00	KOR	12	Advanced Korean II	3.00	SPA	26	Culture and Civilization of Spain	3.00
ITL	4	Intermediate Italian II	3.00	NOR	1	Elementary Norwegian I	3.00	SPA	27	Culture and Civilization of Hispanic America	3.00
ITL	11	Selected Readings in Early Italian Literature	3.00	NOR	2	Elementary Norwegian II	3.00	SPA	29	Advanced Grammar and Writing Skills	3.00
ITL	12	Selected Readings in Modern and Contemporary Italian Literature	3.00	NOR	3	Intermediate Norwegian I	3.00	SPA	30	The Picaresque Novel	3.00
ITL	23	Advanced Italian Grammar and Composition I	3.00	NOR	4	Intermediate Norwegian II	3.00	SPA	31	20th-Century Spanish-American Novel	3.00
ITL	24	Advanced Italian Grammar and Composition II	3.00	NOR	11	Advanced Norwegian I	3.00	SPA	32	Spanish Literature of the Middle Ages and the Renaissance	3.00
ITL	25	Advanced Italian Conversation	3.00	NOR	12	Advanced Norwegian II	3.00	SPA	33	Theatre of the Golden Age	3.00
ITL	26	Italian Culture and Civilization I	3.00	PLH	1	Elementary Polish I	3.00	SPA	35	Cervantes	3.00
ITL	27	Italian Culture and Civilization II	3.00	PLH	2	Elementary Polish II	3.00	SPA	36	19th-Century Spanish Literature	3.00
ITL	30	Dante, Petrarca (Petrarch), and Boccaccio	3.00	PLH	3	Intermediate Polish I	3.00	SPA	37	Spanish Literature of the 20th Century	3.00
ITL	31	Italian Literature of the Renaissance and the Baroque Period	3.00	PLH	4	Intermediate Polish II	3.00	SPA	38	Spanish-American Literature I	3.00
				PLH	11	Advanced Polish I	3.00				
				PLH	12	Advanced Polish II	3.00				
				PRT	1	Elementary Portuguese I	3.00				
				PRT	2	Elementary Portuguese II	3.00				
				PRT	3	Intermediate Portuguese I	3.00				
				PRT	4	Intermediate Portuguese II	3.00				
				PRT	11	Advanced Portuguese I	3.00				

SPA	39	Spanish-American Literature II	3.00
SPA	40	Seminar in Spanish and Spanish-American Literature	3.00
SPA	41	Applied Linguistics Seminar	3.00
SPA	42	Contemporary Spanish Literature	3.00
SPA	43	The Contemporary Spanish Theatre	3.00
SPA	44	Spanish-American Women Writers	3.00
SPA	45	The New Novel in Latin America	3.00
SPA	46	Literary Translation (Spanish to English)	3.00
SPA	47	Latin-American Women Poets	3.00
SPA	48	Latino Literature in America	3.00
SPA	85	Disciplinary Literacy in Spanish	3.00
SPA	99	Seminar in Spanish Literature: Special Topics	3.00
SPE	97	American Sign Language II	3.00
SPE	98	American Sign Language I (Elective)	3.00
HUN			
YID			
VIE			
TUR			
SWE			
SWA			
SER			
PER			
MGR			
Required Education Courses			
All of the following are required:			
[C- or better required in all lower-level courses; EDS 600/700-level requires B- or better]			
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	35C	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics	3.00
EDI	38A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	56	Literacy Acquisition for English Language Learners	3.00
EDS	45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	75A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS	620	Assessment and Diagnosis of Students with Disabilities	3.00
EDS	630	Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level	3.00
EDS	632	Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00
Free Electives			
Courses that are not being used to satisfy major or core requirements:			
2.75 MTH GPA Required			
MTH GPA			
2.75 Major Education GPA Required.			
Education GPA			
Joint Program with College of Liberal Arts & Sciences			
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 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 Teaching and Learning 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.

Required workshops for Certification in Education

Enrollment in workshop or satisfaction of equivalent milestone is required:

Safe Schools Against Violence in Education Act - Project S.A.V.E.

EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00

EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00

Preventing Child Abduction; Safety Education; Fire and Arson Prevention

EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00

Preventing Alcohol, Tobacco, and Other Substance Abuse

EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00

Dignity for All Students Act - DASA

DASX 100 Dignity in Schools Act 0.00

DASX 100 Dignity in Schools Act 0.00

Child Abuse Identification and Reporting

CATX 100 Child Abuse Identification and Reporting 0.00

CATX 100 Child Abuse Identification and Reporting 0.00

Adol Soc Stud Ed/SWD 7-12 B.S.

Requirements

Freshman Seminar Requirements

Incoming Freshmen students are required to complete POST 101:

FYS 1C First Year Seminar 1.00

POST 101 Post Foundations 1.00

AND

A first-year seminar (FYS):

LIU: Post Core Requirements for Education Majors (F18)

****Core courses may also satisfy major requirements, where applicable.****

ENG 1 & ENG 2

ENG 1 Writing I: Composition and Analysis 3.00

ENG 2 Writing II: Research and Argumentation 3.00

OR

ENG 303 & ENG 304

ENG 303 World Literature I - Honors Core 3.00

ENG 304 World Literature II - Honors Core 3.00

Quantitative Reasoning -

Any course between MTH 1 and MTH 85

Scientific Inquiry and the Natural World -

Any BIO, CHM, ERS, GLY, or PHY

Laboratory Science course:

BIO 1 Foundations of Biology I 4.00

BIO 2 Foundations of Biology II 4.00

BIO 5 Foundations of Biology: Ethology, Ecology, and Evolution 4.00

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 1 Introduction to Forensic Chemistry I 4.00

CHM 2 Introduction to Forensic Chemistry II 4.00

CHM 3 Principles of Chemistry I 4.00

ERS 1 Weather and Climate 4.00

ERS 2 Planet Earth 4.00

ERS 4 Environmental Sustainability Science 4.00

ERS 301 Global Environment I: Atmosphere, Weather, Climate - Honors Core 4.00

ERS 302 Global Environment II: Earth Materials Dynamic - Honors Core 4.00

GLY 1 The Dynamic Earth 4.00

GLY 2 History of the Earth 4.00

PHY 3 University Physics I 4.00

PHY 4 University Physics II 4.00

PHY 11 College Physics I 4.00

PHY 12 College Physics II 4.00

PHY 301 Physical Universe and Imagination I - Honors Core 4.00

PHY 302 Physical Universe and Imagination II - Honors Core 4.00

Creativity, Media and the Arts

ART 1 Introduction to Visual Arts 3.00

ART 6 3D Visualization & Production 3.00

ART 31 Pottery and Ceramic Sculpture I 3.00

ART 101 Interpreting Art in the 21st Century 3.00

ART 302 Pottery & Ceramic Sculpture 2 - Honors 3.00

CIN 10 Screenwriting II 3.00

CIN 11 History of World Cinema 3.00

CMA 4 Media Literacy: Behind the Message 3.00

CMA 9 Introduction to the Media Arts 3.00

MUS 1 Introduction to Musical Concepts 3.00

MUS 2 Elementary Musicianship 3.00

THE 1 The Art of Theatre 3.00

THE 101 Introduction to Drama 3.00

THE 143 Shakespeare in Performance 3.00

THE 193 Theatre Research/Perf Wkshop: Devising 3.00

THE 360 Honors Advanced Elective 3.00

Perspectives on World Cultures - Any Elementary or Intermediate Foreign Language course:

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

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

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

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

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
Self, Society, and Ethics -			
Recommend ENG 35 (for Early Childhood/Childhood Concentrations)			
Recommend ENG 36 (for Adolescence Education Majors)			
ENG	35	Childhood and Literature	3.00
ENG	36	Adolescent Literature	3.00
ENG	63	The Literature of Memory	3.00
ENG	65	The Other: Strangers and Outsiders	3.00
ENG	142	Leadership and Literature	3.00
ENG	168	The Jazz Age: 1920s American Literature and Culture	3.00
ENG	183	Creative Non-Fiction	3.00
ENG	184	Writing and Healing	3.00
ITL	71	Nature and Culture in Italo Calvino's Our Ancestors	3.00
PHI	8	Introduction to Philosophy	3.00
PHI	9	Business Ethics	3.00
PHI	11	Ethics, War, and Terrorism	3.00
PHI	13	Ethics and Society	3.00
PHI	17	Happiness and the Good Life	3.00
PHI	19	Biomedical Ethics	3.00
PHI	20	Faith, Reason, and Spirituality	3.00
PHI	28	Environmental Philosophy	3.00
PHI	34	Philosophies of Love and Sex	3.00
WLT	39	Horror in Literature	3.00
Power, Institutions, and Structures			
ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
ECO	303	Introductory Microeconomics - Honors Core	3.00
ECO	304	Introductory Macroeconomics - Honors Core	3.00
POL	2	Introduction to American Politics	3.00
POL	3	Introduction to Political Science	3.00

Additional HIS course required:
Foreign Language Certification
Students are required to take three credits from the following:

AMN	1	Elementary Armenian I	3.00
AMN	2	Elementary Armenian II	3.00
AMN	3	Intermediate Armenian I	3.00
AMN	4	Intermediate Armenian II	3.00
AMN	11	Advanced Armenian I	3.00
AMN	12	Advanced Armenian II	3.00
ARA	1	Elementary Arabic I	3.00
ARA	2	Elementary Arabic II	3.00
ARA	3	Intermediate Arabic I	3.00
ARA	4	Intermediate Arabic II	3.00
ARA	11	Advanced Arabic I	3.00
ARA	12	Advanced Arabic II	3.00
CHN	1	Elementary Chinese I	3.00
CHN	2	Elementary Chinese II	3.00
CHN	3	Intermediate Chinese I	3.00
CHN	4	Intermediate Chinese II	3.00
DUT	1	Elementary Dutch I	3.00
DUT	2	Elementary Dutch II	3.00
DUT	3	Intermediate Dutch I	3.00
DUT	4	Intermediate Dutch II	3.00
DUT	11	Advanced Dutch I	3.00
DUT	12	Advanced Dutch II	3.00
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
FRE	23	Advanced French Grammar and Composition I	3.00
FRE	24	Advanced French Grammar and Composition II	3.00
FRE	25	Advanced French Conversation and Phonetics	3.00
FRE	26	French Culture and Civilization I	3.00
FRE	27	French Culture and Civilization II	3.00

FRE	30	French Literature of the Middle Ages and the Renaissance	3.00
FRE	32	French Classical Theatre	3.00
FRE	33	18th-Century French Literature	3.00
FRE	34	French Poetry of the 19th Century	3.00
FRE	35	19th-Century French Prose	3.00
FRE	36	French Poetry of the 20th Century	3.00
FRE	37	20th-Century Prose Literature	3.00
FRE	38	19th-Century French Theatre	3.00
FRE	39	20th-Century French Theatre	3.00
FRE	85	Disciplinary Literacy in French	3.00
FRE	99	Seminar in French Literature: Special Topics	3.00
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	9	Reading German Fluently	3.00
GER	11	Introduction to German Literature	3.00
GER	12	Survey of German Literature	3.00
GER	23	Advanced German Grammar and Composition I	3.00
GER	24	Advanced German Grammar and Composition II	3.00
GER	25	Advanced German Conversation	3.00
GER	26	German Culture and Civilization I	3.00
GER	27	German Culture and Civilization II	3.00
GER	32	18th-Century German Literature	3.00
GER	33	19th-Century German Literature	3.00
GER	34	Twentieth-Century German Literature	3.00
GER	35	Goethe	3.00

GER	37	German Lyric Poetry	3.00	ITL	26	Italian Culture and Civilization I	3.00	PLH	12	Advanced Polish II	3.00
GER	39	Advanced Scientific German	3.00	ITL	27	Italian Culture and Civilization II	3.00	PRT	1	Elementary Portuguese I	3.00
GER	41	Applied Linguistics Seminar	3.00	ITL	30	Dante, Petrarca (Petrarch), and Boccaccio	3.00	PRT	2	Elementary Portuguese II	3.00
HEB	1	Elementary Modern Hebrew I	3.00	ITL	31	Italian Literature of the Renaissance and the Baroque Period	3.00	PRT	3	Intermediate Portuguese I	3.00
HEB	2	Elementary Modern Hebrew II	3.00	ITL	32	Italian Literature of the 18th Century	3.00	PRT	4	Intermediate Portuguese II	3.00
HEB	3	Intermediate Modern Hebrew I	3.00	ITL	33	The Contemporary Italian Novel	3.00	PRT	11	Advanced Portuguese I	3.00
HEB	4	Intermediate Modern Hebrew II	3.00	ITL	35	The Italian Novel from Manzoni to the Voce Period	3.00	PRT	12	Advanced Portuguese II	3.00
HEB	25	Advanced Conversational Hebrew I	3.00	ITL	36	Pirandello and the Modern Theatre	3.00	RUS	1	Elementary Russian I	3.00
HEB	26	Advanced Conversational Hebrew II	3.00	ITL	85	Disciplinary Literacy in Italian	3.00	RUS	2	Elementary Russian II	3.00
HEB	32	Contemporary Hebrew Literature I	3.00	ITL	99	Seminar in Italian Literature: Special Topics	3.00	RUS	3	Intermediate Russian I	3.00
HEB	33	Contemporary Hebrew Literature II	3.00	JPN	1	Elementary Japanese I	3.00	RUS	4	Intermediate Russian II	3.00
HEB	34	Wisdom Literature World Literature	3.00	JPN	2	Elementary Japanese II	3.00	RUS	25	Intensive Conversation and Creative Writing II	3.00
HEB	35	Modern Hebrew Poetry	3.00	JPN	3	Intermediate Japanese I	3.00	RUS	30	Russian Culture and Civilization (Ancient-1917)	3.00
HEB	36	Old Testament Literature	3.00	JPN	4	Intermediate Japanese II	3.00	RUS	31	Russian Culture and Civilization (1917 to Present)	3.00
HIN	1	Elementary Hindi I	3.00	JPN	11	Introduction to Japanese Literature I	3.00	SPA	1	Elementary Spanish I	3.00
HIN	2	Elementary Hindi II	3.00	JPN	12	Introduction to Japanese Literature II	3.00	SPA	2	Elementary Spanish II	3.00
HIN	3	Intermediate Hindi I	3.00	KOR	1	Elementary Korean I	3.00	SPA	3	Intermediate Spanish I	3.00
HIN	4	Intermediate Hindi II	3.00	KOR	2	Elementary Korean II	3.00	SPA	4	Intermediate Spanish II	3.00
HIN	11	Advanced Hindi I	3.00	KOR	3	Intermediate Korean I	3.00	SPA	11	Introduction to Peninsular Literature	3.00
HIN	12	Advanced Hindi II	3.00	KOR	4	Intermediate Korean II	3.00	SPA	12	Introduction to Spanish-American Literature	3.00
ITL	1	Elementary Italian I	3.00	KOR	11	Advanced Korean I	3.00	SPA	23	Advanced Spanish Grammar and Composition I	3.00
ITL	2	Elementary Italian II	3.00	KOR	12	Advanced Korean II	3.00	SPA	24	Advanced Spanish Grammar and Composition II	3.00
ITL	3	Intermediate Italian I	3.00	NOR	1	Elementary Norwegian I	3.00	SPA	25	Advanced Spanish Conversation	3.00
ITL	4	Intermediate Italian II	3.00	NOR	2	Elementary Norwegian II	3.00	SPA	26	Culture and Civilization of Spain	3.00
ITL	11	Selected Readings in Early Italian Literature	3.00	NOR	3	Intermediate Norwegian I	3.00	SPA	27	Culture and Civilization of Hispanic America	3.00
ITL	12	Selected Readings in Modern and Contemporary Italian Literature	3.00	NOR	4	Intermediate Norwegian II	3.00	SPA	29	Advanced Grammar and Writing Skills	3.00
ITL	23	Advanced Italian Grammar and Composition I	3.00	NOR	11	Advanced Norwegian I	3.00	SPA	30	The Picaresque Novel	3.00
ITL	24	Advanced Italian Grammar and Composition II	3.00	NOR	12	Advanced Norwegian II	3.00	SPA	31	20th-Century Spanish-American Novel	3.00
ITL	25	Advanced Italian Conversation	3.00	PLH	1	Elementary Polish I	3.00	SPA	32	Spanish Literature of the Middle Ages and the Renaissance	3.00
				PLH	2	Elementary Polish II	3.00				
				PLH	3	Intermediate Polish I	3.00				
				PLH	4	Intermediate Polish II	3.00				
				PLH	11	Advanced Polish I	3.00				

SPA	33	Theatre of the Golden Age	3.00
SPA	35	Cervantes	3.00
SPA	36	19th-Century Spanish Literature	3.00
SPA	37	Spanish Literature of the 20th Century	3.00
SPA	38	Spanish-American Literature I	3.00
SPA	39	Spanish-American Literature II	3.00
SPA	40	Seminar in Spanish and Spanish-American Literature	3.00
SPA	41	Applied Linguistics Seminar	3.00
SPA	42	Contemporary Spanish Literature	3.00
SPA	43	The Contemporary Spanish Theatre	3.00
SPA	44	Spanish-American Women Writers	3.00
SPA	45	The New Novel in Latin America	3.00
SPA	46	Literary Translation (Spanish to English)	3.00
SPA	47	Latin-American Women Poets	3.00
SPA	48	Latino Literature in America	3.00
SPA	85	Disciplinary Literacy in Spanish	3.00
SPA	99	Seminar in Spanish Literature: Special Topics	3.00
SPE	97	American Sign Language II	3.00
SPE	98	American Sign Language I (Elective)	3.00
HUN			
YID			
VIE			
TUR			
SWE			
SWA			
SER			
PER			
MGR			

Required Education Courses
All of the following are required:
[C- or better required in all lower-level courses;

EDS 600/700-level requires B- or better]			
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	35D	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies	3.00
EDI	38A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	56	Literacy Acquisition for English Language Learners	3.00
EDS	45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	75A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS	620	Assessment and Diagnosis of Students with Disabilities	3.00
EDS	630	Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level	3.00
EDS	632	Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Free Electives
Courses that are not being used to satisfy major or core requirements:
2.75 SS GPA Required

SS GPA
2.75 Major Education GPA Required.
Education GPA

B.S. Health Education and Physical Education

The Department of Teaching and Learning 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 four 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] [HEGIS: 0837]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Health & Physical Education must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 3 or 19 required)	3-4 crs
Scientific Inquiry & the Natural World (must take BIO 7)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures (any elementary or intermediate foreign language course)	3 credits
Ethics, Self & Society (recommend ENG 35) (or any ENG, PHI or foreign language course that is not a language course)	3 credits
Power, Institutions & Structures (must take one of the following: ECO 10, 11, POL 2, 3)	3 credits
Additional course from one cluster (any HIS course in U.S. History or Western Civilization from Perspectives on World Cultures cluster)	3 credits

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

Co-Requirements

The following must be taken:

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

Major Requirements

Education Core Courses

EDI	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 Levels)	2.00
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
HPE	293	Technology in Physical Education & Health Education	1.00
HPE	295	Measurement and Evaluation	3.00

Physical Education Content Courses

Grade C or better is required in the following courses:

PE	138	Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball	3.00
PE	139	Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee	3.00
PE	203	Kinesiology and Biomechanical Analysis of Movement	4.00
PE	255	Motor Learning and Development	3.00
PE	257	Care and Prevention of Athletic Injuries	2.00
PE	299	Exercise Physiology	4.00

Health Education Content Courses

Grade C or better is required in the following courses:

HE	201	Critical Health Issues I*	3.00
HE	202	Critical Health Issues II	3.00
HE	204	Human Sexuality and the Family	3.00
HE	255	Nutrition for the K-12 Educator	3.00

Health & Physical Education Pedagogy 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:

HED	261	Secondary Methods in Health Education	4.00
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 Health Education & Physical Education

Grade of C or better is required in the following courses:

HPE	296	Student Teaching in Health Education and Physical Education	8.00
HPE	298	Student Teaching Seminar	2.00

New York State Required Seminars

EDUX	100	Save Schools Against Violence in Education Act - Project S.A.V.E.
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention
CATX	100	Child Abuse Identification and Reporting
DASX	100	Dignity for All Students Act - DASA

Credit and GPA Requirements

Minimum Total: 127 credits
 Minimum Liberal Arts: 60 credits
 Minimum Major GPA: 2.80
 Minimum Overall GPA: 2.75

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. Physical Education

{Program Code: 25560} {HEGIS: 0835}

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:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 3 or 19 required)	3-4 credits
Scientific Inquiry & the Natural World (must take BIO 7)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures (any elementary or intermediate foreign language course)	3 credits
Ethics, Self & Society (recommend ENG 35) (or any ENG, PHI or foreign language course that is not a language course)	3 credits
Power, Institutions & Structures (must take one of the following: ECO 10, 11, POL 2, 3)	3 credits
Additional course from one cluster (any HIS course in U.S. History or Western Civilization from Perspectives on World Cultures cluster)	3 credits

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

Co-Requirements

The following must be taken:

BIO 8	Human Anatomy and Physiology II	4.00
DNC 1	Beginning Movement I	3.00

Major Requirements

Required Education Core Courses

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDS 60	Literacy Development: Birth through Grade 6	3.00

Required Health and Physical Education Courses

Grade of C or better is required in the following courses:

HPE 106	Fitness and Conditioning (All Levels)	2.00
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
HPE 293	Technology in Physical Education & Health Education	1.00
HPE 295	Measurement and Evaluation	3.00

Required Physical Education Content Courses

Grade of C or better is required in the following courses:

PE 138	Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball	3.00
PE 139	Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee	3.00
PE 180	Nutrition and Sports	3.00
PE 203	Kinesiology and Biomechanical Analysis of Movement	4.00
PE 255	Motor Learning and Development	3.00
PE 256	Coaching: Principles, Philosophy and Organization of Athletics in Education	3.00
PE 257	Care and Prevention of Athletic Injuries	2.00
PE 299	Exercise Physiology	4.00
PED 291	Coaching Practicum	1.00

Required Physical Education Pedagogy 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 1	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.
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention
CATX	100	Child Abuse Identification and Reporting
DASX	100	Dignity for All Students Act - DASA

Credit and GPA Requirements

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Major GPA: 2.80
- Minimum Overall GPA: 2.75

LIU CERTIFICATE PROGRAMS

Coaching Certificate Program

The Department of Teaching and Learning 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 Program

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
BIO 7	Human Anatomy & Physiology I Lab	
BIO 8	Human Anatomy & Physiology II	4
BIO 8	Human Anatomy & Physiology II 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.

ART EDUCATION

B.F.A. Art Education (Birth to Grade 12)

{Program Code: 24071} {HEGIS: 0831.0}

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} {HEGIS: 0832.0}
See this bulletin, College of Arts, Communication & Design, Department of Music - B.M. Music Education (Birth to Grade 12) for program admission and requirements.

B.S. Early Childhood and Special Education / MSED Special Education

BS Early Childhood Education (Birth - Gr 2) and Special Education (dual initial certification) / MSED Special Education

{Program Codes: 39204 and 39910} {HEGIS: 0823.0 and 0808.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Early Childhood Education (Birth - Grade 2) and Special Education (dual initial certification) / MSED Special Education must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00

Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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Major Requirements

Required Undergraduate 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
EDI 16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI 40A	Multimodal Approach to Early Childhood Curriculum and Instruction (Birth to Preschool)	3.00
EDI 41A	Nurturing Young Children's Development: A Multicultural Approach	3.00
EDI 42	Multimodal Approach to Early Childhood Curriculum and Instruction (K-2)	3.00
EDI 56	Literacy Acquisition for English Language Learners	3.00

EDI 66	Supervised Student Teaching and Seminar in Early Childhood Education	6.00
EDI 625	Observation and Assessment in Early Childhood	3.00
EDS 60	Literacy Development: Birth Grade 6	3.00
EDS 62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

The Minimum Grade required in all courses is "C"

Required Undergraduate Education

Special Education Courses

All of the following courses (12 credits):

EDS 600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS 617	Literacy for Students with Disabilities:Birth-Grade 6	3.00
EDS 630	Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level	3.00
EDS 632	Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems	3.00

The Minimum Grade Required in all courses is "B."

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit 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.

Required Graduate Education Courses

All of the following (18 credits)

EDS 624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
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EDS 630	Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level	3.00
EDS 631	Curr-based Assessment/Instruction of Severe SWD at the Elementary and Secondary Levels	3.00
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS 635	Behavior Management for Learners with Autism & Developmental Disabilities	3.00
EDS 702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	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 (for Freshmen): 138 credits
 Minimum Undergraduate: 120 credits
 Minimum Undergraduate Liberal Arts: 60 credits
 Minimum LA&S Concentration: 30 credits
 Minimum Graduate: 30 credits
 Minimum LA&S Concentration GPA: 2.75
 Minimum Education Major GPA: 2.75
 Minimum Overall GPA: 2.50

B.S. Childhood Education and Special Education / MEd Special Education

B.S. Childhood Education (Grades 1-

6) and Special Education (dual initial certification) / MSED Special Education

{Program Codes: 39205 and 39911}
{HEGIS: 0802.0 and 0808.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Childhood Education (Grades 1-6) and Special Education (dual initial certification) / MSED Special Education must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101		1.00
First-Year Seminar		3.00
Writing I	ENG 1	3.00
Writing II	ENG 2	3.00
Quantitative Reasoning	Must take MTH 15	3.00
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4.00
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3.00
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3.00
Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3.00
Power, Institutions & Structures	Must take one of following: ECO 10, 11 or POL 2, 3	3.00
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
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Major Requirements

Required Undergraduate Education Courses**

All of the following (33 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 54	Mathematics Content Standards & Pedagogies for Elem School Students	3.00
EDI 55	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI 56	Literacy Acquisition for English Language Learners	3.00
EDI 63	Methods in Teaching Elementary Social studies	3.00
EDI 69	Methods in the Teaching of Science in the Elementary School	3.00
EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS 60	Literacy Development: Birth Grade 6	3.00
EDS 62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

****A grade of "C" or higher is required in all undergraduate education courses.**

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit 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.

Required Graduate Education Courses**
All of the following (30 credits):

EDS 600	Introduction to the Study of the Exceptional Child and Adolescent	3.00
EDS 617	Literacy for Students with Disabilities:Birth-Grade 6	3.00
EDS 620	Assessment and Diagnosis of Students with Disabilities	3.00
EDS 624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS 630	Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level	3.00
EDS 631	Curr-based Assessment/Instruction of Severe SWD at the Elementary and Secondary Levels	3.00
EDS 632	Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems	3.00
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS 635	Behavior Management for Learners with Autism & Developmental Disabilities	3.00
EDS 702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00

A grade of "B" or higher is required on all graduate 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
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DASX 100	Dignity in Schools Act	0.00
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Credit and GPA Requirements

Minimum Total (for freshmen: 138 credits

Minimum Undergraduate: 120 credits

Minimum Liberal Arts: 60 credits

Minimum LA&S Concentration: 30 credit

Minimum Graduate: 30 credits

Minimum LA&S Concentration GPA: 2.75

Minimum Education Major GPA: 2.75

Minimum Overall GPA: 2.50

Education Courses

EDI 10 Contemporary Issues in Education

This course will explore contemporary issues in education, specifically exploring interactions between individual learners and the educational system. One focus of this course will be on examining controversial issues in American schools and between various stakeholders. This class will use ideas, theories, and findings from social science disciplines or philosophy in order to ground the study of the course topics. The specific area to be addressed in the course will be announced in advance.

Credits: 3

On Occasion

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 e-mail). 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 Developmental 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.

A pre requisite of EDI 15A is required.

Credits: 3

Every 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 45 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 44G 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 44G 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. 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 44G 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 44G are required.

Credits: 3

Every Fall and Spring

EDI 35G Methods and Materials in Teaching Music

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. Each student is required to fulfill field hours in the subject field of specialization. This course is typically taken concurrently with EDI 35 and is differentiated according to the student's field of specialization.

Prerequisite of EDI 14, 15A, 16A, EDS 44G 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

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 38A 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.

Credits: 3

Every Fall and Spring

EDI 40A Multimodal Approach to Early Childhood Curriculum and Instruction (Birth to Preschool)

The course is designed to give pre-service 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 and 15A are required.

Credits: 3

Every Fall

EDI 41A Nurturing Young Children's Development: A Multicultural Approach (Birth to 2nd Grade)

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.

Pre requisites: EDI 14 and either EDI 15A or be active in the Speech Lang Path and Audio plan.

Credits: 3

Every Fall

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 pre-service 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, 40A and 41A are required.

Credits: 3

Every 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.

Pre-requisites of MTH 15, EDI 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.

Pre-requisites 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 and Spring

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, and 62

Credits: 6

Every Fall and Spring

EDI 64A Student Teaching, Childhood (Grades 1-6)/Early Childhood

Supervised student teaching experience in selected private and public schools from birth - grade 2 and 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 standard 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.

Prerequisites:

EDI: 14, 15, 16A, 54, 56, 63 & 69

EDS: 50 or 45 & 60 & 62

Credits: 6

Every Fall and Spring

EDI 64C Student Teaching, Childhood/Childhood Special Ed (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:

EDI: 14, 15, 16A, 54, 56, 63 & 69

EDS: 50 or 45 & 60 & 62

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 66A Supervised Student Teaching and Seminar in Early Childhood Education/Special 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, minimum 40 days in early childhood and minimum 20 days in special education. A weekly seminar integrates theory and practice and provides orientation to the teaching profession.

Pre requisites: EDI 14, EDI 15A, EDS 60, EDS 62 and EDS 45

Credits: 6

Every Fall and Spring

EDI 66B Supervised Student Teaching , Early Childhood (B-Grade 2)/TESOL (K-12)

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, minimum 40 days in early childhood and a minimum of 20 days in TESOL. A weekly seminar integrates theory and practice and provides orientation to the teaching profession.

Pre requisites: EDI 14, EDI 15A, EDS 60, EDS 62 and EDS 45

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; 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 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

EDI 360 Honors Advanced Elective

Honors College Advanced Electives are seminar type courses occasionally offered in a particular discipline.

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

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 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 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

HE 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

HE 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

HE 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

HED 261 Methods of Teaching Health Education

This course is designed to enable to 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 life-long 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 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.

Co-requisites 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.

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)

This course will introduce students with some martial arts background to intermediate level Karate techniques and principles. Prerequisite of PE 120 or instructor's permission.

Credits: 1

On Occasion

PE 122 Basic Swimming Instruction

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.

Credits: 1

On Occasion

PE 123 Intermediate Swimming

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.

Prerequisite of PE 122 is required.

Credits: 1

On Occasion

PE 124 Life Saving (Advanced)

This ARC course covers the advanced skills and methods of rescue techniques.

Prerequisite of PE 123 or permission of instructor is required.

Credits: 2

On Occasion

PE 125 A.R.C. Water Safety Instructor

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.

Credits: 2

On Occasion

PE 126 Introduction To Hatha Yoga

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.

Credits: 1

Every Fall and Spring

PE 127 Hatha Yoga (All Levels)

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.

Credits: 1

On Occasion

PE 128 Tai Chi

Tai Chi is an ancient Chinese system of exercise that is practiced for health and well-being.

Credits: 1

On Occasion

PE 129 Basic Skin and Scuba Diving

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.

Credits: 2

On Occasion

PE 130 Judo (Beginning)

This course will introduce students to the basic concepts of beginning judo.

Credits: 1

On Occasion

PE 131 Judo (Advanced)

This course will introduce students to the concepts of advanced judo. Prerequisite of PE 130 or instructor's permission required.

Credits: 1

On Occasion

PE 132 Water Aerobics

Students will be introduced to fitness concepts through exercise in water.

Credits: 1

On Occasion

PE 133 Taekwondo (Beginner)

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.

Credits: 2

On Occasion

PE 134 Kung Fu (Beginner)

This course will provide the student with an introduction to the history, philosophy, and basic techniques of Kung Fu.

Credits: 1

On Occasion

PE 135 Kung Fu (All Levels)

This course will cover the intermediate techniques of Kung Fu.

Prerequisite of PE 134 is required.

Credits: 1

On Occasion

PE 137 Aikido - the Passive Art of Self Defense

Aikido is based on the principles of spiritual harmony and non-aggression. The course emphasizes non-collision or non-resistance 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.

Credits: 1

On Occasion

PE 138 Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball

This course will introduce students to the art of teaching motor and sport skills in Track & 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.

Credits: 3

Every Spring

PE 139 Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee

This course will introduce students to the art of teaching motor and sport skills in Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee. Students will be expected to acquire the basic skills of each activity and learn teaching strategies to effectively teach them to students.

Credits: 3

Every Fall

PE 155 Pilates Mat

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.

Credits: 1

On Occasion

PE 190 Adventure Education

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.

Credits: 2

Every Fall and Spring

PE 192 Basketball

This course is designed to introduce students to the basic skills, strategies, and rules of basketball.

Credits: 1

On Occasion

PE 193 Soccer

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.

Credits: 1

On Occasion

PE 194 Football

This course is designed to introduce students to the basic skills, strategies, and rules of football.

Credits: 1

On Occasion

PE 195 Lacrosse

The goal of this course is for students to learn all the skills, strategies, and tactics as they pertain to the sport of lacrosse. Students will practice all basic skills and apply them into all game situations as the course progresses.

Credits: 1

On Occasion

PE 196 Softball

This course is designed to introduce students to the basic skills, strategies, and rules of softball.

Credits: 1

On Occasion

PE 197 Baseball

The goal of this course is for students to gain the knowledge and skills needed to appreciate the game of baseball through the teaching of basic fundamentals and strategies.

Credits: 1

On Occasion

PE 198 Volleyball

This course is designed to introduce students to the

basic skills, strategies, and rules of volleyball.

Credits: 1

On Occasion

PE 199 Field Hockey

This course is designed to introduce students to the basic skills, strategies, and rules of field hockey.

Credits: 1

On Occasion

Physical Education Courses

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 Spring

PE 145 Sports Management Internship

In this course, internships will serve as a planned program of research observation, study and participation in any variety of field settings pertaining to the area of sports management at the college professional level or in recreation advertising, marketing, facilities management, manufacturing, and the like. This experience will enrich and inform classroom study via hands-on practical experience. Internships will be arranged by the student and approval must be obtained from the Director prior to commencement of the internship. A faculty advisor will be appointed to oversee the internship experience.

A prerequisite of 12 credits in Sports Management Minor is required

Credits: 3

Every Fall and Spring

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 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 BS in Food, Nutrition and Wellness Program

Credits: 3

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 106PE 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 requisite: 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

Prerequisite of HPE 201 is 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 293 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.

Pre requisites: 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: 3

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.

Co-requisite 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.

Prerequisite 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.

Completion of all degree requirements and co-requisites of PED 297 and/or HPE 296 are 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

Special Education 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 45 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 60 Literacy Development: 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 61 Literacy Practices for Adolescents with Learning Difficulties and Disabilities

This course highlights assessment, instructional strategies, planning, and management for adolescents with literacy difficulties and disabilities. Both formal and informal assessment practices will be reviewed, and evidenced-based instructional strategies and skills will be presented in the empowering context of interesting, meaningful learning. Furthermore, adapting and differentiating instruction to the learning strengths and needs of students will be highlighted, and the perspectives of social constructivism (student-centered), behaviorism (direct instruction), motivation, and other pertinent areas will be connected to the vitally important continuum of literacy and language skills outlined in the New York State Next Generation Learning Standards for English Language Arts and Literacy (Revised 2017). Undergraduate students will also engage in extensive field experiences in schools, and they will observe with a critical eye the extent to which evidenced-based instructional practices are being implemented in reading, writing, listening, speaking, and visualizing. Students will also complete comprehensive assignments for a minimum of 150 hours, averaging 10 hours each week for a 15-week semester. Specifically, this requirement involves time engaged in class activities as well as time immersed in research papers, elaborate lesson plans, reviews of articles in peer-reviewed journals, and oral presentations.

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 64 Linguistics Instruction for Educators in the Classroom K - Grd. 12

In this course students will examine language as a system, with particular focus on teaching in academically, culturally, and linguistically diverse classrooms. Students will consider teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Students will explore foundational approaches and techniques, based on theory and research for the teaching of first and additional languages from the perspective of linguistics and second language acquisition research. Emphasis is placed on building knowledge of the ways in which languages work in teaching

and learning. Students will concentrate on spoken language development, including reading and writing, while exploring instructional technologies and computer-assisted language learning.

Credits: 3

Every 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 Fall

COLLEGE OF LIBERAL ARTS AND SCIENCES

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 biology, chemistry, earth and environmental science, economics, English, foreign languages, history, interdisciplinary studies, mathematics, philosophy, physics, political science, psychology, and sociology. Through these comprehensive course offerings, 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

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B.S. 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. Biology

{Program Code: 06974} {HEGIS: 0401.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-34 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 7)	4 credits
required)	
Scientific Inquiry & the Natural World (BIO 103)	4 credits
required)	
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Add'l course from one cluster	3-4 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
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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

One 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

Ecology/Evolution/Behavior Concentration

Required Ecology Course

BIO 109	Ecology	4.00
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Required Cellular/Molecular Biology Courses

One 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
BIO 261	Comparative Vertebrate Anatomy	4.00
BMS 51	Pharmacology	3.00
BMS 80	Immunology	3.00
BMS 212	Pathophysiology II	3.00
CHM 71	Basic Biochemistry	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

B.A. 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.

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. Interdisciplinary Studies

Program Code: 07093} {HEGIS: 4901.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

*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.

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.

Individualized Plan

With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not currently offered. Students must also complete an Interdisciplinary Thesis (IDS 99). Interested students should see the Interdisciplinary Studies faculty advisor.

Earth System Science Plan

Major Requirements

Required Earth System Science Courses

All of the following:

ERS	1	Weather and Climate	4.00
ERS	17	Introduction to Geographic Information Systems	3.00-4.00
GGR	1	The Geography of Sustainable Development	3.00
GGR	2	Geography and the Global Citizen	3.00
GLY	2	History of the Earth	4.00

AND one of the following:

ERS	2	Planet Earth	4.00
GLY	1	The Dynamic Earth	4.00

Required Allied Science Courses

All of the following:

BIO	103	General Biology I	4.00
CHM	3	Principles of Chemistry I	4.00

Elective Science Courses

Three courses/at least nine credits of the following:

BIO	109	Ecology	4.00
ERS	12	Meteorology	3.00
GGR	16	Techniques of Cartography, Map-Reading, and Air-Photo Interpretation	4.00
GLY	6	Geology of the New York Region	3.00
GLY	12	Oceanography	4.00
GLY	14	Geomorphology: The Evolution of Landforms	3.00

GLY	15	The Geology of Groundwater Resources	3.00
GLY	23	Environmental Geochemistry	3.00
GLY	43	Sedimentology	3.00
GLY	47	Plate Tectonics: "Our Wandering Continents"	3.00

Elective Social Science Courses

One of the following options:

Option 1

Three courses/nine credits of the following:

ERS	18	Applications and Technical Issues in Geographic Information Systems	3.00-4.00
ERS	81	Research Topics in Earth Science	3.00
GGR	11	Introduction to Environmental Sustainability	3.00
GGR	21	Applied Conservation	3.00
GGR	25	Economic Geography	3.00
GGR	26	Introduction to Urban Geography	3.00
GGR	27	Sustainable Cities and Suburbs	3.00

Environmental Sustainability Plan

The B.A. in Environmental Sustainability will allow students to understand how to advance societies and their cultural, economic, and technological activities in a sustainable manner concordant with the Earth's natural systems. The program is designed to provide students with a liberal arts and sciences perspective on environmentally sustainable human interactions with the natural world.

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	Weather and Climate	4.00
ERS/GGR	11	Introduction to Environmental Sustainability	3.00
ERS/GGR	17	Introduction to Geographic Information Systems	3.00-4.00
ERS/GGR	21	Applied Conservation	3.00-4.00

EVS	100	Senior Seminar in Environmental Sustainability	3.00
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AND one of the following:

ERS	2	Planet Earth	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

Required Environmental Sustainability Track

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	3.00-4.00

Geology/Earth Science Track

Four courses/at least twelve credits of the following:

ERS/GGR	12	Meteorology	3.00-4.00
ERS/GGR	18	Application and Technical Issues in GIS	3.00-4.00
ERS/GGR	22	Natural Disasters	3.00
ERS/GLY	29	Global Climate Change	3.00
GLY	2	History of the Earth	4.00
GLY	12	Oceanography	4.00
GLY	15	The Geology of Groundwater Resources	3.00
GLY	23	Environmental Geochemistry	3.00
GLY	50	Environmental Geology	3.00

ERS/	18	Application and	3.00-
GGR		Technical Issues in GIS	4.00
ERS/	27	Sustainable Cities and	3.00
GGR		Suburbs	
GGR	28	Quantitative Methods in	3.00
		Geography	
GGR	29	Human Dimensions of	3.00
		Climate Change	
GGR	43	Geography of the United	3.00
		States and Canada	
GGR	61	Geography of Africa	3.00
GGR	70	Geography of the People's	3.00
		Republic of China and	
		Taiwan	
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	3.00-
GGR		Technical Issues in GIS	4.00
ERS/	27	Sustainable Cities and	3.00
GGR		Suburbs	
GGR	28	Quantitative Methods in	3.00
		Geography	
GGR	29	Human Dimensions of	3.00
		Climate Change	
GGR	43	Geography of the United	3.00
		States and Canada	
GGR	61	Geography of Africa	3.00
GGR	70	Geography of the People's	3.00
		Republic of China and	
		Taiwan	
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	3.00
		History	
PHI	98	Environmental	3.00
		Philosophy	
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)

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.

Joint Programs with College of Education, Information and Technology

For information about Education degrees with content specializations in the sciences, 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: 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

All of the following:

BIO	103	General Biology I	4.00
BIO	104	General Biology II	4.00
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

Credit and GPA Requirements

Minimum Total Credits: 25

Minimum Minor GPA: 2.25

Minor: 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:

ERS	1	Weather and Climate	4.00
ERS	2	Planet Earth	4.00
GLY	2	History of the Earth	4.00

Elective Earth Science Courses

One course from the following:

GGR	11	Introduction to Environmental Sustainability	3.00
GGR	12	Meteorology	3.00
GGR	16	Techniques of Cartography, Map-Reading, and Air-Photo Interpretation	4.00

One course from the following:

GLY	13	Structural Geology	4.00
GLY	14	Geomorphology: The Evolution of Landforms	3.00
GLY	15	The Geology of Groundwater Resources	3.00
GLY	21	Mineralogy	4.00
GLY	22	Igneous and Metamorphic Petrology	4.00
GLY	23	Environmental Geochemistry	3.00
GLY	41	Paleontology	4.00
GLY	42	Stratigraphy	3.00

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, Geography, Interdisciplinary Studies; Environmental Science and Adolescence Education: Earth Science.

Minor: 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:

ERS	1	Weather and Climate	4.00
ERS/ GGR	11	Introduction to Environmental Sustainability	3.00

Elective Environmental Sustainability Courses

Three courses/nine credits of the following:*

ERS	2	Planet Earth (or GLY 1)	4.00
ERS/ GGR	21	Applied Conservation	3.00
ERS/ GGR	27	Sustainable Cities and Suburbs	3.00
ERS/ GGR	29	Global Climate Change	3.00
GGR	1	The Geography of Sustainable Development	3.00
GLY	29	Global Climate Change	3.00

*Students may also choose one of the following courses as an elective:

BIO	109	Ecology	4.00
BIO	274	Conservation Biology	4.00
ECO	49	Economics of the Environment	3.00
HIS	125	U.S. Environmental History	3.00

PHI	28	Environmental Philosophy	3.00
SOC	73	Environmental Sociology	3.00

Credit and GPA Requirements

Minimum Total Credits: 16-18
 Minimum Minor GPA: 2.25

Minor: 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:

ERS	1	Weather and Climate	4.00
ERS	2	Planet Earth	4.00
GGR	1	The Geography of Sustainable Development	3.00
GGR	2	Human Geography: The Cultural and Demographic Environment	3.00

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: Geology

Undergraduate students who are pursuing a major in another subject area can apply 17 to 19 credits of elective courses toward a minor in Geology. Geology is the study of the solid Earth and oceans, interactions with the atmosphere and climate, the Earth's history, and the dynamic processes that make the Earth ever-changing. This minor is available for those students who would like to combine the study of the Earth with their major field.

Minor in Geology Requirements*

Required Geology Courses

All of the following:

GLY	1	The Dynamic Earth	4.00
GLY	2	History of the Earth	4.00

Elective Geology Courses

At least three courses/nine credits from all GLY courses excluding GLY 1, 2, 301, 302

Credit and GPA Requirements

Minimum Total Credits: 17
 Minimum Minor GPA: 2.25

*Not open to students minoring in Earth Science or students majoring in Geography, Interdisciplinary Studies; Environmental Science or Adolescence Education: Earth Science

Minor: Global Climate Change

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	Weather and Climate	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	Planet Earth	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

Biology Courses

BIO 1 Foundations of Biology I

An introduction to basic biological principles for non-science majors. The course focuses on the process of science, scientific literacy, and core concepts relevant to all living things with the framework of Evolution and Natural Selection. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall, Spring and Summer

BIO 2 Foundations of Biology II

A continuation of an introduction to basic biological principles for non-science majors. The course focuses on the process of science, scientific literacy, and additional core concepts relevant to all living things within the framework of Evolution and Natural Selection. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum. No prerequisites.

Pre requisite of BIO 1 is required

Credits: 4

Every Fall, Spring and Summer

BIO 5 Foundations of Biology: Ethology, Ecology, and Evolution

An introduction to the basic principles underlying Cellular and Molecular Biology. The course is intended to provide students not majoring in Biology with the opportunity to focus on specific sub-disciplines of their interest. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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 118) 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 broader 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 97 Ecological Resilience

In this course, students will develop skill in asking and addressing biological hypotheses. This course is what is known as a course-based undergraduate research experience (CURE). The focus of our research will be on ecological resilience, or the ability of an ecosystem to withstand disturbance without altering its self-organized processes or structures. In other words, after a disaster or after local climate change, can the ecosystem return to

what it once was? If not, what new processes and communities emerge? Students will work in small groups to investigate hypotheses of their own design, and will develop critical skills in evaluating scientific literature as well as scientific presentation.

First-year seminar.

Credits: 3

On Occasion

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Pre-requisite BIO 103 is required. Pre-requisite of not having taken BIO 1S 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 and 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.

Prerequisites of BIO 103, 104 and Prerequisite or Co-requisite 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.

Three hours lecture, three hours laboratory/discussion.

Prerequisite of BIO 107 is required.

Credits: 4

Every Spring

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: 1

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 gamete to genesis 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: 3

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 is 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 290 Special Topics in Ecology/Evolution

Different faculty members will cover different topics in fields related to ecology and/or evolution 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.

Prerequisites of BIO 107, 108, and 110 are required.

Credits: 3 to 4

On Occasion

BIO 297 Experimental Design and Data Analysis

This course will cover elements of experimental design and data analysis. Statistical concepts relating to parametric and non-parametric analyses, correlation and regression, and distribution tests are 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 298 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: 1 to 3

Every Fall, Spring and Summer

BIO 299 Undergraduate Research II

Continuation of BIO 298. Dissemination of the results of the research conducted by either poster or oral presentation is required.

Prerequisite of BIO 298 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 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

Alternate Years

BIO 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

Alternate Years

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/behavior?) and on a physiological level (how do we think/feel/behavior?). 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 long-standing 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

Earth Science Courses

ERS 1 Weather and Climate

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall and Summer

ERS 2 Planet Earth

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Spring

ERS 4 Environmental Sustainability Science

This course addresses the Earth systems that human society depend on and that are affected by human activity including mineral and energy resources, water resources, soil and food resources, water, air, and soil pollution, global climate change, storm and coastal hazards, and seismic hazards. Three hours lecture; three hours laboratory. Same as Evs 4. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall

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, 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 22.

Credits: 4

Every Spring

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, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses. Same as GLY 29. Satisfies Scientific Inquiry and the Natural World thematic cluster.

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 an 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 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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

On Occasion

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 4 Environmental Sustainability Science

This course addresses the Earth systems that human society depend on and that are affected by human activity including mineral and energy resources, water resources, soil and food resources, water, air, and soil pollution, global climate change, storm and coastal hazards, and seismic hazards. Three hours lecture; three hours laboratory. Same as Ers 4

Credits: 4

Not Set

EVS 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. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and Natural World thematic cluster requirement in the core curriculum.

Same as ERS/GGR 22.

Credits: 4

Every Spring

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 The Geography of Sustainable Development

Sustainable models of development seek to balance economic prosperity, technological innovation, ecological stability, social equity, and human rights. Nations and regions vary in their capacities to meet these competing objections. Agricultural, industrial, and post-industrial economic systems pose unique challenges for sustainable development. Students will explore the way these systems develop at the urban, regional, national, and global geographic scales. Throughout the semester we examine different systems of power, their legitimacy, and how we assess their success. This course fulfills the thematic cluster requirement for Power, Institutions, and Structures.

Credits: 3

Every Fall and Spring

GGR 1P The Geography of Sustainable

Development

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 Geography and the Global Citizen

While citizenship is rooted in a national identity, an expanded notion of global citizenship is essential for understanding and addressing many 21st century issues. The course explores the demographic, ethnic, religious, linguistic, and political factors that structure global cultural diversity, and examines differences and disparities between developed and developing regions.

Today's global citizens need a technical understanding of 21st century problems, like climate change, and the intercultural competence to communicate and work together effectively as a global society. This course fulfills the thematic cluster requirement for Perspectives on World Cultures.

Credits: 3

Every Fall and Spring

GGR 2P Geography and the Global Citizen

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 4 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 ERS 2.

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 22.

Credits: 4

Every Spring

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 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

GGR 52 Geography of Western Europe

This course consists of a consideration of Western Europe 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 56 Geography of Eastern Europe and Russia

This course consists of a consideration of Eastern Europe and Russia and their 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 61 Geography of Africa

This regional geography course explores the human and physical characteristics of the world's second largest continent. This course fulfills the thematic cluster requirement for Perspectives on World Cultures.

Credits: 3

On Occasion

GGR 65 Geography of the Middle East

This course consists of a consideration of the Middle East 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 70 Geography of The People's Republic of China and Taiwan

This regional geography course explores the human and physical characteristics of East Asia's dominant geopolitical entity. Discussion of course themes is divided into two parts: the first considers China's and Taiwan's physical environments, historical development, current political and demographic composition, and economic resources; the second examines selected contemporary cultural, environmental, political, and economic issues with relevance to China's emerging role in the global arena. This course fulfills the thematic cluster requirement for Perspectives on World Cultures.

Credits: 3

On Occasion

GGR 76 Geography of Southern and Eastern Asia

This course consists of a consideration of Southern and Eastern Asia and their 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 81 Research Problems in Geography I

In this course, the student engages in an independent research project under supervision of a faculty member.

Credits: 1 to 3

On Occasion

GGR 82 Research Problems in Geography II

In this course, the student engages in an independent research project under supervision of a faculty member.

Credits: 3

On Occasion

GGR 85 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, HIS 95, POL 95 and SOC 95.

Prerequisite of Adolescent Education Social Studies major is required.

Credits: 3

Every Fall

GGR 91 Seminar in Geography

Special topic course in geography. Topic is determined by the instructor.

Credits: 3

On Occasion

GGR 100 Geography Tutorial

Tutorials may involve writing papers on special topics, followed by group discussion. Themes for tutorials might include study particular world regions, environmental problems, urban and land-use problems, political program regions, etc.

Tutorials may be of a project type, involving group study of map-reading, map-making techniques, etc. Students may be expected to write a report in this. This course maybe be repeated once if the content is different.

Credits: 3

On Occasion

GGR 303 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. This course is included the Perspectives of World Cultures cluster.

Must be in Honors College

Credits: 3

Every Fall

GGR 304 Human Geography: 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.

This course is included in the Perspectives on World Culture cluster

Must be in Honors College

Credits: 3

Every Spring

GGR 385 Honors Tutorial

Honors Tutorial

Must be in Honors College

Credits: 3

Not Set

GGR 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 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.

This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of GLY 1 or ERS 2 is required.

Credits: 4

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

This course introduces the geological, chemical, physical and biological aspects of the oceans. Topics include: features and origin of the ocean floor such as volcanos and deep sea trenches, composition of ocean crust and sediment and the processes that produce them, tides, waves, currents, beaches, ecosystems, life strategies of fishes, the properties of sea water, and the effect of global climate change on the ocean. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster of the core curriculum.

Credits: 4

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 constructional and destructional forces and processes controlling their growth and decay in various structural, lithologic, geographic and climactic 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 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, 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 30 Soils

A course exploring the nature of soil, the geological processes that transform bedrock into soil with distinct horizons, the impact of climate and environment on soil development, paleo-soils as indicators of environmental change, the geological and biological agents that alter the mineral balance in soil, the chemical interchange of soil nutrients between minerals, air, water, and, organisms, soil texture, soil classification, soil carbon and climate, and impacts of agriculture and land use change on soil properties and suitability for food production.

Prerequisite of GLY 1 or ERS 2 is required.

Credits: 3

On Occasion

GLY 33 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 35 Field Studies in Geology

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 39 Vertebrate Paleontology

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 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: 4

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

On Occasion

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

On Occasion

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

On Occasion

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

On Occasion

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, isostasy 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

On Occasion

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

On Occasion

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

On Occasion

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

On Occasion

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

Alternate Fall

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.

Credits: 4

Alternate Years

DEPARTMENT OF CHEMISTRY, MATHEMATICS AND PHYSICS

Phone: 516-299-2492/2448

Fax: 516-299-3944/4045

Chair: Professor Rothman

Senior Professor: Borde Professor: Fainzilberg,
Liebling, Losonczy

Associate Professor: Ahdout, Ramer,
Redden, Zhang

Adjunct Faculty: 20

The Department offers a B.S. in Actuarial Science, a B.S. in Mathematics, a B.S. in Forensic Science, multiple minors as well as joint programs with the College of Education, Information and Technology. The bachelor's program in mathematics is 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 actuarial science or mathematics has career options in many fields. In addition, these degrees are 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. 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/ Special Education (Grades 7 to 12). A Mathematics concentration is also offered for the B.S. in Early Childhood Education/ Special Education (Birth to Grade 2), the B.S. in Childhood Education/Special Education (Grades 1 to 6).

B.S. 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.

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. Forensic Science

{Program Code: 28326} {HEGIS: 1999.2}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 7)	4 credits
Scientific Inquiry & the Natural World (BIO 103 required)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits

Additional course from one cluster 3-4 credits

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

All of the following:

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

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

AND one of the following:

BIO 141	Biostatistics	3.00
ECO 72	Statistics	3.00
MTH 19	Basic Statistics	3.00
MTH 23	Foundations of Statistical Analysis	3.00
PSY 110	Psychological Statistics I	4.00
SOC 53	Sociological Statistics	3.00

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	4.00

Required Specialized Science Courses

All of the following:

BIO 107	Principles of Human Genetics	4.00
BMS 80	Immunology	3.00
BMS 256	Diagnostic Techniques in Molecular Pathology	4.00
CHM 37	Quantitative Analysis	4.00
CHM 71	Basic Biochemistry	4.00

Required Forensic Science Courses

All of the following:

ANT 51	Forensic Anthropology	3.00
BMS 71	Introduction to Criminalistics	3.00
BMS 255	Toxicology	3.00
BMS 257	Forensic Molecular Techniques	4.00

BMS	271	Forensic Science Internship	2.00
CHM	39	Forensic Instrumentation	4.00
CRJ	76	Criminal Procedure	3.00

Recommended Elective courses: CHM 24, BIO 201, BMS 90 or BIO 250, BMS 51, 63, 244, PSY 281 or CRJ 35, CRJ 47, PHI 19

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. Actuarial Science

B.S. Actuarial Science

{Program Code: 40343} {HEGIS: 1799}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 7)	4 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required Mathematics Courses

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	22	Applied Linear Algebra	3.00
MTH	23	Foundations of Statistical Analysis	3.00
MTH	29	Applied Statistical Methods	1.00
MTH	51	Probability	3.00

One of the following:

MTH	90	Mathematics Seminar	1.00
MTH	389	Honors Thesis	3.00
MTH	390	Honors Thesis	3.00

Additional Actuarial Requirements

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
FIN	11	Principles of Finance I	3.00
FIN	12	Principles of Finance II	3.00
FIN	33	Derivative Markets	3.00

Internship Requirement

MTH	97	Internship in Actuarial Science	1.00
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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

B.S. 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. Mathematics

{Program Code: 06409} {HEGIS: 1701.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 7)	4 credits
Scientific Inquiry & the Natural World (PHY 3)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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, 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:

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: 60

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

Joint Programs with College of Education, Information and Technology

For information about Education degrees with content specializations in the sciences, 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: 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
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CHM	22	Organic Chemistry II	4.00
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OR

CHM	5	Inorganic Chemistry	2.00
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CHM	25	Basic Organic Chemistry	4.00
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Elective Chemistry Courses

One of the following:

CHM	24	Spectroscopic Identification of Organic Compounds	3.00
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CHM	55	Physical Chemistry I	4.00
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CHM	71	Basic Biochemistry	4.00
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Credit and GPA Requirements

Minimum Total Credits: 21-24

Minimum Minor GPA: 2.25

Minor: Forensic Chemistry

A minor in forensics (18-26 credits) can help the biology, chemistry, pre-law, criminal justice, sociology, social work or psychology student 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 Forensic Chemistry Courses

All of the following:

BMS	71	Introduction to Criminalistics	3.00
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BMS	255	Toxicology	3.00
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CHM	3	Principles of Chemistry I	4.00
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CHM	4	Principles of Chemistry II	4.00
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CHM	21	Organic Chemistry I	4.00
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CHM	22	Organic Chemistry II	4.00
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CHM	24	Spectroscopic Identification of Organic Compounds	3.00
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Credit and GPA Requirements

Minimum Total Credits: 25

Minimum Minor GPA: 2.25

Minor: Forensic Genetics

Minor in Forensic Genetics

Requirements

Required Forensic Genetics Courses

All of the following:

BIO	103	General Biology I	4.00
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BIO	104	General Biology II	4.00
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BIO	107	Genetics	4.00
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BMS	71	Introduction to Criminalistics	3.00
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BMS	80	Immunology	3.00
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BMS	256	Diagnostic Techniques in Molecular Pathology	4.00
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BMS	257	Forensic Molecular Techniques	4.00
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Credit and GPA Requirements

Minimum Total Credits: 26

Minimum Minor GPA: 2.25

Minor: Criminalistics

Minor in Criminalistics

Requirements

Required Criminalistics Courses

ANT	51	Forensic Anthropology	3.00
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BMS	71	Introduction to Criminalistics	3.00
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CACJ	23	Theories of Crime	3.00
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CACJ	52	Criminal and Civil Investigation	3.00
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CACJ	76	Criminal Procedure	3.00
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PSY	43	Forensic Psychology: The Law and Human Behavior	3.00
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Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.00

Minor: 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 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

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

Credit and GPA Requirements

Minimum Total Credits: 21-22

Minimum Minor GPA: 2.25

Minor: 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.

Minor in Financial Engineering Requirements

Required Financial Engineering Courses

All of the following:

CS 113	Introduction to C++ for Financial Engineering	3.00
FIN 81	Seminar in Financial Services	3.00
MTH 9	Calculus and Analytic Geometry III	4.00
MTH 22	Applied Linear Algebra	3.00
MTH 51	Probability	3.00
MTH 53	Stochastic Calculus	3.00
MTH 96	Internship for Financial Engineering	2.00

Credit and GPA Requirements

Minimum Total Credits: 21

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 two-semester sequence that includes the study of the nature of matter and energy, chemical reactions, stoichiometry, gas laws, thermochemistry, 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of MTH 3 or 3S 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: 2

Every Fall

CHM 6 Chemistry of Life

A one-semester 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 designated 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

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 on-line 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.
Pre-requisite CHM 4 is required.
Credits: 4
Every Fall

CHM 38 Analytical Instrumentation

The principles involved in the use of instrumental techniques with applications to qualitative and quantitative analysis are examined. Elementary concepts of instrument design are also covered. Three hours lecture, four hours laboratory.
Pre-requisite CHM 56 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 Spring

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 physical principles that govern chemical and biological systems. Experimental physical chemistry methods are emphasized. Three hours lecture, four hours laboratory.
Pre-requisite (CHM 22 or CHM 25) and CHM 37 and MTH 8 and PHY 4 are required.
Credits: 4
Every Fall

CHM 56 Physical Chemistry II

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. Three hours lecture, four hours laboratory.
Prerequisites of CHM 55, MTH 9 are required.
Credits: 4
Every Spring

CHM 57 Quantum Chemistry

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.
Prerequisites of CHM 56, MTH 21, and PHY 4 are required.
Credits: 2
Every Fall

CHM 71 Basic Biochemistry

This course is a one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins and nucleic acids. Three hour lecture, three hour laboratory.

Pre-requisite CHM 22 or CHM 25 is required.
Credits: 4
Every Spring

CHM 85 Advanced Organic Chemistry

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.
Prerequisite of CHM 56 is required.
Credits: 3
Every Fall

CHM 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 ERS 85.
Credits: 3
Every Fall

CHM 93 Chemical Research I

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.
Prerequisite of CHM 21 or 25 is required.
Credits: 2
Every Fall

CHM 94 Chemical Research II

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.
Prerequisite of CHM 93 is required.
Credits: 2
Every Spring

CHM 97 First Year Research: Global Warming Mitigation - Carbon Dioxide Reduction

Global warming is already having significant and harmful effects on our communities, our health, and our ecological environment. The rise of sea level is accelerating. The number of large hurricanes and wildfires is growing. Dangerous heat waves are becoming more common and more severe droughts are occurring in many areas; We must take immediate actions to address global warming or

these consequences will continue to aggravate and increasingly effect the entire planet; including you, and our community. In this course, students will learn what caused global warming and how to mitigate global warming by utilizing the scientific approach. Students will work in small groups to experience the path of how a true scientist conducts scientific research: critical reading \wedge scientific hypothesis \wedge experiential design \wedge experimental execution \wedge data processing and interpretation \wedge scientific presentation. With what you will learn in this course you may develop a practical solution to dramatically reduce our carbon emissions, slow the pace of global warming, and pass on a healthier, safer world to future generations. Together, we can tackle global warming! we can make a difference!

Credits: 3

Every Fall

CHM 98 Senior Research I

This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty adviser. 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.

Prerequisite of CHM 56 is required.

Credits: 3

Every Fall

CHM 99 Senior Research II

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.

Prerequisite of CHM 98 is required.

Credits: 3

Every Spring

Mathematics Courses

MTH 01 Elementary Algebra

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.

Credits: 3

Every Semester

MTH 1 Introduction to College Mathematics

An introduction to the fundamental concepts of contemporary mathematics with topics selected from: sets and logic, numbers 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.

Credits: 3

Every Fall, Spring and Summer

MTH 3 College Algebra and Trigonometry

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.

Credits: 4

Every Fall and Spring

MTH 3S College Algebra and Trigonometry

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.

Credits: 4

Every Fall and Spring

MTH 4 Introductory Mathematics for Business and Social Science

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.

Credits: 3

Every Fall and Spring

MTH 4S Introductory Mathematics for Business and Social Science

Same as MTH 4.

Four hours of lecture/recitation.

Not open to students who have taken MTH 3, 3S, 5, 6, 7, 8.

Credits: 3

Every Fall and Spring

MTH 5 Linear Mathematics for Business and Social Science

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.

Credits: 3

Every Fall, Spring and Summer

MTH 6 Calculus for Business and Social Science

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.

Credits: 3

Every Fall, Spring and Summer

MTH 7 Calculus and Analytic Geometry I

This course covers the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration, the Fundamental Theorem, and logarithmic and exponential functions. 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.

Credits: 4

Every Fall, Spring and Summer

MTH 8 Calculus and Analytic Geometry II

This course covers the applications of the definite integral, the calculus of trigonometric 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.

Credits: 4

Every Fall, Spring and Summer

MTH 9 Calculus and Analytic Geometry III

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. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.

Credits: 4

Every Fall

MTH 14 Fundamental Computer Mathematics

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.

Credits: 3

On Occasion

MTH 15 Mathematics for Elementary Education I

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.

Credits: 3

Every Fall, Spring and Summer

MTH 16 Mathematics for Elementary Education II

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.

Credits: 3

Every Fall, Spring and Summer

MTH 17 Problem Solving

The development of problem solving strategies is based on a variety of problems.

Prerequisites of MTH 15 and 16 are required.

Credits: 3

On Occasion

MTH 18 Geometry: An Informal Approach

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.

Credits: 3

On Occasion

MTH 19 Basic Statistics

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.

Credits: 3

Annually

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. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

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. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

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. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

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 pre-college 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 Riemann 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.
Co-requisite 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 Dirichlet 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

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).

This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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).

This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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. 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of AST 301 is required.

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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 an introduction to modern physics.

Four hours lecture, two hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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 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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

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 16 Electricity and Magnetism

This course covers electrostatics, steady currents, electromagnetic induction, magnetic fields of electric currents, magnetic materials, alternating currents and Maxwell's equations. Three hours lecture-recitation. This course can fulfill an additional requirement in the Scientific Inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisites of PHY 3,4 and 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 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 40 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 41 Circuit Analysis and Control Theory

This course covers nodal analysis of DC and AC circuits. This analysis includes practical sources, semiconductor devices, transistor and operational amplifiers, equivalent circuits and transformers. Frequency response is emphasized including filters, resonance, and bandwidth. The remainder of the course covers basic aspects of control theory including Laplace transforms, plant/transfer functions, stability, the sampling theorem, and graphical methods. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of PHY 4 or permission of instructor is required.

Credits: 3

On Occasion

PHY 45 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 48 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 49 Solid State Physics II

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 50 Digital Electronics

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.

Credits: 3

On Occasion

PHY 61 Advanced Topics in Physics I

When offered, the specific contents for that semester and the specific prerequisites for that semester are announced in advance of registration. 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

PHY 62 Advanced Topics in Physics II

When offered, the specific contents for that semester and the specific prerequisites for that semester are announced in advance of registration. 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

PHY 85 Independent Study

Independent study under guidance of a faculty member.

Pre requisite of one Physics course numbered 13 or above is required.

Credits: 3

On Occasion

PHY 86 Thesis

This course is the continuation of PHY 85. With the guidance of a faculty member, students will write a thesis on a research project, and give an oral presentation of their work.

Credits: 3

On Occasion

LANGUAGE

Phone: 516-299-2391

Fax: 516-299-2997

Chair: Associate Professor John Lutz

Senior Professor: Miller

Professors: Bednarz, Codebò, DeVivo, Fahy, Hallissy, Hill-Miller, Lothstein, Magee, Nalbantian, Pahl, Ryden

Associate Professors: Gunther, Semeiks, Szekely, Welnak

Adjunct Faculty: 30

The LIU Post Department of English, Philosophy, and Foreign Languages offers the B.A. in English with specializations in writing or literature. The department also offers degrees in conjunction with the College of Education, Information and Technology. Information about these degrees can be found in the College of Education, Information and Technology section. 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). Minors in Literature and Writing are 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.

The mastery of a foreign language enables students to deepen their understanding of another

DEPARTMENT OF ENGLISH, PHILOSOPHY AND FOREIGN

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 offers minors in French, Italian, Linguistics, and Spanish. The Department's Critical Language program allows students to receive individualized tutoring in languages including Arabic, Chinese, Dutch, Hindi, Japanese, Modern Greek, Portuguese, Russian, Turkish, Vietnamese and Yiddish. Study of critical languages is helpful to students pursuing degrees in the many fields.

Faculty members are active scholars who publish regularly on subjects ranging from medical ethics to logic.

Philosophy classes train students to analyze and tackle complex theories and enlarge their perspectives on life and the world. The main focus of these classes is to teach students to question; to understand difficult texts and ideas; and to experience the wonder and passion of thought, which prepares students to think for themselves. Courses 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. English

Concentration in Literature

Studying literature is a road map to the world around you. In the LIU Post English program 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 "Leadership and

Literature" 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. English

{Program Code: 07046} {HEGIS: 1501.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required English Foundation Courses

All of the following:

ENG 10	Introduction to Literature	3.00
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ENG 85 Disciplinary Literacy in English 3.00

Required Foreign Language Sequence

Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

As part of the requirements for this degree, students must complete an e-portfolio.

Students must choose either a concentration in Literature or Writing.

Literature Concentration

Required English Literature Courses

All of the following:

ENG 11 British Literature: Survey Medieval, Renaissance, Neo-Classical 3.00

ENG 12 British Literature II: Survey Romantic, Victorian, Modern 3.00

Required Major Figure Course

One of the following:

ENG 20 Chaucer 3.00

ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry 3.00

ENG 22 Shakespeare: Tragedies and Romances 3.00

ENG 23 Milton 3.00

ENG 25 Major Figure 3.00

ENG 116 W.B. Yeats: Poet in a Revolutionary Time 3.00

ENG 160 Hawthorne and James: From Romance to Realism 3.00

ENG 161 Melville and Power 3.00

Required Historical Period Course

One of the following:

ENG 7 World Literature I: From Antiquity to the Renaissance 3.00

ENG 8 World Literature II: From the Enlightenment to the Present 3.00

ENG 13 The Short Story 3.00

ENG 15 Modern Drama 3.00

ENG 16 The Modern Novel 3.00

ENG 17 Modern Poetry 3.00

ENG 19 Early English Literature: From the Beginnings to 1485 3.00

ENG 21 Shakespeare: Comedies, Histories, Non-Dramatic Poetry 3.00

ENG 22 Shakespeare: Tragedies, Romances 3.00

ENG 24 Renaissance Drama 3.00

ENG 32 Contemporary Literature 3.00

ENG 51 Greek Drama 3.00

ENG 54 Eighteenth-Century Literature and Life 3.00

ENG 55 The Romantic Period 3.00

ENG 58 The Victorian Period 3.00

ENG 67 Classical Literature in Translation 3.00

ENG 68 Mythology 3.00

ENG 78 The English Novel: Nineteenth and Twentieth Centuries 3.00

ENG 102 Literatures of Africa 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 and Theory 3.00

ENG 109 American Slave Narratives 3.00

ENG 111 The English Renaissance 3.00

ENG 112 Modern British Literature 3.00

ENG 113 The Eighteenth-Century English Novel 3.00

ENG 114 The Nineteenth-Century English Novel 3.00

ENG 115 The World Novel in English 3.00

ENG 116 W.B. Yeats: Poet in a Revolutionary Time 3.00

ENG 135 Renaissance and Revolution: The Making of the Modern World 3.00

ENG 137 Magic Realism 3.00

ENG 140 The Bloomsbury Group 3.00

ENG 141 Literature of the Working Class 3.00

ENG 151 Survey of American Writers to the Civil War 3.00

ENG 152 The American Novel 3.00

ENG 153 Contemporary American Drama 3.00

ENG 163 Literature of New York 3.00

ENG 165 American Colonial Literature 3.00

ENG 168 The Jazz Age: 1920s American Literature and Culture 3.00

ENG 251 American Writers Since the Civil War 3.00

Required Genre Course

One of the following:

ENG 13 The Short Story 3.00

ENG 15 Modern Drama 3.00

ENG 16 The Modern Novel 3.00

ENG 17 Modern Poetry 3.00

ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry 3.00

ENG 22 Shakespeare: Tragedies and Romances 3.00

ENG 35 Childhood and Literature 3.00

ENG 36 Adolescent Literature 3.00

ENG 41 The Art of Poetry 3.00

ENG 42 The Art of Autobiography 3.00

ENG 49 English Drama 3.00

ENG 50 Great Plays 3.00

ENG 51 Greek Drama 3.00

ENG 52 The Bible as Literature 3.00

ENG 59 Autobiographical Transformations: How a Writer Makes Life Into Art 3.00

ENG 62 Love in the Western World 3.00

ENG 68 Mythology 3.00

ENG 69 From Fiction Into Film 3.00

ENG 78 The English Novel: Nineteenth and Twentieth Centuries 3.00

ENG 102 Literatures of Africa 3.00

ENG 103 Irish Literary Renaissance 3.00

ENG 104 History of Irish Literature 3.00

ENG 107 Postcolonial Literature and Theory 3.00

ENG 108 African-American Literature of the Twentieth Century 3.00

ENG 109 American Slave Narratives 3.00

ENG 113 The Eighteenth-Century English Novel 3.00

ENG 114 The Nineteenth-Century English Novel 3.00

ENG 115	The World Novel in English	3.00
ENG 131	Small World: Literature of the Academic Life	3.00
ENG 137	Magic Realism	3.00
ENG 138	Gender, Sexuality and Literature	3.00
ENG 139	Gender and the English Language	3.00
ENG 140	The Bloomsbury Group	3.00
ENG 141	Literature of the Working Class	3.00
ENG 142	Leadership and Literature	3.00
ENG 144	Empathy and the Human Imagination	3.00
ENG 146	Conformity and Rebellion in Literature	3.00
ENG 152	The American Novel	3.00
ENG 153	Contemporary American Drama	3.00
ENG 154	American Poetry	3.00
ENG 156	Irish American Fiction	3.00
ENG 157	American Modernism and the Art of Making it New	3.00
ENG 158	Freak Shows and the Modern American Imagination	3.00
ENG 159	Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present	3.00
ENG 160	Hawthorne and James: From Romance to Realism	3.00
ENG 162	American Autobiography	3.00
ENG 163	Literature of New York	3.00
ENG 164	American Drama	3.00

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	3.00
ENG 183	Creative Non-Fiction	3.00
ENG 282	Fiction Writing	3.00
ENG 283	Poetry Writing	3.00
ENG 284	Drama Writing	3.00
ENG 285	Screenwriting	3.00

Required Advanced Writing Courses

Any three courses/nine credits of the following:

ENG 6	Writing in Business	3.00
ENG 181	The Art of Expository Writing	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
ENG 194	Videogame Narratives	3.00
ENG 389	Honors Thesis	3.00
ENG 390	Honors Thesis	3.00

Required Rhetoric/The English Language Courses

Any three courses/nine credits of the following:

ENG 3	Grammar and the Structure of English	3.00
ENG 133	Eighteenth-Century Writers on Writing	3.00
ENG 201	The English Language	3.00
ENG 202	Varieties of English	3.00
ENG 203	The Logic of Conversation	3.00
ENG 204	Theories of Persuasion: Ancient and Modern	3.00
ENG 389	Honors Thesis	3.00

ENG 390	Honors Thesis	3.00
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Required English Literature Survey

Courses

Any three courses/nine credits of the following:

ENG 7	World Literature I: From Antiquity to the Renaissance (must be WAC format)	3.00
ENG 8	World Literature II: From the Enlightenment to the Present (must be WAC format)	3.00
ENG 11	British Literature: Survey Medieval, Renaissance, Neo-Classical	3.00
ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00
ENG 21	Shakespeare: Comedies and Histories, Non-Dramatic Poetry	3.00
ENG 22	Shakespeare: Tragedies and Romances	3.00
ENG 151	Survey of American Writers to the Civil War	3.00
ENG 251	American Writers Since the Civil War	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 SHARED CREDIT PROGRAM

B.S. Adolescence Education: English / M.A. in English

{Program Code: 33210} {HEGIS: 1501.01 / 1501.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Adolescence Education: English / M.A. English must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

	Crs
POST 101	1
First-Year Seminar	3
Writing I	3
ENG 1	3

Writing II	ENG 2	3
Quantitative Reasoning	Must take MTH 7	4
Scientific Inquiry & the Natural World	Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science	4
Creativity, Media & the Arts	Must take one of the following: any ART, CIN, CMA, MUS or THE	3
Perspectives on World Cultures	Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).	3
Self, Society & Ethics	Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course	3
Power, Institutions & Structures	Must take one of the following: ECO 10, 11 or POL 2, 3	3
Add'l course from one cluster	Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster	3

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

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 Medieval, Renaissance, Neo-Classical	3.00
ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00

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

Diversity

One of the following:

ENG 35	Childhood and Literature	3:00
ENG 36	Adolescent Literature	3:00
ENG 68	Mythology	3.00
ENG 102	Literatures of Africa	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
ENG 115	The World Novel in English	3.00

ENG 117	Literature of Dictatorships in Latin America	3.00
ENG 131	Small World: Literature of the Academic Life	3.00
ENG 137	Magic Realism	3.00
ENG 138	Gender, Sexuality and Literature	3.00
ENG 139	Gender and the English Language	3.00
ENG 141	The Literature of the Working Class	3.00
ENG 144	Empathy and the Human Imagination	3.00
ENG 156	Irish American Fiction	3.00
ENG 163	The Literature of New York	3.00

ENG 25, 44, 47, 48, 95, 100, 359 and 360 may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.

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 Graduate Research and

Criticism Course

MUST BE TAKEN PRIOR TO STUDENT-TEACHING SEMESTER

ENG 710	Research and Criticism	3.00
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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
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 35B	Methods and Materials in Teaching a Specific Subject in Grades 7-12 English	3.00

EDI	38	Supervised Student Teaching in Adolescence Education (Grades 7-12)	6.00	ENG	713	Literature of the English Renaissance	3.00	ENG	744	Ibsen, Shaw, Chekhov: Makers of Modern Theatre	3.00
EDI	50	Pre-student Teaching Seminar: Critical Issues in Education	0.00	ENG	714	Shakespeare	3.00	ENG	745	American Drama	3.00
EDS	44	Introduction to the Study of the Exceptional Child	3.00	ENG	715	Shakespeare's Late Plays	3.00	ENG	747	African-American Literature in the Twentieth Century	3.00
EDS	75A	Lit Assess & Inst Clsrm Tch 5-12	3.00	ENG	716	Jacobean and Caroline Drama	3.00	<i>Ethnic and National Literatures</i>			
HE	205A	Adolescent Health-Risk Wrkshp	0.00	ENG	717	Metaphysical and Cavalier Poetry	3.00	ENG	737	Comparative Literature	3.00
Required Graduate English Courses				<i>Literature of the Restoration and Eighteenth Century</i>				ENG	746	American Slave Narratives	3.00
All of the following:				ENG	718	Seventeenth-Century Prose Style	3.00	ENG	747	African-American Literature in the Twentieth Century	3.00
ENG	699	Text(s) in Context	3.00	ENG	719	Milton	3.00	ENG	748	Drama in Ireland from the Irish Literary Revival to the Present	3.00
ENG	706	The Critical Tradition: An Introduction to Literary Theory	3.00	<i>Romantic and Victorian British Literature</i>				ENG	749	Native-American Literature	3.00
Elective Graduate English Courses				ENG	721	The Romantic Movement	3.00	ENG	750	Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature	3.00
<i>Rhetoric/English Language</i>				ENG	722	Studies in Victorian Literature	3.00	ENG	751	Postcolonial Literature and Theory	3.00
One of the following:				ENG	723	Gerard Manley Hopkins	3.00	<i>American and Cultural Studies</i>			
ENG	781	Classical Rhetoric	3.00	ENG	724	The Gothic	3.00	ENG	733	Twentieth-Century American Literature I: 1900-1945	3.00
ENG	782	Theories of Persuasion: Ancient and Modern	3.00	<i>Seventeenth- to Nineteenth-Century American Literature</i>				ENG	734	Twentieth-Century American Literature II: 1945-2000	3.00
ENG	783	Eighteenth-Century Writers on Writing	3.00	ENG	725	American Renaissance	3.00	ENG	735	Contemporary American Drama	3.00
ENG	784	Structure of English	3.00	ENG	726	Late 19th-Century American Literature	3.00	ENG	745	American Drama	3.00
ENG	785	Linguistics of Contemporary English	3.00	ENG	727	Hawthorne and James: From Romance to Realism	3.00	ENG	746	American Slave Narratives	3.00
ENG	786	Stylistics	3.00	ENG	746	American Slave Narratives	3.00	ENG	747	African-American Literature in the Twentieth Century	3.00
ENG	787	Introduction to Linguistics	3.00	ENG	774	American Colonial Literature	3.00	ENG	749	Native-American Literature	3.00
ENG	788	History of the English Language	3.00	ENG	775	Naturalist Gothic and American Realism	3.00	ENG	761	The Art of Melancholy	3.00
ENG	789	Historical Linguistics	3.00	<i>Twentieth- and Twenty-First Century Literature</i>				ENG	762	The Poetics of Time and Memory	3.00
ENG	790	Sociolinguistics	3.00	ENG	729	Modern Poetry	3.00	ENG	763	Gender, Sexuality and Literature	3.00
ENG	791	Language Acquisition	3.00	ENG	730	The Modern Novel	3.00	ENG	764	Magic Realism	3.00
ENG	792	Applied Linguistics	3.00	ENG	731	Modern Drama	3.00	ENG	765	Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture	3.00
ENG	793	Language and Gender	3.00	ENG	732	Modern British Literature	3.00				
ENG	794	Varieties of English	3.00	ENG	733	Twentieth-Century American Literature I: 1900-1945	3.00				
ENG	795	Pragmatics and Discourse	3.00	ENG	734	Twentieth-Century American Literature II: 1945-2000	3.00				
ENG	799	Cultural Linguistics	3.00	ENG	735	Contemporary American Drama	3.00				
Six courses/eighteen credits from any of the following nine areas of study (maximum one course/three credits from each area):				ENG	736	Twenty-First Century Literature	3.00				
<i>Classical/Early Literature and Language</i>											
ENG	709	Classical Literature in Translation	3.00								
ENG	711	Mythology	3.00								
ENG	712	Chaucer	3.00								
<i>Literature of the English Renaissance</i>											

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: 120
 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

For information about Education degrees with content specializations in the humanities, 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: 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**

Five courses/fifteen credits of the following:

ENG 7	World Literature I: From Antiquity to the Renaissance	3.00
ENG 8	World Literature II: From the Enlightenment to the Present	3.00
ENG 10	Introduction to Literature	3.00
ENG 11	British Literature: Survey Medieval, Renaissance, Neo-Classical	3.00
ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00
ENG 13	The Short Story	3.00
ENG 15	Modern Drama	3.00
ENG 16	The Modern Novel	3.00
ENG 17	Modern Poetry	3.00
ENG 19	Early English Literature: From the Beginnings to 1485	3.00
ENG 20	Chaucer	3.00
ENG 21	Shakespeare: Comedies and Histories, Non-Dramatic Poetry	3.00
ENG 22	Shakespeare: Tragedies and Romances	3.00

ENG 23	Milton	3.00
ENG 24	Renaissance Drama	3.00
ENG 25	Major Figure	3.00
ENG 32	Contemporary Literature	3.00
ENG 35	Childhood and Literature	3.00
ENG 36	Adolescent Literature	3.00
ENG 41	The Art of Poetry	3.00
ENG 42	The Art of Autobiography	3.00
ENG 44	Emerging Writers and Popular Traditions	3.00
ENG 47	Literary Forms and Genres	3.00
ENG 48	Ideas and Themes in Literature	3.00
ENG 49	English Drama	3.00
ENG 50	Great Plays	3.00
ENG 51	Greek Drama	3.00
ENG 52	The Bible as Literature	3.00
ENG 54	Eighteenth-Century Literature and Life	3.00
ENG 55	The Romantic Period	3.00
ENG 58	The Victorian Period	3.00
ENG 59	Autobiographical Transformations: How a Writer makes Life into Art	3.00
ENG 62	Love in the Western World	3.00
ENG 63	The Literature of Memory	3.00
ENG 64	Crime, Guilt, and Atonement	3.00
ENG 65	The Other: Strangers and Outsiders	3.00
ENG 66	Growing Up in Another Country	3.00
ENG 67	Classical Literature in Translation	3.00
ENG 68	Mythology	3.00
ENG 69	From Fiction Into Film	3.00
ENG 71	Animate Nature	3.00
ENG 78	The English Novel: Nineteenth and Twentieth Centuries	3.00
ENG 100	Seminar in English	3.00
ENG 102	Literatures of Africa	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
ENG 111	The English Renaissance	3.00
ENG 112	Modern British Literature	3.00
ENG 113	The Eighteenth-Century English Novel	3.00
ENG 114	The Nineteenth-Century English Novel	3.00
ENG 115	The World Novel in English	3.00
ENG 116	W.B. Yeats: Poet in a Revolutionary Time	3.00
ENG 117	The Literature of Dictatorships in Latin America	3.00
ENG 131	Small World: Literature of the Academic Life	3.00
ENG 135	Renaissance and Revolution: The Making of the Modern World	3.00
ENG 137	Magic Realism	3.00
ENG 138	Gender, Sexuality and Literature	3.00
ENG 139	Gender and the English Language	3.00
ENG 140	The Bloomsbury Group	3.00
ENG 141	The Literature of the Working Class	3.00
ENG 142	Leadership and Literature	3.00
ENG 143	Breaking Erotic Boundaries	3.00
ENG 144	Empathy and the Human Imagination	3.00
ENG 145	Shakespeare on Leadership and Tyranny	3.00
ENG 146	Conformity and Rebellion in Literature	3.00
ENG 151	Survey of American Writers to the Civil War	3.00
ENG 152	The American Novel	3.00
ENG 153	Contemporary American Drama	3.00
ENG 154	American Poetry	3.00
ENG 156	Irish-American Fiction	3.00

ENG 157	American Modernism and the Art of Making it New	3.00
ENG 158	Freak Shows and the Modern American Imagination	3.00
ENG 159	Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present	3.00
ENG 160	Hawthorne and James: From Romance to Realism	3.00
ENG 161	Melville and Power	3.00
ENG 162	American Autobiography	3.00
ENG 163	Literature of New York	3.00
ENG 164	American Drama	3.00
ENG 165	American Colonial Literature	3.00
ENG 166	Rebels, Riots, and Resistance in America	3.00
ENG 168	The Jazz Age: 1920's American Literature and Culture	3.00
ENG 251	American Writers Since the Civil War	3.00
ENG 359	Honors Advanced Elective	3.00
ENG 360	Honors Advanced Elective	3.00

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: Writing

The 12-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 and Advanced Writing Courses

One of the following:

ENG 182	Introduction to Creative Writing	3:00
ENG 282	Fiction Writing	3:00
ENG 283	Poetry Writing	3:00

ENG 284	Drama Writing	3:00
ENG 285	Screenwriting	3:00
ENG 181	The Art of Expository 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

Required Rhetoric/English Language Courses

One of the following:

ENG 3	Grammar and the Structure of English	3.00
ENG 133	Eighteenth-Century Writers on Writing	3.00
ENG 201	The English Language	3.00
ENG 202	Varieties of English	3.00
ENG 203	The Logic of Conversation	3.00
ENG 204	Theories of Persuasion: Ancient and Modern	3.00

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.00

Minor: 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

AND

Two courses/six credits from all FRE courses excluding FRE 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

OR

For students initially placed into FRE 3:

All of the following:

FRE	3	Intermediate French I	3.00
FRE	4	Intermediate French II	3.00

AND

Four courses/twelve credits from all FRE courses excluding FRE 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.25

Minor: 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:

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

Elective French Area Studies Courses*

One course/ three credits from the following:

ART	70	Modern Art	3.00
CIN	1	The Art of the Film/1900-1930	3.00
ECO	41	International Economics	3.00
FRE	7	Introduction to French Culture	1.50

FRE	11	Introduction to French Literature I	3.00
FRE	12	Introduction to French Literature II	3.00
FRE	23	Advanced French Grammar and Composition I	3.00
FRE	24	Advanced French Grammar and Composition II	3.00
FRE	25	Advanced French Conversation and Phonetics	3.00
FRE	26	French Culture and Civilization I	3.00
FRE	27	French Culture and Civilization II	3.00
FRE	30	French Literature of the Middle Ages and the Renaissance	3.00
FRE	32	French Classical Theatre	3.00
FRE	33	18th-Century French Literature	3.00
FRE	34	French Poetry of the 19th Century	3.00
FRE	35	19th-Century French Prose	3.00
FRE	36	French Poetry of the 20th Century	3.00
FRE	37	20th-Century Prose Literature	3.00
FRE	38	19th-Century French Theatre	3.00
FRE	39	20th-Century French Theatre	3.00
FRE/	55	French Literature of the 17th, 18th, and 19th Centuries	3.00
WLT			
FRE/	56	French Literature of the 20th Century	3.00
WLT			
FRE	70	Contemporary Culture and Civilization of France	3.00
FRE	85	Disciplinary Literacy in French	3.00
FRE	99	Seminar in French Literature: Special Topics	3.00
GGR	52	Geography of Western Europe	3.00
HIS	164	History as Film: European Cinema in the 20th Century	3.00

HIS	304	European History from the French Revolution - Honors Core	3.00
POL	27	European Political Theory II	3.00
POL	65	Politics of the European Union	3.00
POL	68	Government and Politics of Western Europe	3.00
WLT	21	Short Works of French Literature	1.50
WLT	37	The Making of the Superhero	3.00
WLT	39	Horror in Literature	3.00

*Students with demonstrated proficiency in French may be placed in FRE 3 or 4. These students will need to complete additional French Area electives to satisfy the minor.

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.25

Minor: 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 7, 51, 52, 53, 54, 359 and 360

AND

Two courses/six credits from all ITL courses excluding ITL 1, 2, 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, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.25

Minor: 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*

All of the following:

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

Elective Italian Area Studies Courses*

One course/three credits from the following:

ART	67	The Art of the Baroque	3.00
ART	70	Modern Art	3.00
ECO	41	International Economics	3.00
GGR	52	Geography of Western Europe	3.00
HIS	164	History as Film: European Cinema in the 20th Century	3.00
ITL	7	Introduction to Italian Culture	1.50
ITL	11	Selected Readings in Early Italian Literature	3.00
ITL	12	Selected Readings in Modern and Contemporary Italian Literature	3.00
ITL	23	Advanced Italian Grammar and Composition I	3.00
ITL	24	Advanced Italian Grammar and Composition II	3.00
ITL	25	Advanced Italian Conversation	3.00
ITL	26	Italian Culture and Civilization I	3.00
ITL	27	Italian Culture and Civilization II	3.00
ITL	30	Dante, Petrarca (Petrarch), and Boccaccio	3.00

ITL	31	Italian Literature of the Renaissance and the Baroque Period	3.00
ITL	32	Italian Literature of the 18th Century	3.00
ITL	33	The Contemporary Italian Novel	3.00
ITL	35	The Italian Novel from Manzoni to the Voce Period	3.00
ITL	36	Pirandello and the Modern Theatre	3.00
ITL/W LT	62	The Italian Poetic Heritage	3.00
ITL	70	Contemporary Culture and Civilization in Italy	3.00
ITL	85	Disciplinary Literacy in Italian	3.00
ITL	99	Seminar in Italian Literature: Special Topics	3.00
MUS	23	Music in Western Civilization III	3.00
POL	27	European Political Theory II	3.00
POL	65	Politics of the European Union	3.00
POL	68	Government and Politics of Western Europe	3.00
WLT	22	Short Works of Italian Literature	1.50
WLT	37	The Making of the Superhero	3.00
WLT	39	Horror in Literature	3.00

*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: 15
Minimum Minor GPA: 2.25

Minor: 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 you with additional skills and enhanced knowledge in another field of study.

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
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Credit and GPA Requirements

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

Minor: 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 in SPA 1 or above SPA 4:

Four courses/twelve credits from all SPA courses excluding SPA 7, 51, 52, 53, 54, 359 and 360

AND

Two courses/six credits from all SPA courses excluding SPA 1, 2, 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, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor: Spanish for Business

Administration

Minor in Spanish for Business

Administration Requirements

One of the following options

Option 1

SPA	1	Elementary Spanish I	3.00
SPA	2	Elementary Spanish II	3.00
SPA	3	Intermediate Spanish I	3.00
SPA	17	Business Culture and Conversation in Spanish	3.00
SPA	18	Business Culture, Reading and Writing in Spanish	3.00

Option 2

SPA	3	Intermediate Spanish I	3.00
SPA	4	Intermediate Spanish II	3.00
SPA	17	Business Culture and Conversation in Spanish	3.00
SPA	18	Business Culture, Reading and Writing in Spanish	3.00

AND

Three credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Option 3

SPA	4	Intermediate Spanish II	3.00
SPA	17	Business Culture and Conversation in Spanish	3.00
SPA	18	Business Culture, Reading and Writing in Spanish	3.00

AND

Six credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Option 4

SPA	17	Business Culture and Conversation in Spanish	3.00
SPA	18	Business Culture, Reading and Writing in Spanish	3.00

AND

Nine credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.00

Minor: 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	Elementary Spanish I	3.00
SPA	2	Elementary Spanish II	3.00
SPA	3	Intermediate Spanish I	3.00
SPA	15	Spanish Medical Terminology and Conversation 1	3.00
SPA	16	Spanish Medical Terminology and Conversation 2	3.00

For Students Placing into Spanish 3*

All of the following:

SPA	3	Intermediate Spanish I	3.00
SPA	4	Intermediate Spanish II	3.00
SPA	15	Spanish Medical Terminology and Conversation 1	3.00
SPA	16	Spanish Medical Terminology and Conversation 2	3.00

And three credits of the following Spanish area electives:

SPA	7	Introduction to Spanish Culture	1.50
SPA	11	Introduction to Peninsular Literature	3.00
SPA	12	Introduction to Spanish-American Literature	3.00
SPA	23	Advanced Spanish Grammar and Composition I	3.00
SPA	24	Advanced Spanish Grammar and Composition II	3.00
SPA	25	Advanced Spanish Conversation	3.00
SPA	26	Culture and Civilization of Spain	3.00
SPA	27	Culture and Civilization of Hispanic America	3.00
SPA	29	Advanced Grammar and Writing Skills	3.00
SPA	30	The Picaresque Novel	3.00
SPA	31	20th-Century Spanish-American Novel	3.00
SPA	32	Spanish Literature of the Middle Ages and the Renaissance	3.00
SPA	33	Theatre of the Golden Age	3.00
SPA	35	Cervantes	3.00
SPA	36	19th-Century Spanish Literature	3.00
SPA	37	Spanish Literature of the 20th Century	3.00
SPA	38	Spanish-American Literature I	3.00
SPA	39	Spanish-American Literature II	3.00
SPA	40	Seminar in Spanish and Spanish-American Literature	3.00

SPA	41	Applied Linguistics Seminar	3.00
SPA	42	Contemporary Spanish Literature	3.00
SPA	43	The Contemporary Spanish Theatre	3.00
SPA	44	Spanish-American Women Writers	3.00
SPA	45	The New Novel in Latin America	3.00
SPA	46	Literary Translation (Spanish to English)	3.00
SPA	47	Latin-American Women Poets	3.00
SPA	48	Latino Literature in America	3.00
SPA	70	Contemporary Culture and Civilization in Spain	3.00
SPA	71	Contemporary Culture and Civilization in Latin America	3.00
SPA/ WLT	72	Spanish Literature from Middle Ages to the 19th Century	3.00
SPA/ WLT	73	Hispanic Literature of the 20th Century	3.00
SPA	85	Disciplinary Literacy in Spanish	3.00
SPA	99	Seminar in Spanish Literature: Special Topics	3.00
WLT	23	Short Works of Spanish Literature	1.50

*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: 15
Minimum Minor GPA: 2.00

Minor: 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:

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

Elective Hispanic Area Studies Courses*

Three credits from the following:

ANT	22	The Anthropology of Middle and South America	3.00
ART	70	Modern Art	3.00
ECO	41	International Economics	3.00
GGR	45	Geography of Latin America	3.00
GGR	52	Geography of Western Europe	3.00
HIS	164	History as Film: European Cinema in the 20th Century	3.00
HIS	186	History of Latin America, 1000 A.D. to 1810 A.D.	3.00
HIS	187	History of Modern Latin America	3.00
POL	27	European Political Theory II	3.00
POL	65	Politics of the European Union	3.00
POL	68	Government and Politics of Western Europe	3.00
POL	73	Government and Politics of Latin America	3.00
SOC	29	Sociology of Latino/a Culture and Identity	3.00
SPA	7	Introduction to Spanish Culture	1.50
SPA	11	Introduction to Peninsular Literature	3.00
SPA	12	Introduction to Spanish-American Literature	3.00
SPA	23	Advanced Spanish Grammar and Composition I	3.00
SPA	24	Advanced Spanish Grammar and Composition II	3.00
SPA	25	Advanced Spanish Conversation	3.00

SPA	26	Culture and Civilization of Spain	3.00
SPA	27	Culture and Civilization of Hispanic America	3.00
SPA	29	Advanced Grammar and Writing Skills	3.00
SPA	30	The Picaresque Novel	3.00
SPA	31	20th-Century Spanish-American Novel	3.00
SPA	32	Spanish Literature of the Middle Ages and the Renaissance	3.00
SPA	33	Theatre of the Golden Age	3.00
SPA	35	Cervantes	3.00
SPA	36	19th-Century Spanish Literature	3.00
SPA	37	Spanish Literature of the 20th Century	3.00
SPA	38	Spanish-American Literature I	3.00
SPA	39	Spanish-American Literature II	3.00
SPA	40	Seminar in Spanish and Spanish-American Literature	3.00
SPA	41	Applied Linguistics Seminar	3.00
SPA	42	Contemporary Spanish Literature	3.00
SPA	43	The Contemporary Spanish Theatre	3.00
SPA	44	Spanish-American Women Writers	3.00
SPA	45	The New Novel in Latin America	3.00
SPA	46	Literary Translation (Spanish to English)	3.00
SPA	47	Latin-American Women Poets	3.00
SPA	48	Latino Literature in America	3.00
SPA	70	Contemporary Culture and Civilization in Spain	3.00
SPA	71	Contemporary Culture and Civilization in Latin America	3.00
SPA/WLT	72	Spanish Literature from Middle Ages to the 19th Century	3.00
SPA/WLT	73	Hispanic Literature of the 20th Century	3.00

SPA	85	Disciplinary Literacy in Spanish	3.00
SPA	99	Seminar in Spanish Literature: Special Topics	3.00
WLT	23	Short Works of Spanish Literature	1.50
WLT	37	The Making of the Superhero	3.00
WLT	39	Horror in Literature	3.00

*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

Minor: Philosophy

Minor in Philosophy Requirements

Required Philosophy Courses

Two courses/six credits from the following:

PHI	25	The Birth of Philosophy in the Ancient World	3.00
PHI	26	Origins of Modern Philosophy	3.00
PHI	31	19th-Century Philosophy: From the End of History to the Death of God	3.00
PHI	32	Recent Philosophy	3.00

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

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.

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 I, 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 I 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 identified as needing more personalized attention.

No Pass/Fail option.

Four hours lecture/recitation.

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 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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives On World Cultures thematic cluster requirement in the core curriculum.

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 Rossetts, 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 several major artistic movements, including Romanticism, Realism, Naturalism, Modernism, Postmodernism, Post-colonialism, 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English

majors. Prerequisite of ENG 1 & 2 required for all non-majors.

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 16 The Modern Novel

First emerging in the unstable and traumatic historical period immediately preceding World War I and following it, the modern novel decidedly broke with the realist genre preceding it through challenging and often breathtaking experiments with narrative form. Frequently presenting the reader with bewildering shifts in time and narrative perspective and exhibiting a preference for the interior psychological landscapes of its characters, modern novels often possess an emotional intensity and haunting lyricism that testifies to the widespread fragmentation and alienation afflicting western consciousness in the twentieth century. With the use of pioneering literary techniques like stream of consciousness and fragmented narratives, modern novels defy the expectations generated by traditional narrative even as they give us some of the most memorable characters in literature. Possible authors covered in the class include: Conrad, Joyce, Woolf, Lawrence, Faulkner, Kafka, and Rhys. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 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 erotic 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 Shakespeare: 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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.

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 32 Contemporary Literature

Becoming a thoughtful reader of the literature of

one's own time is the goal of this course. The reading list will vary, but will in all cases include a variety of critically acclaimed authors whose writing illustrates emerging trends in modern writing. Works read may represent various genres or types of literature, such as poetry, drama, the short story, the novella, the novel, the memoir, and nonfiction prose. The course might also be organized thematically rather than by literary type, exploring ideas which are important to the writers of the late twentieth and early twenty-first centuries, and to their readers as well. In addition to familiarizing students with contemporary classics, a major goal of this course is to stimulate a lifelong interest in discovering new 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 35 Childhood and Literature

The class will read and discuss works of recognized literary quality which trace the development of a child or adolescent. Some of these works were originally written for children, some were once considered suitable for children but no longer are, and some are written for the adult reader but from the viewpoint of a child narrator. In some cases the course will revisit works ordinarily read by pre-college students, and perhaps by the class members, to test the concept of altered reactions to and understanding of a work of literature over time. A typical series of readings for this course might include versions of fairy tales like "Cinderella" and "Beauty and the Beast"; classics of children's literature like J. M. Barrie's *Peter Pan* and Lewis Carroll's *Alice in Wonderland*; and contemporary works from the viewpoint of the child or adolescent narrator. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

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. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

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 will cover such works as Cellini's *Life*, Franklin's *Autobiography*, Rousseau's *Confessions*, Gosse's *Father and Son*, Sartre'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 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 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 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 minutia of what it meant to be alive in 19th-century Britain.

Literature moved from the concerns of the Romantics 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 Rossetts, 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 59 Autobiographical Transformations: How and Why a Writer Makes Life into Art

This course will study the various ways in which literary artists transform the concrete facts of their lives into literary art in England and America. Concentrating on novels written in the twentieth century in English, students will first study the deeply psychological, aesthetically self-conscious self-portraits of authors who write coming-of-age novels in the first quarter of the twentieth century. The course will then jump forward by fifty years to read autobiographical novels that tell the coming-of-age story in the context of social protest in America—works largely written by women and people of color. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 62 Love in the Western World: From Homer to Shakespeare

This course will trace the different ways love is expressed in literature from the period of ancient Greece to the Renaissance. The course will address how love is represented as bodily desire, as the intellectual meeting of minds, as spiritual passion, as family devotion, and as comradeship. We will explore the conflict between private passion and public and marital duty in Homer's *The Odyssey* and see how philosophers debate the subject of love in Plato's *The Symposium*. Male and female perspectives on love, as well as questions of adultery, jealousy, fidelity, and sexual orientation will be examined in Sappho's poetry, selections of Dante's *Inferno*, *Tristan and Iseult*, and Shakespeare's *Othello*. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 63 The Literature of Memory

An interdisciplinary study of selected major literary texts that exemplify an array of memory events, both voluntary and involuntary. Readings include Rousseau's *The Confessions*, Proust's *Combray*, Woolf's *To the Lighthouse*, Faulkner's *As I Lay Dying*, Nin's *Seduction of the Minotaur*, Nabokov's *Speak, Memory* as well as selections from the poetry of Constantine Cavafy, André Breton, Octavio Paz and Jorge Borges in English translation. Efforts will be made to classify the kinds of recollection such writers demonstrate according to categories established by psychologists and neuroscientists. Background material of Freud, Bergson and William James will be presented along with a consideration of current neuroscientific theories from the works of Antonio Damasio, Joseph LeDoux, Daniel Schacter, Robert Stickgold and others. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 64 Crime, Guilt, and Atonement

Students in this course will explore the themes of crime, guilt and atonement in various texts ranging from classical Greek tragedies to the early 21st century novel. We will examine the power structures and underlying ideologies that produce various forms of crime and abuse of power and the impact on individual lives of these society-sanctioned ideas and practices. We will explore how imperialism, racism, totalitarianism, classism and/or sexism permeate and warp the hearts of otherwise decent human beings until they themselves commit acts of oppression—acts which cry out for atonement. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 65 The Other: Strangers and Outsiders

Students in this course will read novels and watch films that explore the human tendency to suspect and fear strangers and outsiders. We make of these strangers and outsiders a totally different “Other”—a “barely human” being who should not be here, should not be part of our comfortable and stable community. Sometimes one among us will become the Other, will refuse to live by the laws and conventions we regard as sacred. Sometimes, too, we rise to the challenge of accepting the Other. We will examine a collision of cultures, of ways of being. The texts will range from the Renaissance to Twentieth-Century novels and Twenty-First Century films. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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

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 69 Fiction into Film

Students in this course will explore the transformation of various literary works—most of them stories or novellas—into film. We will analyze these works to examine their most important elements, their point of view, and crucial scenes that must be transferred directly to the film if the director is to fully capture the meaning, the tone, and ambiance of the fiction. Then we will watch the films and analyze the creative changes, omissions, and additions the director and cinematographer have made. Sometimes the changes are brilliantly creative and do not mar our memory of the original work at all. Indeed, they may improve it. Sometimes the changes disappoint. Students will develop their critical faculties when reading the fiction and watching the films. We will pay attention to the soundtrack, the music, as well: an added element fiction does not possess. We will analyze why the director, the screenwriter, and the cinematographer have made the changes they have. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 85 Disciplinary Literacy in English

The course shows students the special ways of looking at humanistic texts and gives them the skills to communicate to others fundamental concepts of reading, writing, listening, and speaking in the humanities. Students will learn such things as how to understand and interpret the presentation of abstract ideas, and to interpret and explain the

nature of textual evidence. This course fulfills 3 credits of the Literacy requirement for students in the NY State approved program in English for Adolescence Education.

For Senior English majors including those in education programs.

Credits: 3

Every Fall and Spring

ENG 90 Readings in English

This course involves independent study of directed readings culminating in a substantial writing project. This is not a regular classroom course. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course.

Prerequisites of ENG 1 & 2, senior status and permission of Dept are required.

Credits: 1

On Occasion

ENG 95 Independent Study

This independent study research course is taken under the guidance of a professor of English with the approval of the department chairperson. Its purpose is to provide an in-depth exploration of a unique topic, an author or a theme that is not among current course offerings. It 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 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. Can be combined with ENG 90 for a 3-credit reading course.

Prerequisite of Senior standing is required.

Credits: 2

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

direct practical experience in the application of 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

Every Fall and Spring

ENG 102 Literatures of Africa

The decolonization of Africa was accompanied by the development of a diverse body of national literatures focused upon the struggle for liberation from European control as well as the problems engendered by political independence. These national literatures frequently address the destructive legacy of colonialism even as they present tangible alternatives for a renewal of African culture and society. Through a close reading of several novels representative of distinct African cultures in confrontation with English, French, and Belgian imperialism, we will explore the struggle of former colonies to rediscover their cultural roots and assess the far-reaching impact of colonial domination on African lives. Issues addressed in the class will include: the impact of colonization on the psyche of Africans, the interrelationship between racist, sexist, and economic forms of oppression, the issue of cultural authenticity as it relates to language and emergent post-colonial identities, the role of political resistance in constructing new cultural forms and communities in the wake of colonialism, and the persistence of various forms of neo-colonialism in African societies. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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: Lady Augusta Gregory, John Millington Synge, Sean O'Casey, William Butler Yeats, and James Joyce.

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 balladeers 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 twenty-first-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 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, these works challenge us to evaluate the role that racism continues to play in contemporary American culture. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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, Chesnut'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 117 Literature of Dictatorships in Latin America

Latin America's tragic history of oppressive regimes has provoked an impressive array of literary works that document both the abuses of specific governments and the heroic and creative responses of its citizens. An examination of key texts illustrates how those in power are challenged to contend with citizens who are willing to engage fearlessly to counteract evil in all its myriad forms. Prerequisites of ENG 1 and ENG 2 are required.

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, Anais Nin, Jean Genet, Radcliffe Hall, Audre 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 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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 rigidity 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. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 144 Empathy and the Human Imagination

The concept of empathy has its origins in the work of the philosopher David Hume; however, evidence of what we now call empathy exists across all time periods and cultures. This course will explore how the literary imagination understands and depicts transformations in the human personality that lead to the development of empathy. We will examine the relationship of such transformations to the effects of political power as well as the conditions

under which empathy might flourish. We will explore a number of questions related to empathy including the role that empathy might play in the development of non-hierarchical perspectives on the poor and marginalized in society, the conditions under which the personality without empathy might thrive and the way the literary imagination links both empathy and its absence to the condition of being an outsider. This course fulfills the Perspectives on World Cultures cluster requirement in the Core Curriculum.

Prerequisites of ENG 1 and ENG 2 are required.

Credits: 3

On Occasion

ENG 145 Shakespeare on Leadership and Tyranny

One of the most sophisticated interpreters of the nature of leadership, William Shakespeare wrote plays that interrogate the nature of hierarchical control over others. Familiar with the insights of ancient and contemporary political theorists, such as Plutarch and Machiavelli, he added an extensive set of commentaries on Roman and English history that distinguish the virtues and vices by which we are asked to judge the qualities that inform fundamental forms of governance. What kind of human being is equipped to have the vision to lead others in war and peace? How far such leaders go to follow popular consensus or their own unique vision? These questions are as relevant to today's national and corporate leaders as they were when Shakespeare first considered them. Distinguishing the difference between Julius Caesar and Marc Antony, between Richard III and Henry V, between King Hamlet and Claudius, or between Leontes in *The Winter's Tale* and Prospero in *The Tempest* should prompt students to ask questions that will inform their judgements for the rest of their lives.

Prerequisites of ENG 1 and ENG 2 are required.

Credits: 3

On Occasion

ENG 146 Conformity and Rebellion in Literature

Students will study literature that raises questions about conformity and rebellion by focusing on characters who break prohibitions or go along with what they are told or expected to do. What goes into the decision to transgress or conform and what are the consequences? When are acts of defiance and disobedience courageous and/or life-affirming, and when are they merely foolish and without personal or social value? Who decides? Who benefits? What are the rewards and penalties, and, ultimately, what do such questions help us understand about the role of the individual in relation to the community/collective and the potential/limits of human agency in maintaining the status quo as well as effecting change. This course fulfills the Self, Society and Ethic cluster requirement in the Core Curriculum.

Prerequisites of ENG 1 and ENG 2 are required.

Credits: 3

On Occasion

ENG 151 Survey of American Writers to the Civil War

This course examines works representative of various movements within American literary-intellectual history. We begin with the poetry and personal narratives of the Puritans (Anne Bradstreet, John Winthrop, Jonathan Edwards). From there, we explore the satires and the autobiography of Benjamin Franklin, as well as the slave narrative of Olaudah Equiano, to see how these eighteenth-century Enlightenment figures attempted to recreate the American identity, borrowing from but also importantly revising the Puritan point of view. We then address the romantic writings of Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, and Walt Whitman to understand how these writers represented the spirit of Romanticism. Finally, reading works by Washington Irving, Nathaniel Hawthorne, Frederick Douglass, Edgar Allan Poe, Herman Melville, and Emily Dickinson will help us see how American writers used Gothic motifs to represent their ambivalent or outright critical attitudes toward some of the earlier literary, philosophical, religious, social, and political traditions.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

Every Fall

ENG 152 The American Novel

This course traces the development of the novel in America from the late eighteenth century to the present. In addition to examining different types of fiction, such as sentimental, realistic, modernist, and postmodernist, we will also explore how these novels were shaped by and contributed to some of the social and cultural forces of their day. What makes these works "American?" How do they portray social, economic, and ethnic hierarchies in the United States? How do they wrestle with the failures of America's promise to offer all its citizens freedom and equality? After considering some of the earliest examples of American novels, we will study writers such as James Fenimore Cooper, Herman Melville, Harriet Beecher Stowe, Henry James, William Faulkner, Vladimir Nabokov, Ralph Ellison, Toni Morrison, Don DeLillo, and Philip Roth.

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, Marianne 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 Glück.) 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

On Occasion

ENG 158 Freak Shows and the Modern American Imagination

The freak show was one of the most popular forms of entertainment in American culture between 1840 and 1940. Audiences clamored to see human exhibits featuring dog-faced boys, Siamese Twins, giants, dwarfs, hermaphrodites, and savage cannibals. Today, only remnants of these shows can be found in museums and state fairs, yet the freak show continues to have a powerful impact on contemporary literature and art. Why? How do these texts use freak shows and the freakish body to address social anxieties about difference? How do these images critique racial hierarchies and heterosexual norms in American culture? As spectators, what is our role in the othering of certain individuals and groups?

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 and Power

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 con-artists 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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 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.

Credits: 3

On Occasion

ENG 166 American Rebels

This course offers students an opportunity to

consider the ways social, economic, and political power have shaped American life since the mid-nineteenth century. Beginning with the emphasis on social reform among Transcendentalists, we will examine various forms of resistance to prevailing power structures in the United States. Thoreau's "Resistance to Civil Government" became a touchstone for the ways Americans—such as Suffragettes, Depression era labor unions, and Civil Rights activists—fought oppressive social and economic systems. Through a diverse range of materials, this class will consider some of the rebels that changed American culture through protest. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 168 The Jazz Age: 1920's American Literature and Culture

The course examines the "Jazz Age," a term coined by F. Scott Fitzgerald to designate the 1920s as a rowdy decade of parties, social rebellion, sexual freedom, and creative energy. Gender roles and sexuality became more fluid. African-American culture achieved greater prominence as a result of the Harlem Renaissance. And technology—from mass produced automobiles to kitchen appliances—radically transformed daily life in the United States. Literature participated in and responded to these changes as well, providing rich insight into a decade marked by the achievement of women's suffrage, National Prohibition, and a burst of prosperity that, despite its cultural prominence, did not reach all American citizens and could not compensate for post-World War I trauma. Fictional readings will be supplemented by historical material such as advertisements, jazz lyrics, and films as well as contemporary arguments on bobbed hair, consumerism, and birth control. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 176 Environmental Literature in America

This course will consider the relationship between literature and the environment in American culture. From Transcendentalism to contemporary environmental writers, we will examine the changing view of nature in the United States since the 1800s and discuss nature writing as a vehicle for social and political critique. In addition to covering issues such as climate change, industrialization, pollution, suburban sprawl, and food production, the course will also introduce students to the fields of ecocriticism, ecofeminism, and environmental justice, inviting them to examine the ways toxic waste and other hazards disproportionately impact low income and minority communities. Through close readings and historical context, we will explore the influence of environmental writings on public policy and social activism. How has

environmental change shaped American literature and the arts? How has contemporary discourse about climate change both helped and hindered the environmental movement? And what responsibility do we have as individuals to protect the planet and to engage in the kind of activism that will bring about broader systemic change? Satisfies Requirement for Self, Society, and Ethics Thematic Cluster.

Credits: 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.

Credits: 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.

This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 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 essay, on the other hand, relies on the subjectivity of an enquiring persona 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 creative nonfiction in the evolving Web 2.0 environment. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 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 meaning-making 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. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 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 epistemic, 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.

Credits: 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, adaptability, access, and authorship by designing projects such as multimodal instructions, accessible webtext, or multichannel advocacy projects. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 187 Editing and Professional Writing

This course in professional writing and editing will explore the options for making writing accessible to an audience by exploring a number of genres for publication, as well as what makes writing professional, rhetorically effective, and publishable. The emphasis of the course will be on experiential learning and "real world" publishing contexts. Students will be introduced to technologies, options, and processes of copy-editing with an emphasis on rhetorical choice, as well as strategies in document format and design. The course will follow a workshop format and will guide students through the process of taking one significant piece of writing through all the stages of design to copy-editing and publication. Additionally, all students will be required to engage in an on-campus publishing context by submitting an article to the LIU Post student newspaper, The Pioneer.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 188 Writing in the Workplace: The Rhetoric of Professional Communication

Students will learn the differences as well as overlaps between academic writing and writing in the workplace as well as rhetorical principles of purpose, audience, and context in communication. With these considerations in mind, students will learn and practice "professional" and "business" writing and analyze and discuss the rhetorical principles that seem to govern these genres. Our assumption will be that rather than a simple, dry matter of adhering to static rules, producing such writing involves a creative and complex negotiation of language. In particular, students will study the way ethos is established through word choice and/or document design and the importance of this principle in effective communication. Students will learn and demonstrate their understanding of this rhetoric by composing in a variety of "professional" genres, such as emails, memos, resumes, reports, and brochures, and by critiquing and analyzing these genres through discussion and other collaborative classroom activities designed to promote such analysis and discussion, including reading journals, threaded discussion, and collaborative work and research. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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

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. This course fulfills

the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3

On Occasion

ENG 202 Varieties of English

This course will look into the ways in which varieties of the English language differ and will consider the reasons for these differences. Using Standard American English as a starting point, we will look at the important differences in structure, sound and vocabulary between American English and varieties such as Black English, Appalachian English, Standard British English, Belfast English, Singapore English, Australian English, South African English and others. As we go, we will address important questions such as: Is one variety of English "better" than the others? How do different varieties come into existence? What have been the effects of the gradual spread of English on indigenous languages? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 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 normally used for this requirement. Students who have taken ENG 303 may not take ENG 7. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Student must be in Honors College.

Not open to students who have taken ENG 8.

Credits: 3

Every Spring

ENG 359 The Invention of Laughter

Researchers in fields as divergent as cultural studies and medical science have become increasingly interested in the question of what makes us laugh. This multidisciplinary course examines the causes and nature of "comedy" from Aristophanes to Stephen Colbert, from ancient Greek drama to late night television monologues. Its main goal is to explore how, although laughter is a universal phenomenon, intrinsic to human nature, with physiological origins, its sources are also deeply rooted in culture.

It is both personal and social. Examining it allows us to explore a wide range of fascinating questions. Do men and women, for instance, laugh at the same things? To what extent should comic speech be "free" from censorship before it "crosses the line"? If laughter is therapeutic, why, in television programs such as *Ridiculousness*, do audiences find humor in seeing people get hurt? Even more troubling, why are villains, such as Batman's Joker, typically depicting laughing? Students will be asked to assess a wide variety of cultural objects drawn from high and low culture in order to begin to chart their own interpretation of the source and uses of this physiological expression of pleasure. They will also draw on critical sources from physiology, anthropology, sociology, and literature to assess these laughing matters.

Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.

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

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

CHN 12 Advanced Chinese 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 CHN 4 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Semester

FRE 2 Elementary French II

This course is a continuation of French 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of FRE 1 with a C- or better or the equivalent is required.

Credits: 3

Every Semester

FRE 3 Intermediate French I

This course is a structural review, practice in oral expression and writing in addition to selected readings. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of FRE 2 with a C- or better or the equivalent is required.

Credits: 3

Every Fall

FRE 4 Intermediate French II

This course emphasizes readings in French civilization, culture and reviews major problems of structure and composition. Intensified oral expression is offered. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of FRE 3 with a C- or better or the equivalent is required.

Credits: 3

Every Spring

FRE 7 Introduction to French Culture

This course presents the basic elements of French culture through an introduction to French language, music, theatre and history.

Given in English.

Credits: 1.50

On Occasion

FRE 8 Introductory French Conversation

This course covers vocabulary, expressions and oral practice needed to deal with practical situations in French speaking countries. Limited to students with no French-speaking ability.

Credits: 1.50

On Occasion

FRE 11 Introduction to French Literature I

This course is a survey of the literature of France from the Middle Ages to the present day.

Given in French.

Prerequisite of FRE 4 with a C- or better is required.

Credits: 3

On Occasion

FRE 12 Introduction to French Literature II

This course is a survey of the literature of France from the Middle Ages to the present day.

Given in French.

Prerequisite of FRE 4 with a C- or better is required.

Credits: 3

On Occasion

FRE 23 Advanced French Grammar and Composition I

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

On Occasion

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.

Given 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.

Given 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 or co-requisite 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 co-requisite 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 co-requisite 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 co-requisite 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 co-requisite 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 analyses of the French poetry of the 20th century from Francis Jammes and Guillaume Apollinaire to the present.

Prerequisite or co-requisite 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 co-requisite 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 co-requisite 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 analyses of the works of the major playwrights from Claudel to the present.

Prerequisite or co-requisite of FRE 24 or the equivalent is required.

Credits: 3

On Occasion

FRE 51 Basic 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.

Credits: 3

On Occasion

FRE 52 Basic 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.

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 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, Sartre 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 literacy 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 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 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 11 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 12 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 24 or the equivalent is required.

Credits: 3

On Occasion

GER 33 19th-Century German Literature

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.

Credits: 3

On Occasion

GER 34 Twentieth-Century German Literature

Twentieth-century German writers and literary movements are studied. The authors studied include Brecht, Weiss, Durrenmatt, Frisch, Hesse, Kafka and Boll. Recent developments in German culture and ideas are discussed and emphasized by reading related material.

Prerequisite or co-requisite of GER 24 or the equivalent is required.

Credits: 3

On Occasion

GER 35 Goethe

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.

Credits: 3

On Occasion

GER 37 German Lyric Poetry

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.

Credits: 3

On Occasion

GER 39 Advanced Scientific German

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.

Credits: 3

On Occasion

GER 41 Applied Linguistics Seminar

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.

Credits: 3

On Occasion

GER 51 Beginning German Conversation I

This course is designed for the student to be expressive in social and everyday situations.

Credits: 1.50

On Occasion

GER 52 Beginning German Conversation II

This course is designed for the student to be expressive in social and everyday situations.

Prerequisite of GER 51 is required.

GER 53 Intermediate German Conversation I

This course is a continuation of GER 52. The course provides intensive oral practice.

Prerequisite of GER 52 is required.

Credits: 3

On Occasion

GER 54 Intermediate German Conversation II

This course is a continuation of GER 53. The course provides intensive oral practice.

Prerequisite of GER 53 is required.

Credits: 3

On Occasion

GER 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, Doebelin, Musil, Brock, Grass, Boell, Kant, Seghers.

Same as WLT 65.

Credits: 3

On Occasion

GER 70 Contemporary Culture and Civilization in Germany & Austria

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 "new" Europe. Ample use of audiovisual materials. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

Greek Courses

GRK 1 Elementary Classical Greek I

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.

Credits: 3

On Occasion

GRK 2 Elementary Classical Greek II

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.

Credits: 3

On Occasion

Italian Courses

ITL 1 Elementary Italian I

This course covers the essentials of Italian structure, simple oral expressions, and writing. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall, Spring and Summer

ITL 2 Elementary Italian II

This course is a continuation of Italian 1. Selected readings are from simple texts. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of ITL 1 with a C- or better grade or the equivalent is required.

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Credits: 3

Every Fall, Spring and Summer

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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

ITL 11 Selected Readings in Early Italian Literature

This is a course designed to give the student an introduction to the outstanding early 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

ITL 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

ITL 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 pre requisite of ITL 3 is required.

Credits: 3

On Occasion

ITL 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

ITL 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

ITL 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

ITL 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

ITL 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

ITL 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

ITL 30 Dante, Petrarca (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 Comedia, Petrarca's Canzoniere, and Boccaccio's Decamerone.

Prerequisite or co-requisite of ITL 24 or the equivalent is required.

Credits: 3

On Occasion

ITL 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

ITL 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

ITL 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

ITL 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

ITL 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 Betti, Buzzati, and Diego Fabbri.

Credits: 3

On Occasion

ITL 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

ITL 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.

ITL 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

ITL 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

ITL 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

ITL 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

ITL 71 Nature and Culture in Italo Calvino's Our Ancestors

The course examines Calvino's views about the relationships among nature, culture and humans. It evaluates his ecological ideas about the intrinsic values of the natural world and its importance for us. Students will also scrutinize Calvino's thinking about the value of culture for the environment and for us, and reflect upon his views about a selfish and unconscious approach to the natural world. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ITL 72 Contemporary Italian Art and Media Through the Lens of Fashion

This course approaches the study of Italian Art and Media through the lens of fashion. Fashion is a field in which the Italian creativity has achieved stunning results; results that have been acknowledged throughout the world. Because of its ability to affect various areas of the Italian cultural experience, Italian fashion represents an effective tool for studying different aspects of Italy's culture in their historical development. This course takes

into consideration the history of Italian fashion, Italian fashion and politics, Italian fashion and cinema, Italian fashion as business, and Italian fashion and organized crime. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ITL 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 literacy 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

ITL 99 Seminar in Italian 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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

JPN 2 Elementary Japanese II

This course is a continuation of Japanese 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of JPN 1 with a C- or better grade or the equivalent is required.

Credits: 3

Every Spring

JPN 3 Intermediate Japanese I

This course is a review of structure, practice in oral expression, writing and selected readings. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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

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 1. 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, idelects 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

LIN 91 Problems in European Linguistic Geography

This course is a study of the linguistic map of Europe; the linguistic and dialect map of each country and linguistic border readjustments; linguistic resettling; linguistic-political alignments, etc. A free elective for all majors and especially recommended for History, Political Science and all language majors.

Credits: 3

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

RUS 2 Elementary Russian II

This course is a continuation of Russian 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of RUS 1 or the equivalent is required.

Credits: 3

Every Spring

RUS 3 Intermediate Russian I

This course is a review of structure, practice in oral expression and writing and selected readings. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of RUS 2 or the equivalent is required.

Credits: 3

Every Fall

RUS 4 Intermediate Russian II

This course is a continuation of Russian 3. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of RUS 3 or the equivalent is required.

Credits: 3

Every Spring

RUS 7 Introduction to Russian Culture

This course presents the basic elements of Russian culture through an introduction to Russian language, music, theatre and history.

Given in English.

Credits: 1.50

On Occasion

RUS 8 Introductory Russian Conversation

This course covers vocabulary, expressions and oral practice needed to deal with practical situations in Russian speaking countries. Limited to students with no Russian-speaking ability.

Credits: 1.50

On Occasion

RUS 24 Intensive Conversation and Creative Writing I

In this course, the emphasis is to acquire fluency in speaking and reading Russian.

Prerequisite of RUS 2 or the equivalent is required.

Credits: 3

On Occasion

RUS 25 Intensive Conversation and Creative Writing II

This course is a continuation of Russian 24.

Prerequisite of RUS 3 or 24 are required.

Credits: 3

On Occasion

RUS 30 Russian Culture and Civilization (Ancient-1917)

This course emphasizes the philosophical movements that have influenced the character of Russian culture and civilization.

Given in English.

Credits: 3

On Occasion

RUS 31 Russian Culture and Civilization (1917 to Present)

This course is a topical study of the former USSR: its system, people, culture, and the development of civilization in the region.

Credits: 3

On Occasion

RUS 38 New Voices in Russian Literature

This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.

Same as WLT 38.

Given in English.

Credits: 3

On Occasion

RUS 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 WLT 46.

Given in English.

Credits: 3

On Occasion

RUS 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 WLT 47.

Given in English.

Credits: 3

On Occasion

RUS 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 WLT 48.

Given in English.

Credits: 3

On Occasion

RUS 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 WLT 49.

Given in English.

Credits: 3

On Occasion

RUS 70 Contemporary Culture and Civilization in Russia

This course covers Russian life, thought, and the arts by emphasizing the historical, political, social, religious and philosophical background, the national character and the regional differences. The course emphasizes the "new" Russia and its roots. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

Spanish Courses

SPA 1 Elementary Spanish I

This course covers the essentials of Spanish structure, simple oral expression, and writing. This

course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall, Spring and Summer

SPA 2 Elementary Spanish II

This course is a continuation of Spanish 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of SPA 1 with a C- or better grade or the equivalent is required.

Credits: 3

Every Fall, Spring and Summer

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 pre requisite 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 pre requisite 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 17 Business Culture and Conversation in Spanish

This course concentrates on speaking and listening skills to help advanced intermediate students articulate more sophisticated ideas in a Spanish business setting. Students apply grammatical structures and incorporate idiomatic expressions and terminology related to accounting, economics, finances, marketing, and other business subjects in conversation in business and cultural scenarios.

Credits: 3

On Occasion

SPA 18 Business Culture, Reading and Writing in Spanish

This course offers intensive grammar study, reading techniques and further written practice to enable advanced intermediate students to express more complex ideas in a Spanish business setting.

Through immersion in Hispanic culture, students become familiar with business etiquette and its historical evolution in order to work and conduct business cross-culturally.

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, stylistics 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

In 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

concepts, stylistic devices, grammar and research are stressed.

Pre requisite of SPA 4 or equivalent is required

Credits: 3

On Occasion

SPA 29 Advanced Grammar and Writing Skills

This is an advanced writing course that demonstrates how the study of Spanish grammar, syntax and critical thinking skills is the foundation for producing analytical papers in literature courses. The course will focus on effective prose, stylistic devices and structure of texts and essays.

6 units of WAC Spanish courses are required.

Credits: 3

On Occasion

SPA 30 The Picaresque Novel

From its origins, the department of the picaresque novel in Spain and the Lazarillo de Tormes through the 16th and 17th centuries are examined in this course. A comparative analysis of this type of novel in Spain, France and other European countries is also studied.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

Credits: 3

On Occasion

SPA 31 20th-Century Spanish-American Novel

This course is a study of the novels of such 20th-century authors as Azuela, Asturias, Rulfo, Gallegos, Guiraldes, Icaza, Algria, Barrios, Borges and Cortazar.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

Credits: 3

On Occasion

SPA 32 Spanish Literature of the Middle Ages and the Renaissance

This course studies the development of Spanish literature from the Middle Ages through the 16th century with an emphasis on El Poema del Cid, La Celestina and the poetry of Garcilaso de la Vega. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

Credits: 3

On Occasion

SPA 33 Theatre of the Golden Age

This course is a study of the Spanish theatre from its origin through the Golden Age with an emphasis on Lope de Vega, Tirso and Calderon. Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

Credits: 3

On Occasion

SPA 34 Evolution of the Short Story in Hispanic 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, Roasrio 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 Quixote. 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, Laforet, 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, Alfonsina 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 they 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.

Prerequisites of SPA 23 and 24 are required.

Credits: 3

On Occasion

SPA 49 Hispanic Caribbean 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.

Pre requisite 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.

Prerequisite 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.

Prerequisite of SPA 52 or 2 with a C- or better grade or the equivalent are required.

Credits: 3

On Occasion

SPA 70 Contemporary Culture and Civilization in Spain

This course is an examination of Spanish: life, thought, folklore and art; historical, social, and economic backgrounds; an analysis of the salient features of the national character and a focus on regional differences. Ample use of audiovisual materials. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

SPA 71 Contemporary Culture and Civilization in Latin America

This course examines Latin America: life, thought, art and folklore; historical, social, and economic backgrounds; regional similarities and contrasts. Ample use of audiovisual materials. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

SPA 72 Spanish Literature 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 85 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 literacy criticism. Applications will pertain to original works, inherently multicultural.

Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.

Credits: 3

Every Fall

SPA 99 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.

Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.

Credits: 3

On Occasion

World Literature Courses

WLT 20 Short Works of Russian Literature

This course analyzes short readings by major

Russian authors such as Pushkin, Tolstoy, Dostoevsky and Solzhenitsyn with emphasis on how foreign language influences literature and culture.
Given in English.
Credits: 1.50
On Occasion

WLT 21 Short Works of French Literature

This course analyzes short readings by major French authors such as Balzac, de Maupassant, Moliere and Camus with emphasis on how foreign language influences literature and culture.
Given in English.
Credits: 1.50
On Occasion

WLT 22 Short Works of Italian Literature

This course analyzes short readings by major Italian authors such as Calvino, Levi, Lampedusa and Bedini with emphasis on how foreign language influences literature and culture.
Given in English.
Credits: 1.50
On Occasion

WLT 23 Short Works of Spanish Literature

This course analyzes short readings by major Spanish authors such as Allende, Quiroga, Borges and Marquez with emphasis on how foreign language influences literature and culture.
Given in English.
Credits: 1.50
On Occasion

WLT 24 Short Works of German Literature

This course analyzes short readings by major German authors such as Goethe, Grass, Hoffmann, Mann and Tieck with emphasis on how foreign language influences literature and culture.
Given in English.
Credits: 1.50
On Occasion

WLT 37 The Making of the Superhero

This course is an analysis of the development of the superhero in world literature. The course focuses on heroes from ancient times and futuristic worlds who embody the values and aspirations of his or her respective cultures. Literature and film are emphasized as vehicles for expressing societal ideals. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 38 New Voices in Russian Literature

This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.
Same as RUS 38.
Given in English.
Credits: 3
On Occasion

WLT 39 Horror in Literature

This course is an analysis of the development of horror in world literature. The course focuses on discussion of horror as a pervasive element, expressing the values and aspirations of many cultures from ancient times to the present. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 41 The Literary Origins of Putin's Russia

The course examines the development of artistic, political, economic, social, religious and historical influences through close reading of texts by major Russian literary figures from Tolstoy, Dostoyevsky and Chekhov through Bulgakhov and Pasternak to Solzhenitsyn and his successors, Babchenko, Senchin and Glukhovsky. The "new realists" of today reflect the influence of their predecessors in their approach to the depiction of Putin's Russia in their literary works. This course fulfills the Power, Institutions and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 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 HEB 42.
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 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, Sartre 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, Doebelin, 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

WLT 74 Living the “vida loca”: Insights into Latin American Culture

By viewing films, and reading short stories and essays by important artists and writers, this course is intended to be an entrée into understanding the diverse and complex world of Latin American culture. Due to its geographical proximity, this region could not be more important to our own country in providing profound and complex perspectives on political oppression, class conflicts, and social consciousness that although quite different share some commonalities with our own country. Ultimately, students will learn how human beings can survive with their dignity intact under the most challenging conditions. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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 worsen 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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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

On Occasion

PHI 16 Aesthetics: 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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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). This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

PHI 20 Faith, Reason, and Spirituality

Many people today describe themselves as “spiritual, but not religious.” But what is the meaning of “spirituality,” and how is it different from being religious? And what is it 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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Spring

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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core

curriculum.

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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.

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. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

PHI 34 Philosophies of Love and Sex

Why is romantic love depicted as so desirable, when in fact it is often tragic and painful? Why is it that so many relationships today fail to last? Is it possible to truly love someone in a culture like ours, which emphasizes individualism, hedonism, and self-interest? Why is sexual orientation central to our personal identity? Why is modern culture sex-obsessed – and why are so many of sexually dissatisfied? Can there be true love without sex? This course examines the nature and meaning of love and human sexuality. It covers the ideas of major philosophers, as well as psychoanalysts, writers, film-makers, and artists. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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 explores these and other issues, touching on current controversies and perennial questions. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 artist 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 “Hermetic” movement inspired by the rediscovery (in 1460) of the ancient “Hermetica,” a collection of philosophical and magical texts.

Credits: 3

On Occasion

PHI 37 Pragmatism: 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.

This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 well-being. 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? 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 Secret Teachings: 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, though 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 Kabbalist; 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 raises provocative philosophical questions about the nature of myth itself: Were myths consciously invented? If so, why did people believe in them? Were the minds of ancient myth-makers radically different from our own? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 63 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

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

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

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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. This course fulfills the Perspectives on

World Cultures thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 3

Every Spring

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: 1 to 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

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. 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.

MINORS

Minor: 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.

ENG	138	Gender, Sexuality, and Literature	3.00
ENG	139	Gender and the English Language	3.00
PSY	40	Psychology of Gender	3.00
SOC	22	Sociology of Families	3.00
SOC	24	Youth and Adolescence	3.00
SOC	26	Gender, Race and Ethnicity	3.00
SOC	58	Sociology of Men and Masculinities	3.00
SOC	59	Gendered Violence	3.00
SOC	60	Sociology of Gender	3.00
SOC	61	Feminism and Social Change	3.00
SOC	62	The Sociology of Human Sexuality	3.00
HIS	12	Roots of the Modern World: Gender	3.00
HIS	152	European Women in the Age of Revolutions	3.00
SPA	44	Spanish-American Women Writers	3.00
PHI	34	Philosophies of Love and Sex	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.25

Minor: 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:

HSC	101	Introduction to the Health Professions	3.00
HSC	102/S W30	Interdisciplinary Helping Professions	3.00

One course/three credits from the following courses:

ENG	184	Writing and Healing	3.00
SOC	72	People in Crisis	3.00

One of the following English writing and literature courses:

ENG	10	Introduction to Literature	3.00
ENG	13	The Short Story	3.00
ENG	68	Mythology	3.00
ENG	138	Gender, Sexuality and Literature	3.00
ENG	158	Freak Shows and Modern American Literature	3.00
ENG	183	Creative Non-Fiction	3.00

One of the following art history or studio courses:

ART	1	Introduction to Visual Arts	3.00
ART	5	Introduction to Drawing	3.00
ART	11	Life Drawing I	3.00
ART	59	Survey of World Art I	3.00
ART	60	Survey of World Art II	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Minor GPA: 2.25

Minor: 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.

SOC	11	Cities, Towns & Suburbs	3.00
SOC	25	Sociology of Education	3.00
SOC	26	Gender, Race and Ethnicity	3.00
SOC	29	Sociology of Latino/a Culture and Identity	3.00
SOC	31	Social Movements	3.00
SOC	36	Sociology of Genocide	3.00
SOC	66	The African-American Experience	3.00
SOC	68	Sociology of Asian Americans	3.00
SOC	69	Race and Ethnicity	3.00
SOC	70	Poverty	3.00
SOC	71	Globalization	3.00
ENG	102	African Postcolonial 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
ENG	110	The Black Diaspora: African American Literature in Context	3.00
ENG	156	Irish American Fiction	3.00
HIS	115	The Era of Civil War & Reconstruction	3.00
HIS	120	African-American History	3.00
HIS	122	American Urban History	3.00
HIS	182	Latin American History and Film	3.00
HIS	187	History of Modern Latin America	3.00
MUS	28	History of Jazz	3.00
POL	31	Constitutional Law	3.00
SPA	48	Latino Literature in America	3.00
WLT	37	Hispanic Literature of the 20th Century	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor: 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.*

Minor in Peace, Conflict and Social Justice Requirements

All courses selected from the following; no more than two courses may be taken from any discipline:

ENG	141	Literature of the Working Class	3.00
ENG	102	African Postcolonial Literature	3.00
ENG	107	Postcolonial Literature and Theory	3.00
PHI	18	Social and Political Philosophy	3.00
PHI	27	Philosophy of History	3.00
PHI	35	Justice	3.00
PHI	100	Capitalism and Its Defenders	3.00
SOC	15	Social Change	3.00
SOC	18	Power, Privilege and Prestige	3.00
SOC	19	Political Sociology	3.00
SOC	31	Social Movements	3.00
SOC	32	Justice and Society	3.00
SOC	36	Sociology of Genocide	3.00
SOC	37	Conflict and Society	3.00
SOC	45	Industrial Sociology	3.00
SOC	47	Sociology of Work and Occupations	3.00
SOC	61	Feminism and Social Change	3.00
SOC	70	Sociology of Poverty	3.00
HIS	128	History of American Capitalism	3.00
HIS	188	Political Violence, "Dirty Wars," and Truth Commissions in Latin America	3.00

POL	38	Radical Movements and the Politics of Change in the United States	3.00
POL	31	American Constitutional Law 1	3.00
POL	32	American Constitutional Law 2	3.00
POL	76	Democracy and Dictatorship	3.00
ECO	63	Labor Economics	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor: 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.*

Minor in Science, Society, and Technology Requirements

Six to eight credits of the following:

ERS	1	Weather and Climate	4.00
ERS	2	Planet Earth	4.00
GLY	1	The Dynamic Earth	4.00
GLY	2	History of the Earth	4.00
GLY	29	Global Climate Change	3.00
GGR/ERS	11	Introduction to Environmental Sustainability	3.00
GGR/ERS	17	Introduction to Geographic Information Systems	3.00-4.00
BIO	121	Human Genetics in Health and Disease	3.00

The remaining seven to nine credits of the following:

ENG	44	Science Fiction	3.00
ENG	48	Science and Society	3.00
ENG	192	Technical Writing	3.00

HSC	221	Topics in Human Genetics	3.00
ENG	186	Writing in a Digital Age	3.00
PHI	41	Philosophy of Science	3.00
SOC	45	Industrial Sociology	3.00
SOC	56	Computers, Technology and Society	3.00
SOC	73	Environmental Sociology	3.00
GGR	1	The Geography of Sustainable Development	3.00
GGR	2	Geography and the Global Citizen	3.00
GGR	29	Human Dimension of Climate Change	3.00
CLA	11	Computer Technology	3.00
CS	237	Human-Computer Interaction	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.25

DEPARTMENT OF PSYCHOLOGY

Phone: 516-299-2377

Fax: 516-299-3105

Chair: Professor Frye

Professors: Feindler, Keisner, Knafo, Rathus, Rossi

Associate Professors: Goodman, Neill, Ortiz, Vidair (Director, Clinical Psychology Doctoral Program)

Assistant Professors: Alonso-Alvarez (Graduate Director)

Affiliated Faculty: Dornisch

The Department of Psychology offers a B.A. and B.S. in Psychology. In conjunction with the College of Education, Information and Technology, a concentration in Psychology is offered for students pursuing the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6). A minor in Psychology is also available to students in other majors.

Undergraduate courses encompass child and adult psychology, abnormal behavior, therapy and psychological testing. The curricula explores the sciences of psychology – learning, perception, behavioral neuroscience, developmental processes, and normal and abnormal processes – and their practical applications.

The faculty's expertise spans many areas, including marriage and family, adolescent behavior, neuroscience, psychotherapy, developmental disabilities and learning and

memory.

Many psychology students become psychologists or enter related professions, but many others work in unrelated fields. Their knowledge of human behavior and development, learned as part of a broad-based liberal arts education, makes them excellent candidates for careers in a wide range of fields such as business, education and government.

B.A. in Psychology

The 120-credit Bachelor of Arts in Psychology is a popular and versatile undergraduate degree. It can be applied to almost any area of work, including social services, law, human resources, business and government. Courses in this program explore the nature of personality, how people learn, how gender affects development and the different ways in which people interact. Elective courses will introduce you to interesting and relevant topics including forensic psychology, psychosomatics, neuroscience, social psychology, and developmental psychology.

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 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 neuroscience, social psychology, educational psychology, 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

{Program Code: 07074} {HEGIS: 2001.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits

Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scienceific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required Introductory Psychology

Sequence

PSY 101	General Psychology	3.00
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OR

PSY 102	Principles of Psychology	4.00
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Required Psychology Courses

Taken within the first 9 credits in the major, with a required grade of at least C-

PSY 110	Psychological Statistics I	3.00
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Taken within the first 15 credits in the major, with a required grade of at least C-

PSY 211	Experimental Psychology I	3.00
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One of the following:

PSY 212	Psychological Tests and Measures	3.00
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PSY 213	Psychological Statistics II	3.00
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One of the following:

PSY 412	Experimental Psychology II	3.00
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PSY 413	Experimental Psychology II	3.00
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PSY 414	Experimental Psychology II	3.00
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PSY 416	Experimental Psychology II	3.00
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PSY 422	Issues in Developmental Psychology	3.00
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PSY 430	Differential Diagnosis	3.00
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PSY 440	Issues in Social Psychology	3.00
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PSY 460	Issues in Behavior Analysis	3.00
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Foundational Psychology Courses

At least 12 credits of the following:

PSY 120	Developmental Psychology: Childhood	3.00
PSY 121	Human growth and development	3.00
PSY 130	Neuroscience	3.00
PSY 131	Sensation and Perception	3.00
PSY 140	Social Psychology	3.00
PSY 150	Cognitive Psychology	3.00
PSY 160	Learning and Memory	3.00
PSY 170	Abnormal Psychology	3.00

Elective Psychology Courses

If PSY 101 is taken, nine additional credits in psychology are required. If PSY 102 is taken, eight additional credits are required. These may be any courses within psychology, other than PSY100.

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] [HEGIS: 2001.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (must take MTH 7)	3 credits
Scientific Inquiry & the Natural World (must take BIO 103	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster (must take BIO 104)	3-4 credits

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

Major Requirements

Required Introductory Psychology Sequence

PSY 101	General Psychology	3.00
OR		
PSY 102	Principles of Psychology	4.00

Required Psychology Courses

Taken within the first 9 credits in the major, with a required grade of at least C-

PSY 110	Psychological Statistics I	4.00
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Taken within the first 15 credits in the major, with a required grade of at least C-

PSY 211	Experimental Psychology I	4.00
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One of the following:

PSY 212	Psychological Tests and Measures	3.00
PSY 213	Psychological Statistics II	3.00

One of the following:

PSY 412	Experimental Psychology II	3.00
PSY 413	Experimental Psychology II	3.00
PSY 414	Experimental Psychology II	3.00

PSY 416	Experimental Psychology II	3.00
PSY 422	Issues in Developmental Psychology	3.00
PSY 430	Differential Diagnosis	3.00
PSY 440	Issues in Social Psychology	3.00
PSY 460	Issues in Behavior Analysis	3.00

Foundational Psychology Courses

At least 12 credits of the following:

PSY 120	Developmental Psychology: Childhood	3.00
PSY 121	Human growth and development	3.00
PSY 130	Neuroscience	3.00
PSY 131	Sensation and Perception	3.00
PSY 140	Social Psychology	3.00
PSY 150	Cognitive Psychology	3.00
PSY 160	Learning and Memory	3.00
PSY 170	Abnormal Psychology	3.00

Elective Psychology Courses

If PSY 101 is taken, nine additional credits in psychology are required. If PSY 102 is taken, eight additional credits are required. These may be any courses within psychology, other than PSY100.

Required Co-Related Courses

All of the following:

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
MTH 7	Calculus and Analytic Geometry I	4.00

AND one of the following:

MTH 3	College Algebra and Trigonometry	4.00
MTH 3S	College Algebra and Trigonometry	4.00
MTH 8	Calculus and Analytic Geometry II	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 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 18 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 courses:

PSY 101 General Psychology 3.00

OR

PSY 102 Principles of Psychology 4.00

Foundational Psychology Courses

Six credits of the following are required.

PSY 120 Developmental Psychology: Childhood 3.00

PSY 121 Human growth and development 3.00

PSY 130 Neuroscience 3.00

PSY 131 Sensation and perception 3.00

PSY 140 Social Psychology 3.00

PSY 150 Cognitive Psychology 3.00

PSY 160 Learning and Memory 3.00

PSY 170 Abnormal Psychology 3.00

Elective Psychology Courses

If PSY 101 is taken, nine credits of the following are required. If PSY 102 is taken, eight credits of

the following are required.

PSY 110 Psychological Statistics I 3.00

PSY 120 Developmental Psychology: Childhood 3.00

PSY 121 Human growth and development 3.00

PSY 130 Neuroscience 3.00

PSY 131 Sensation and perception 3.00

PSY 140 Social Psychology 3.00

PSY 150 Cognitive Psychology 3.00

PSY 160 Learning and Memory 3.00

PSY 170 Abnormal Psychology 3.00

PSY 211 Experimental Psychology I 3.00

PSY 213 Psychological Statistics II 3.00

PSY 284 Behavioral Economics 3.00

PSY 212 Psychological Tests and Measurements 3.00

PSY 220 Developmental Psychology: Adolescence 3.00

PSY 221 Play and Play Therapy 3.00

PSY 222 Assessment of Stress and Coping in Children and Adolescents 3.00

PSY 230 Psychopharmacology 3.00

PSY 231 Human Neuropsychology 3.00

PSY 240 Personality: Research and Theory 3.00

PSY 241 The Psychology of Gender 3.00

PSY 261 Applied Behavior Analysis 3.00

PSY 270 Developmental Disabilities 3.00

PSY 271 Trauma and Disaster Psychology 3.00

PSY 272 Systems and Theories of Psychotherapy 3.00

PSY 273 Humanistic Psychology 3.00

PSY 281 Forensic Psychology: The Law and Human Behavior 3.00

PSY 282 Industrial and Organizational Psychology 3.00

PSY 283 Psychosomatics: Bodily Protest 3.00

PSY 285 Environmental Psychology 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

PSY 410 Problems in Psychological Research I 1.00-3.00

PSY 412, 413, 414, or 416 Experimental Psychology II 3.00

PSY 419 Problems in Psychological Research II 1.00-3.00

PSY 430 Differential Diagnosis of Central Nervous System Disorders 3.00

PSY 440 Advanced Issues in Social Psychology 3.00

PSY 480 Practicum in Psychology I 3.00

PSY 481 Practicum in Psychology II 3.00

PSY 490 Special Topics in Psychology (may only be taken once to satisfy this requirement) 1.00-3.00

PSY 491 Historical Foundations of Contemporary Psychology 3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.00

Psychology Courses

PSY 99 Career Applications and Opportunities in Psychology

What steps are needed for success in psychology careers after college or in applying to (and being accepted) to graduate schools in psychology and related fields? Indeed, what are psychology-related careers that can be pursued after graduation? What steps are needed for success in post-baccalaureate work, and how does a psychology major implement these steps effectively? This course has been designed to assist the you in making the best decisions in transitioning from college student to psychology graduate - focusing on introducing a breadth of potential careers grounded in psychological concepts and theories. In addition to studying a breadth of opportunities within psychology, students will study, in depth, at least one application of psychology in the workplace.
Pre requisites: PSY101 or PSY102, 6 additional credits in PSY

Credits: 1

On Occasion

PSY 100 Psychology in Everyday Life

Psychology can be used to help explain numerous aspects of human behavior, perception, and interaction. This class will use ideas, theories, and findings from the field of psychology to help explain and make predictions about one area of everyday life. The specific area that will be addressed will be announced in advance.

Credits: 3

Every Fall

PSY 101 General Psychology

This course is a survey of principles, concepts, and ideas from psychology. Topics will include research in psychology; biological bases of behavior; sensation and perception; learning; developmental psychology; social psychology. Not open to students who have taken PSY102. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Not open to students who have taken PSY 102.

Credits: 3

Every Fall and Spring

PSY 102 Principles of Psychology

This course is a survey of principles, concepts, and ideas from psychology. Topics will include research in psychology; biological bases of behavior; sensation and perception; learning; developmental psychology; social psychology. The course includes a lab section, in which students will collect data and conduct research related to the topics of study in the lecture. Not open to students who have taken PSY101. This course fulfills the Sciences and the Natural World thematic cluster requirement in the core curriculum.

Not open to students who have taken PSY 101.

Credits: 4

On Occasion

PSY 103 Neuroethics

Neuroethics is a field of inquiry that requires critical thinking about the advancements in neuroscience and medicine. This discussion style course will introduce students to the questions relating to the impact of modern day science on today's society. The student will learn about how the brain has affected our sense of selves and how scientists are faced with ethical dilemmas such as the use of animals in research, informed consent, the implications of uncovering false memories, and the future of brain imaging. A systematic approach will be used to discuss various ethical principles relating to artificial intelligence, prenatal screening, nanotechnology, and the use of drugs for enhancement. We will discuss the implications of discoveries such as gene editing, the possibilities and ramifications of neuroimaging, cognitive privacy, crime genes, insanity and accountability. Much of this course will include investigating ethical research from various traditions and perspectives within social policy. By critically thinking about the intersection of neuroscience, bioethics and philosophy, the students uncover and challenge their principles in a modern scientific way. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PSY 109 Psychological Perspectives

This course will start with a topic of broad interest in everyday life (such as romantic relationships, advertising, stress, happiness, money) and introduce ideas and principles from at least four perspectives within psychology (such as developmental, behavioral, cognitive, social) as a means of helping to explain and understand that topic using a variety of psychological theories. The goal of the course is to introduce non-majors to major psychological theories and how those theories can be applied to everyday life. The specific topic that will be addressed will be announced in advance. Note: This course will fulfill credit in the core and elective credit, but it does not count toward the content requirements of the psychology degree. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PSY 110 Psychological Statistics I

This course introduces the principles of descriptive and inferential statistics.

Must be taken within the first 9 credits as a psychology major.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

Every Fall

PSY 120 Developmental Psychology: Childhood

Behavior and development during childhood is

covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Spring

PSY 121 Human Growth and Development Across the Lifespan

This course provides an overview of human growth and development, covering the lifespan of the individual. Basic concepts, principles, and theories of physical, cognitive, and psychosocial development at each major stage of life from prenatal development through old age - including infancy, toddlerhood, preschool, middle childhood, adolescence, young adulthood, and middle adulthood are addressed in the course.

Credits: 3

Every Fall and Spring

PSY 130 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 requisites: PSY 101 or PSY 102

Credits: 3

Every Spring

PSY 131 Sensation and Perception

This course will focus on theory, methodology, and research findings primarily in the areas of visual and auditory perception. Behavioral, physiological, and ecological approaches will be thoroughly explored. Data from both human and animals subjects will be presented.

Pre requisites: PSY 101 or PSY 102

Credits: 3

On Occasion

PSY 140 Social Psychology

The interpersonal influence on human behavior, involving empirical and theoretical literature in social psychological processes, with particular emphasis on applied problems.

Credits: 3

Every Fall

PSY 150 Cognitive Psychology

This course reviews the basic concepts, methods and current research in cognitive 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 requisites: PSY 101 or PSY 102

Credits: 3

Every Spring

PSY 160 Learning and Memory

This course is a survey of findings, methods and principles in animal and human learning and memory. Topics usually include classical and operant conditioning, reinforcement theory, short-term and long-term memory, and selected current issues.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Fall

PSY 170 Abnormal Psychology

This course covers the historical approaches to the concepts of normality and abnormality. The description of traditional patterns of problem behavior in addition to reference to relevant personality theories and clinical research are presented.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Fall and Spring

PSY 211 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 101 or PSY 102 and a C- or better in PSY 110

Credits: 3

Every Spring

PSY 212 Psychological Tests and Measurements

A study of techniques used to evaluate intelligence and personality. Students are asked to do original research based upon actual test data.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 213 Psychological Statistics II

This course is a further study of descriptive and inferential statistics. Students will learn how to interpret statistical analyses presented in research articles, and they will learn to conduct and interpret their own analyses. The use of computer programs for the analysis of data is emphasized.

Pre-requisite of PSY 110 is required.

Credits: 3

Every Spring

PSY 220 Developmental Psychology: Adolescence

Behavior and development during adolescence is covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Fall and Spring

PSY 221 Play and Play Therapy

This course offers an in-depth analysis of play; including its history, theories, and developmental aspects. It will also explore the role of play as a mechanism for therapeutic interventions.

Behavioral observation skills in identifying and evaluating language, cognitive, motor, social and emotional functioning will be developed through field observations of preschool children at play.

Credits: 3

On Occasion

PSY 230 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.

Credits: 3

Every Fall

PSY 261 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 or co requisite of PSY 101 or 102 is required.

Credits: 3

Every Spring

PSY 270 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 272 Systems and Theories of Psychotherapy

This course is a comparative study of methods of counseling and psychotherapy. Topics included are theories and approaches that concern a change toward healthy behavior and feelings of self-worth.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 280 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 281 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.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 282 Psychology in the Workplace

This course examines the application of psychological principles, theory, and research to work settings. Topics covered usually include individual differences, personnel selection and placement, employee training and development, job analysis and performance measurement, attitudes and motivation in the workplace, fairness and equity, leadership styles, teamwork and effectiveness, and organizational theory and change. The principles taught are applicable in healthcare, education, industrial, and corporate settings.

Pre requisites: PSY 140 or 150

Credits: 3

On Occasion

PSY 283 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 requisites: PSY 101 or PSY 102

Credits: 3

Every Spring

PSY 284 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 301 Principles of Psychology - 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 101 or 102. Three hours lecture, three hours laboratory.

Corequisite of PSY 301L is required.

Credits: 4

On Occasion

PSY 416 Experimental Psychology II

This course is an advanced treatment of research methods and content in the one area of psychology (e.g., neuropsychology, social psychology, behaviorism). The area of psychology will be announced in advance. 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.

Pre-requisite of C- or better in PSY 211.

Credits: 3

Every Spring

PSY 422 Issues in Developmental Psychology: Adulthood and Aging

This course explores theory and research on development of the emerging adult, the young adult, the middle adult, and the late adult. Topics essential to the psychology of aging in each of these stages will be addressed, including physical development and health, memory and cognitive processes, identity, personality, and socioemotional development. Also addressed will be topics of successful aging and death and dying. In addition to addressing theory through textbook readings, this course focuses on reading and discussing current research in adulthood and aging.

Pre requisites: PSY 101 or 102, PSY 110, PSY 120 or 121, and PSY 211

Credits: 3

Every Fall

PSY 430 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, syringomyelia) and motor neuron diseases.

Pre-requisite: PSY 130 or PSY 170 or PSY 230

Credits: 3

Every Spring

PSY 440 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.

A pre requisite of PSY 140 is required.

Credits: 3

Every Spring

PSY 460 Issues in Applied Behavior Analysis

This course will expand upon some of the topics covered in our initial Applied Behavior Analysis course (PSY 261), and will introduce new topics as well.

A pre requisite of PSY 261 is required.

Credits: 3

Every Spring

PSY 491 Historical Foundations of Contemporary Psychology

This course is a survey of the major attempts at a systematic organization of the methods, facts and theories in psychology, including a discussion of the historical roots of these systems and their influence on contemporary approaches.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

DEPARTMENT OF SOCIAL SCIENCES

Phone: 516-299-2408

Chair: Associate Professor Heather Parrott

Professor: Lichten, Mourdoukoutas, Muslih, Roy, Soupios

Associate Professors: Diehl, Hiatt, Tambor, Rogers-Brown, Sweeney, Buchman (Pre-Law Advisor), Grosskopf

Adjunct Faculty: 6

The Department of Social Sciences includes four main disciplines:

Economics. 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 need for money, goods, and services. We offer a Bachelor of Arts in Economics, an accelerated Bachelor of Arts in Economics/Master of Business Administration (with the College of Management), and an Economics minor. Economics 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, government spending, and labor management.

Political Science and International Relations. 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 Relations 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 Relations and Diplomacy. Four minors are offered to students in other majors: American Political Process, International Politics and Government, Political Psychology and Public Administration.

History. Courses in history offer excellent preparation for careers in teaching, law, journalism, business, and government service. History courses provide a broad grounding in historical knowledge and such vital skills as research, analysis and writing. History faculty members teach a wide range of courses in American, European and world history. We offer a Minor in History and contribute to the B.S. in Adolescence Education: Social Studies.

Sociology and Anthropology. Undergraduate courses 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. We have a number of undergraduate minors in sociology, including a minor in Health and Society. Our minors 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.

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). Concentrations in American Studies, History, Political Science, Sociology, and Social Studies are 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).

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 nonprofit agencies, historic sites, museums, law offices, with judges, and at the United Nations. Our department also offers an extensive Pre-Law Advisement Program to help students select a curriculum that prepares them for admission to law school.

Our students are engaged in a range of extra-curricular activities, including Student Government, the Pioneer student paper, 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 one of the following national honor societies: Pi Gamma Mu (Social Sciences), Omicron Delta Epsilon (Economics), Pi Sigma Alpha (Political Science), and Alpha Kappa Delta (Sociology).

B.A. 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.

B.A. Economics

{Program Code: 07082 and 79096}

{HEGIS: 2204 and 0506}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5	3-4 credits
or 7 required)	
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
(ECO 10 required)	
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluste	3 credits
(ECO 11 required)	

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

Major Requirements

Required Economics Courses

All of the following:

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	3.00

ECO 61	Microeconomic Analysis	3.00
ECO 62	Macroeconomic Analysis	3.00
ECO 72	Statistics	3.00
ECO 73	Intermediate Business Statistics	3.00

Elective Economics Courses

Six of the following:

ECO 7	Political Aspects of Economics	3.00
ECO 14	Everyday Economics	3.00
ECO 21	Money and Banking	3.00
ECO 22	Economics for Investors	3.00
ECO/PSY 23	Behavioral Economics	3.00
ECO 25	Economic Geography	3.00
ECO 32	Economics of American Industry	3.00
ECO 35	Economics of Government	3.00
ECO 36	Health Economics	3.00
ECO 37	The Economics of Obesity	3.00
ECO 38	Sports Economics	3.00
ECO 40	Contemporary Chinese Economy	3.00
ECO 41	International Economics	3.00
ECO 42	Economics of Underdeveloped Countries	3.00
ECO 43	The Japanese Economy	3.00
ECO 44	The Transition Economies of Central Europe and the Former Soviet Union	3.00
ECO 45	Economics of the Middle East	3.00
ECO 46	Current Economic Issues	3.00
ECO 47	Economics and Aging	3.00
ECO 48	Economics and the Law	3.00
ECO 49	Economics of the Environment	3.00
ECO 54	History of Economic Thought	3.00
ECO 55	American Economic History	3.00
ECO 63	Labor Economics	3.00
ECO/FIN 65	Money and Capital Markets	3.00
ECO 74	Mathematical Economics	3.00

ECO 75	Game Theory: Individual Choices and Group Outcomes	3.00
ECO 81	Research Problems in Economics I	3.00
ECO 82	Research Problems in Economics II	3.00
ECO 88	Economics in the World	3.00
ECO 359	Honors Advanced Elective	3.00
ECO 360	Honors Advanced Elective	3.00
ECO 385	Honors Tutorial	3.00
ECO 386	Honors Tutorial	3.00
ECO 389	Honors Thesis	3.00
ECO 390	Honors Thesis	3.00
ECO 400	State, Society, and the Individual: Hoxie Colloquium	3.00

Required Mathematics Courses

One of the following sequences:

MTH 5	Linear Mathematics for Business and Social Science	3.00
MTH 6	Calculus for Business and Social Science	3.00
OR		
MTH 7	Calculus and Analytic Geometry I	4.00
MTH 8	Calculus and Analytic Geometry 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.A. International Relations & Diplomacy

The Bachelor of Arts in International Relations and Diplomacy 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 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. International Relations & Diplomacy

{Program Code: 84034} {HEGIS: 2210.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. International Relations and Diplomacy must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Ancillary Requirements:

*Students must pass a level 4 foreign language course, or show level 4 proficiency in a language other than English, or complete ECO 10: Introduction to Microeconomics and ECO 11: Introduction to Macroeconomics

Major Requirements

Required International Studies Courses

All of the following:

POL	51	International Relations	3.00
POL	64	Introduction to Comparative Politics	3.00
POL	91	Diplomacy and Negotiation	3.00

Required Methodology Course

One of the following:

ECO	72	Statistics	3.00
POL	15	Introduction to Research and Writing in Political Science	3.00
SOC	53	Sociological Statistics	3.00

Required International Studies Capstone or Internship Course

One of the following:

POL	62	Research Seminar in International Studies	3.00
POL	93	Political Science Internship	3.00
POL	94	Political Science Internship	3.00

Elective International Studies Courses

Seven courses (21 credits) choose from any of the following:

Any ECO courses except 5, 10, or 11

Any Foreign Language courses above level 2

Any GGR courses above GGR 4

ANY WLT courses

HIS	7	Roots of the Modern World	3.00
HIS	8	Roots of the Modern World: Wars and Revolutions	3.00
HIS	9	Roots of the Modern World: Migrations	3.00
HIS	10	Roots of the Modern World: Religion	3.00
HIS	11	Roots of the Modern World: Nature	3.00
HIS	12	Roots of the Modern World: Gender	3.00
HIS	13	Roots of the Modern World: Science	3.00
HIS	125	The American West	3.00
HIS	128	History of American Capitalism	3.00

HIS	136	Disease and History	3.00	HIS	189	Andena History Culture and Politics	3.00
HIS	138	History of American Militarism	3.00	HIS	190	Seminar in History	3.00
HIS	140	The Ancient Middle East	3.00	HIS	191	Internship in Public History	3.00
HIS	141	Ancient Greece and the Mediterranean World	3.00	HIS	197	Sophomore Seminar in Historical Methods	3.00
HIS	142	The Roman Empire	3.00	HIS	198	Senior Seminar in Historical Research	3.00
HIS	143	Monks, Saints, and Heretics: Medieval Religion	3.00	HIS	201	History and the Bible	3.00
HIS	144	Medieval Europe	3.00	HIS	203	Worlding China: 1800 to Present	3.00
HIS	145	Early Modern Europe	3.00	HIS	212	History of Central Asia	3.00
HIS	149	Love and Hate in the Middle Ages	3.00	HIS	303	Civilization from the Ancient World to the 18th Century	3.00
HIS	150	The French Revolution	3.00	HIS	304	European History from the French Revolution	3.00
HIS	151	European Cultural History, 1600-1789	3.00	HIS	360	HONors Advanced Elective	3.00
HIS	152	European Women in the Age of Revolutions	3.00	POL	7	Political Aspects of Economics	3.00
HIS	153	The Family in Early Modern Europe	3.00	POL	26	European Political Theory I	3.00
HIS	160	Nineteenth-Century Europe	3.00	POL	27	European Political Theory II	3.00
HIS	161	Europe Since 1945	3.00	POL	45	U.S. National Security	3.00
HIS	162	Age of Catastrophes: Europe 1914-1945	3.00	POL	46	American Foreign Policy I	3.00
HIS	163	Nazi Germany	3.00	POL	47	American Foreign Policy II	3.00
HIS	164	History as Film: European Cinema in the 20th Century	3.00	POL	50	International Organization	3.00
HIS	166	The Holocaust	3.00	POL	51	International Relations	3.00
HIS	168	Russia Since 1917	3.00	POL	52	Psychological Foundations of International Relations	3.00
HIS	180	History of Israel and Palestine	3.00	POL	53	International Law I	3.00
HIS	182	Latin American History and Film	3.00	POL	54	International Law II	3.00
HIS	183	History of the Middle East	3.00	POL	55	Politics of the Developing Nations	3.00
HIS	184	The Making of Modern Japan, 1660 to the Present	3.00	POL	56	World Affairs Since 1945	3.00
HIS	185	Modern China, 1839 to the Present	3.00	POL	57	Asian Religions in World Politics	3.00
HIS	186	History of Latin America: 1000 AD to 1810 AD	3.00	POL	58	Islam in World Politics	3.00
HIS	187	History of Modern Latin America	3.00	POL	59	China in World Politics	3.00
HIS	188	Political Violence, "Dirty Wars," and Truth Commissions in Latin America	3.00	POL	61	Modern China: Political Doctrines and Society	3.00
				POL	62	Research Seminar in International Studies	3.00

POL 64	Introduction to Comparative 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
POL 70	Government and Politics of the Middle East	3.00
POL 71	Russian Government and Politics	3.00
POL 72	Government and Politics of Africa	3.00
POL 73	Government and Politics of Latin America	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.A. 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. Political Science

{Program Code: 07088} {HEGIS: 2207.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (POL 2)	3 credits

Additional course from one cluster (POL 3)

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:

POL 2	Introduction to American Politics	3.00
POL 3	Introduction to Political Science	3.00
POL 15	Introduction to Research and Writing in Political Science	3.00
POL 51	International Relations	3.00
POL 64	Introduction to Comparative Politics	3.00

AND one of the following:

POL 21	American Political Theory	3.00
POL 26	European Political Theory I	3.00
POL 27	European Political Theory II	3.00
POL 303	European Political Theory I - Honors Core	3.00

POL 304	European Political Theory II - Honors Core	3.00
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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

Joint Programs with College of Education, Information and Technology

For information about Education degrees with content specializations in the social sciences, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

ACCELERATED SHARED CREDIT PROGRAMS

B.A. Economics and M.B.A. Business Administration

{Program Codes: 07082 nd 79096}
 {HEGIS: 2204 and 0506}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. Economics / M.B.A. Business Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5 or 7 required)	3-4 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (ECO 11 required)	3 credits

For a more detailed listing of these requirements,

see the core curriculum section of this bulletin.

Major Requirements

Required Economics Courses

All of the following:

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.

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	3.00
ECO 61	Microeconomic Analysis	3.00
ECO 62	Macroeconomic Analysis	3.00
ECO 72	Statistics	3.00
ECO 73	Intermediate Business Statistics	3.00

Elective Economics Courses

Six of the following:

ECO 7	Political Aspects of Economics	3.00
ECO 14	Everyday Economics	3.00
ECO 21	Money and Banking	3.00
ECO 22	Economics for Investors	3.00
ECO/ PSY 23	Behavioral Economics	3.00
ECO 25	Economic Geography	3.00
ECO 32	Economics of American Industry	3.00
ECO 35	Economics of Government	3.00
ECO 36	Health Economics	3.00
ECO 37	The Economics of Obesity	3.00
ECO 38	Sports Economics	3.00
ECO 40	Contemporary Chinese Economy	3.00
ECO 41	International Economics	3.00
ECO 42	Economics of Underdeveloped Countries	3.00
ECO 43	The Japanese Economy	3.00
ECO 44	The Transition Economies of Central Europe and the Former Soviet Union	3.00
ECO 45	Economics of the Middle East	3.00
ECO 46	Current Economic Issues	3.00
ECO 47	Economics and Aging	3.00

ECO 48	Economics and the Law	3.00
ECO 49	Economics of the Environment	3.00
ECO 54	History of Economic Thought	3.00
ECO 55	American Economic History	3.00
ECO 63	Labor Economics	3.00
ECO/ FIN 65	Money and Capital Markets	3.00
ECO 74	Mathematical Economics	3.00
ECO 75	Game Theory: Individual Choices and Group Outcomes	3.00
ECO 81	Research Problems in Economics I	3.00
ECO 82	Research Problems in Economics II	3.00
ECO 359	Honors Advanced Elective	3.00
ECO 360	Honors Advanced Elective	3.00
ECO 385	Honors Tutorial	3.00
ECO 386	Honors Tutorial	3.00
ECO 389	Honors Thesis	3.00
ECO 390	Honors Thesis	3.00
ECO 400	State, Society, and the Individual: Hoxie Colloquium	3.00

Required Mathematics Courses

One of the following sequences:

MTH 5	Linear Mathematics for Business and Social Science	3.00
MTH 6	Calculus for Business and Social Science	3.00
OR		
MTH 7	Calculus and Analytic Geometry I	4.00
MTH 8	Calculus and Analytic Geometry II	4.00

Required Undergraduate and Graduate Business Courses

All of the following:

Grades of B or better in ACC 11, FIN 11, MAN 11, MKT 11, MBA 621 and MBA 625 are required for admission into the M.B.A. portion of this dual program.

ACC 11	Accounting Principles I	3.00
FIN 11	Corporation Finance	3.00
MAN 11	Principles of Management	3.00

MKT 11	Marketing Principles and Practices	3.00
MBA 621	Financial Markets and Institution	3.00
MBA 625	Global Business: Environment and Operations	3.00

Required Graduate Management

Perspective Courses

All of the following:

MBA 620	Managing Informational Technology and e-Commerce	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
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Credit and GPA Requirements

- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 120
- Minimum Graduate Credits: 36
- 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. International Relations & Diplomacy and 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 International Relations and Diplomacy 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 Europe.

The only program of its kind on Long Island,

the B.A. in International Relations and Diplomacy/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 Relations and Diplomacy 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. International Relations & Diplomacy and M.B.A. Business Administration

*{Program Code 84034 and 79096}
{HEGIS: 2210 and 0506.0}*

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. International Relations & Diplomacy / M.B.A. Business Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (must take MTH 5)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits

Self, Society & Ethics	3 credits
Power, Institutions & Structures (must take ECO 10)	3 credits
Additional course from one cluster (must take ECO 11)	3-4 credits

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

Ancillary Requirements:
*Students must pass a level 4 foreign language course, or show level 4 proficiency in a language other than English, or complete ECO 10:
Introduction to Microeconomics and ECO 11:
Introduction to Macroeconomics

Undergraduate Major Requirements

Major Requirements

Required International Studies Courses

All of the following:

POL 51	International Relations	3.00
POL 64	Introduction to Comparative Politics	3.00
POL 91	Diplomacy and Negotiation	3.00

Required Methodology Course

One of the following:

ECO 72	Statistics	3.00
POL 15	Introduction to Research and Writing in Political Science	3.00
SOC 53	Sociological Statistics	3.00

Required International Studies Capstone or Internship Course

One of the following:

POL 62	Research Seminar in International Studies	3.00
POL 93	Political Science Internship	3.00
POL 94	Political Science Internship	3.00

Elective International Studies Courses

Seven courses (21 credits) choose from any of the following:

Any ECO courses except 5, 10, or 11

Any Foreign Language courses above level 2

Any GGR courses above GGR 4

ANY WLT courses

HIS 7	Roots of the Modern World	3.00
HIS 8	Roots of the Modern World: Wars and Revolutions	3.00

HIS 9	Roots of the Modern World: Migrations	3.00
HIS 10	Roots of the Modern World: Religion	3.00
HIS 11	Roots of the Modern World: Nature	3.00
HIS 12	Roots of the Modern World: Gender	3.00
HIS 13	Roots of the Modern World: Science	3.00
HIS 125	The American West	3.00
HIS 128	History of American Capitalism	3.00
HIS 136	Disease and History	3.00
HIS 138	History of American Militarism	3.00
HIS 140	The Ancient Middle East	3.00
HIS 141	Ancient Greece and the Mediterranean World	3.00
HIS 142	The Roman Empire	3.00
HIS 143	Monks, Saints, and Heretics: Medieval Religion	3.00
HIS 144	Medieval Europe	3.00
HIS 145	Early Modern Europe	3.00
HIS 149	Love and Hate in the Middle Ages	3.00
HIS 150	The French Revolution	3.00
HIS 151	European Cultural History, 1600-1789	3.00
HIS 152	European Women in the Age of Revolutions	3.00
HIS 153	The Family in Early Modern Europe	3.00
HIS 160	Nineteenth-Century Europe	3.00
HIS 161	Europe Since 1945	3.00
HIS 162	Age of Catastrophes: Europe 1914-1945	3.00
HIS 163	Nazi Germany	3.00
HIS 164	History as Film: European Cinema in the 20th Century	3.00
HIS 166	The Holocaust	3.00
HIS 168	Russia Since 1917	3.00
HIS 180	History of Israel and Palestine	3.00
HIS 182	Latin American History and Film	3.00

HIS	183	History of the Middle East	3.00
HIS	184	The Making of Modern Japan, 1660 to the Present	3.00
HIS	185	Modern China, 1839 to the Present	3.00
HIS	186	History of Latin America: 1000 AD to 1810 AD	3.00
HIS	187	History of Modern Latin America	3.00
HIS	188	Political Violence, "Dirty Wars," and Truth Commissions in Latin America	3.00
HIS	189	Andena History Culture and Politics	3.00
HIS	190	Seminar in History	3.00
HIS	191	Internship in Public History	3.00
HIS	197	Sophomore Seminar in Historical Methods	3.00
HIS	198	Senior Seminar in Historical Research	3.00
HIS	201	History and the Bible	3.00
HIS	203	Worlding China: 1800 to Present	3.00
HIS	212	History of Central Asia	3.00
HIS	303	Civilization from the Ancient World to the 18th Century	3.00
HIS	304	European History from the French Revolution	3.00
HIS	360	HONors Advanced Elective	3.00
POL	7	Political Aspects of Economics	3.00
POL	26	European Political Theory I	3.00
POL	27	European Political Theory II	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	51	International Relations	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 Religions in World Politics	3.00
POL	58	Islam in World Politics	3.00
POL	59	China in World Politics	3.00
POL	61	Modern China: Political Doctrines and Society	3.00
POL	62	Research Seminar in International Studies	3.00
POL	64	Introduction to Comparative 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
POL	70	Government and Politics of the Middle East	3.00
POL	71	Russian Government and Politics	3.00
POL	72	Government and Politics of Africa	3.00
POL	73	Government and Politics of Latin America	3.00

Required General Business Area of Specialization

All of the following:

To be admitted into the MBA portion, these courses must be completed with a grade of B or better.

FIN	11	Corporation Finance	3.00
FIN	71	Global Financial Markets	3.00
GBA	521	Financial Accounting and Reporting	3.00
MAN	11	Principles of Management	3.00
MAN	75	International Management and Cross Cultural Behavior	3.00
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 Major Requirements

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
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Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Total Undergraduate Credits: 120
 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

MINORS

Minor: 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
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POL 3	Introduction to Political Science	3.00
POL 34	Legislative Process	3.00

Elective Political Science Courses
At least four courses/twelve credits from the following:

POL 21	American Political Theory	3.00
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

Credit and GPA Requirements

Minimum Total Credits: 21
 Minimum Minor GPA: 2.25

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:

ANT 1	Development of the Human Species, Culture and Society	3.00
ANT 2	Human Society	3.00
ANT 35	Global Culture: The Integration of the World Community	3.00

Elective Anthropology Courses

One course/three credits from the following:

ANT 21	North-American Indian Cultures	3.00
ANT 22	The Anthropology of Middle and South America	3.00
ANT 24	Cultures and Peoples of Sub-Saharan Africa	3.00
ANT 85	Seminar in Archeology	3.00

AND one course/three credits from the following:

ANT 42	Medicine and Anthropology	3.00
ANT 50	Biophysical Anthropology	3.00
ANT 51	Forensic Anthropology	3.00
ANT 63	Gender Roles	3.00
ANT 64	Individual, Culture, and Society	3.00

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:

GGR 1	The Geography of Sustainable Development	3.00
SOC 55	Immigration and Society	3.00
SOC 69	Race and Ethnicity	3.00
SOC 85	Social Theory	3.00

Credit and GPA Requirements

Minimum Total Credits: 21
 Minimum Minor GPA: 2.00

Minor: 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

All of the following:

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	3.00

AND one of the following:

ECO 61	Microeconomic Analysis	3.00
ECO 62	Macroeconomic Analysis	3.00

Elective Economics Courses

At least three courses/nine credits from all ECO courses numbered 14 and above excluding ECO 95.

Credit and GPA Requirements

Minimum Total Credits: 18
 Minimum Minor GPA: 2.25

Minor in Health and Society

This minor provides sociological insight into health and illness, health care structures and organizations, health care policy and health care advocacy. It is open to all students, and especially helpful for future health care professionals, for students interested in working with populations most impacted by health care policies and systems, such as in elder care or in counseling in general. It is also helpful for students interested in careers in public policy, public administration, community health, nutrition, health and well-being. For students pursuing a career in the health professions and allied fields, grounding these students with sociological insight into the relationship between health and society, health care and social factors, will further empower their careers and their understanding of health and society.

Completing this minor, will provide students with a better grasp of the social contexts of health and illness, health and well-being, health care policy, the structures of health care delivery, the relationship between the social environment and health, culture and health, and the relationship between social advocacy and the transformation of the health care system.

Minor in Health and Society

Requirements

Required Sociology Course

SOC 72	People in Crisis	3.00
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Choose 1 from:

SOC 1	Introduction to Sociology	3.00
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SOC	18	Class and Social Inequality	3.00
SOC	21	Sociology of Health and Illness	3.00
SOC	69	Race and Ethnicity	3.00

Choose 1 from:

SOC	18	Class and Social Inequality	3.00
SOC	21	Sociology of Health and Illness	3.00
SOC	59	Gendered Violence	3.00
SOC	61	Feminism and Social Change	3.00
SOC	69	Race and Ethnicity	3.00

Choose 2 from:

SOC	4	Food and Society	3.00
SOC	15	Social Change	3.00
SOC	18	Class and Social Inequality	3.00
SOC	20	Sociology of Aging	3.00
SOC	21	Sociology of Health and Illness	3.00
SOC	58	Sociology of Men and Masculinities	3.00
SOC	59	Gendered Violence	3.00
SOC	61	Feminism and Social Change	3.00
SOC	73	Environmental Sociology	3.00
SOC	98	Topics in Sociology	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Minor GPA: 2.00

Minor: 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

Minimum Total Credits: 15

Minimum Minor GPA: 2.25

Minor: 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.

Minor in International Politics and Government Requirements

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 Religions in World Politics	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
POL	70	Government and Politics of the Middle East	3.00
POL	71	Russian Government and Politics	3.00
POL	72	Government and Politics of Africa	3.00
POL	73	Government and Politics of Latin America	3.00

Credit and GPA Requirements

Minimum Total Credits: 21
 Minimum Minor GPA: 2.25

Minor: 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

All of the following:

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
POL	51	International Relations	3.00
POL	64	Introduction to Comparative Politics	3.00

Elective International Studies Courses

Two courses/six credits of the following:

ANT/ SOC	35	Global Cultures	3.00
POL	46	American Foreign Policy I	3.00
POL	50	International Organization	3.00

POL	52	Psychological Foundations of International Relations	3.00	ECO	45	Economics of the Middle East	3.00	HIS	164	History as Film: European Cinema in the 20th Century	3.00
POL	53	International Law I	3.00	ECO	46	Current Economic Issues	3.00	HIS	168	Russia Since 1917	3.00
POL	54	International Law II	3.00	ECO	49	Economics of the Environment	3.00	HIS	180	History of Israel and Palestine	3.00
POL	55	Politics of the Developing Nations	3.00	ECO	54	History of Economic Thought	3.00	HIS	183	History of the Middle East	3.00
POL	56	World Affairs Since 1945	3.00	ECO	72	Statistics	3.00	HIS	184	The Making of Modern Japan, 1660 to the Present	3.00
POL	57	Asian Religions in World Politics	3.00	Required Co-Related International Studies Courses							
POL	58	Islam in World Politics	3.00	Two courses/six credits from the following:							
POL	59	China in World Politics	3.00	GGR	1	Human Geography: Man, Environment and Technology	3.00	HIS	185	Modern China, 1839 to the Present	3.00
POL	61	Modern China	3.00	GGR	2	Human Geography: The Cultural and Demographic Environment	3.00	HIS	186	History of Latin America: 1000 AD to 1810 AD	3.00
POL	65	Politics of the European Union	3.00	HIS	1	The West and the World to 1750	3.00	HIS	187	History of Modern Latin America	3.00
POL	66	Government and Politics of South and Southeast Asia	3.00	HIS	2	The West and the World Since 1750	3.00	HIS	188	Political Violence, "Dirty Wars," and Truth Commissions in Latin America	3.00
POL	67	Government and Politics of East Asia	3.00	HIS	136	Disease and History	3.00	HIS	190	Seminar in History	3.00
POL	68	Government and Politics of Western Europe	3.00	HIS	138	History of American Militarism	3.00	HIS	201	History and the Bible	3.00
POL	69	Government and Politics of Eastern Europe	3.00	HIS	140	The Ancient Middle East	3.00	HIS	212	History of Central Asia	3.00
POL	70	Government and Politics of the Middle East	3.00	HIS	141	Ancient Greece and the Mediterranean World	3.00	Required Level 4 Foreign Language Proficiency			
POL	71	Russian Government and Politics	3.00	HIS	142	The Roman Empire	3.00	Students must pass a language-proficiency examination approved by the International Studies Program Director or complete one of the following Foreign Language courses:			
POL	72	Government and Politics of Africa	3.00	HIS	143	Monks, Saints, and Heretics: Medieval Religion	3.00	FRE	4	Intermediate French II	3.00
POL	73	Government and Politics of Latin America	3.00	HIS	144	Medieval Europe	3.00	FRE	11	Introduction to French Literature I	3.00
POL	91	Diplomacy and Negotiation	3.00	HIS	145	Early Modern Europe	3.00	FRE	12	Introduction to French Literature II	3.00
AND two courses/six credits from the following:				HIS	149	Love and Hate in the Middle Ages	3.00	GER	4	Intermediate German II	3.00
ANT/ SOC	35	Global Cultures	3.00	HIS	150	The French Revolution	3.00	GER	11	Introduction to German Literature	3.00
ECO/ POL	7	Political Aspects of Economics	3.00	HIS	151	European Cultural History, 1600-1789	3.00	GER	12	Survey of German Literature	3.00
ECO	21	Money and Banking	3.00	HIS	152	European Women in the Age of Revolutions	3.00	HEB	4	Intermediate Modern Hebrew II	3.00
ECO/ GGR	25	Economic Geography	3.00	HIS	153	The Family in Early Modern Europe	3.00	ITL	4	Intermediate Italian II	3.00
ECO	41	International Economics	3.00	HIS	160	Nineteenth-Century Europe	3.00	ITL	11	Selected Readings in Early Italian Literature	3.00
ECO	42	Economics of Underdeveloped Countries	3.00	HIS	161	Europe Since 1945	3.00	ITL	12	Selected Readings in Modern and Contemporary Italian Literature	3.00
ECO	43	The Japanese Economy	3.00	HIS	162	Age of Catastrophes: Europe 1914-1945	3.00	JPN	4	Intermediate Japanese II	3.00
ECO	44	The Transition Economies of Eastern Europe and the Former Soviet Union	3.00	HIS	163	Nazi Germany	3.00	JPN	11	Introduction to Japanese Literature I	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: 30
 Minimum Minor GPA: 2.25

Minor: 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

All of the following:

POL	3	Introduction to Political Science	3.00
POL	4	Political Psychology	3.00
PSY	1	General Psychology I	3.00
PSY	2	General Psychology II	3.00

Elective Political Psychology Courses

Three courses/nine credits from the following:

POL/S	19	Political Sociology	3.00
OC			
POL	36	Public Opinion	3.00
POL	49	Politics and Personality: The American Context	3.00
POL	52	Psychological Foundations of International Relations	3.00
POL	81	Political Leadership in Democratic Societies	3.00
POL	84	The Executive Process	3.00

Credit and GPA Requirements

Minimum Total Credits: 21
 Minimum Minor GPA: 2.25

Minor: 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	3.00
POL	39	American Government: State and Local	3.00
POL	97	Public Administration Internship I	3.00
POL	98	Public Administration Internship II	3.00

Elective Public Administration Courses

Three courses/nine credits of the following:

POL	80	Administrative Behavior	3.00
POL	82	Introduction to Public Administration	3.00
POL	83	Policy-Making in American Government	3.00
POL	84	The Executive Process	3.00
POL	88	The Contemporary Problems in Public Administration	3.00

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 15 or 21 credits of elective courses towards one of several minors 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:

SOC	1	Introduction to Sociology	3.00
SOC	53	Sociological Statistics	3.00
SOC	85	Social Theory	3.00

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: 2.00

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, gender and society, and health 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, and for students interested in or planning a career in the health professions.

Minor in Gender and Society Requirements

Elective Gender and Society Courses

At least fifteen credits/five courses of the following:

SOC	5	Gender and Sexual Diversity	3.00
SOC	18	Power, Privilege and Prestige	3.00
SOC	22	Sociology of Families	3.00
SOC	24	Sociology of Adolescence and Youth	3.00
SOC	26	Gender, Race and Ethnicity	3.00
SOC	28	Men, Women and Power	3.00
SOC	35	Global Cultures	3.00
SOC	55	Immigration and Society	3.00
SOC	58	Sociology of Men and Masculinities	3.00
SOC	59	Gendered Violence	3.00
SOC	61	Feminism and Social Change	3.00
SOC	62	The Sociology of Human Sexuality	3.00
SOC	63	Gender Roles	3.00

SOC 70 Sociology of Poverty 3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor in Race, Ethnicity and Society Requirements

Elective Race, Ethnicity and Society Courses

At least fifteen credits/five courses of the following:

ANT 2	Human Society	3.00
ANT 21	North-American Indian Cultures	3.00
ANT 22	The Anthropology of Middle and South America	3.00
ANT 24	Cultures and Peoples of Sub-Saharan Africa	3.00
SOC 7	Human Rights	3.00
SOC 15	Social Change	3.00
SOC 16	Social Control and Resistance	3.00
SOC 18	Power, Privilege and Prestige	3.00
SOC 26	Gender, Race and Ethnicity	3.00
SOC 29	Sociology of Latino/a Culture and Identity	3.00
SOC 31	Social Movements and Collective Behavior	3.00
SOC 35	Global Cultures	3.00
SOC 36	The Sociology of Genocide	3.00
SOC 37	The Sociology of Conflict	3.00
SOC 66	The African-American Experience	3.00
SOC 68	Sociology of Asian Americans	3.00
SOC 69	Race and Ethnicity	3.00
SOC 70	Sociology of Poverty	3.00
SOC 71	Globalization	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

Minor in Social Change and Social Inequalities

Requirements

Elective Social Change and Social

Inequalities Courses

At least fifteen credits/five courses of the following:

SOC 3	Social Problems	3.00
SOC 7	Human Rights	3.00
SOC 10	Sociology of the Mass Media: Film, TV, Music, News	3.00
SOC 15	Social Change	3.00
SOC 16	Social Control and Resistance	3.00
SOC 18	Class and Social Inequality	3.00
SOC 19	Political Sociology	3.00
SOC 28	Men, Women and Power	3.00
SOC 31	Social Movements and Collective Behavior	3.00
SOC 37	The Sociology of Conflict	3.00
SOC 58	Sociology of Men and Masculinities	3.00
SOC 59	Gendered Violence	3.00
SOC 61	Feminism and Social Change	3.00
SOC 70	Sociology of Poverty	3.00
SOC 71	Globalization	3.00
SOC 73	Environmental Sociology	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

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.

Students have opportunities to intern in the legal field with federal district court judges, Nassau and Suffolk County officials, law firm 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.

Social Science Courses

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.

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Spring

ANT 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 SOC. 35. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Annually

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.

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

Sociology Courses

SOC 1 Introduction to Sociology

This course covers the nature and social organization of human society, socialization, culture and social interaction. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

SOC 4 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 socio-economic forces, as well as social issues such as food scarcity, food technologies, mass production, labor, global inequalities, and social movements. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

SOC 5 Gender and Sexual Diversity

This course provides an introduction to gender and sexual diversity around the world. The first part of the course will draw on social theories and multiple non-Western case studies to examine how gender and sexual categories are socially constructed and experienced within specific cultural contexts. The second part of the course will place gender and sexuality in the context of globalization and the increasing flow of ideas, capital, and people around the world. How is the interaction and integration of people across borders shaping gender and sexuality into new forms? What local understandings and practices are disappearing as new global systems of gender and sexuality emerge? This course fulfills the Perspectives on World Cultures cluster requirement in the core curriculum.

Credits: 3
On Occasion

SOC 7 Human Rights

The struggle for human rights provides a foundation for understanding issues of social justice, social inequalities and the struggle for democracy. Human rights research is a growing focus for sociologists interested in social justice, and findings are relevant for social policy. This course studies the meaning and conflicts over the extension of human rights to social justice issues that characterize today's political, economic and social conflicts in America and abroad. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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

American sociology developed by studying the city and the social issues of urban life, including racial, ethnic and class conflict, economic and social inequality, poverty and relief programs, education and community control, housing segregation and gentrification, crime and social control, suburbanization and white flight, public sector unionization and class conflict, and the power of urban elites over city budgets and policies. Utilizing sociological studies focusing on urban institutions and issues, this course studies the ongoing social dynamics of cities and their metropolitan suburban areas.

Credits: 3
On Occasion

SOC 15 Social Change

How is society changing and what will it mean to your life? This course examines the major economic, political, and social forces that shape and change society. Students will be introduced to sociological theories and research of social change and apply these to understanding how societies are changing and likely to influence their own lives. We will explore how social change occurs, who directs, influences, benefits and who is harmed by those changes. Topics covered will include changes in the structures of the nation state, economic relations, culture, technology, and in the development of community life and consumer culture. What can the future be? How can you shape that future? This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SOC 16 Social Control and Resistance

How do societies maintain social control, prevent social "disorder" and direct social change? What are the social conditions creating conformity? Or rebellion? We will use sociological research and theory to study mechanisms used by governments, corporations, police, military, and power elites to control dissent by individuals and groups in social movements, riots and insurrections, strikes, and revolutions. We will examine both ideological and formal mechanisms of control, including policing, the gathering and use of private, personal information, and even state violence.

Credits: 3

On Occasion

SOC 17 Women: A Cross-Cultural and Literary Perspective

This is an interdisciplinary course that covers the reading and evaluation of a number of sociological, literary and historical works that concern the role of women in the United States and other cultures. Contemporary change in the status of women is examined with reference to the effect it has on the social and psychological options open to them. Selected readings provide students with a historical and comparative perspective.

Credits: 3

On Occasion

SOC 18 Class and Social Inequality

Social Class and social inequality significantly impact our "life chances" and social status in society. This course focuses on the sociological studies of class and social inequality, its causes and consequences, with particular emphasis on the influence of class, race, gender and social inequality on social injustice in contemporary society. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SOC 19 Political 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 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

On Occasion

SOC 20 Sociology of Aging

The world has an aging population, with life expectancies rising dramatically due to advances in healthcare, medicine, and nutrition. In the United States, people over 65 comprise a higher percent of the population than ever before, and those over 85 are the fastest growing segment of the population. The Sociology of Aging explores these demographic trends and uses a sociological perspective to examine the social, cultural, economic, and political dynamics of aging. We will move beyond thinking of aging as a purely biological process to instead recognize age and aging as social constructions.

Using a global perspective, we will explore the age distribution of populations (especially as they relate to fertility, mortality, and migration) and the social problems shaped by these population processes. Specific topics will include: how gender, social class, race/ethnicity, and sexuality shape experiences of aging; how social roles regarding family and work evolve with age; and how societies differently provide healthcare and end of life care to their aging populations. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Annually

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

On Occasion

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

Annually

SOC 24 Sociology of Adolescence and Youth

This course is a socio-cultural 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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

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

On Occasion

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

On Occasion

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

On Occasion

SOC 31 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

On Occasion

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, evolving 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

On Occasion

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

On Occasion

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 theses, secularization, anticipated trends in religion and types of religious organizations.

Credits: 3

On Occasion

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

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

On Occasion

SOC 37 The Sociology of Conflict

Social conflict is ever present within and between societies, and characterizes the struggles for a just

society. This course explores social conflict using sociological theory and case studies of a variety of conflicts. Students will explore the issues of war and peace; racial, class and gendered conflicts; and political and economic conflicts. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

Annually

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 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 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 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.

This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 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 69 Race and Ethnicity

This course examines the background and current realities of historically marginalized racial-ethnic groups in the United States. The semester 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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 studies the experience of crisis in its multiple manifestations and structural settings. We explore the social nature of personal crisis - especially one's relationship to self and society - as crises unfold, transform, and are resolved. Crises studies place the individuals in crisis in structural, community, and familial systems, seeking understanding of the relationship between the person(s) in crisis and the groups with whom these individuals interact. These include community and public institutions where public policy is a factor, interpersonal relationships, helping professionals, lay support groups, advocacy and political policy groups, charitable organizations, and an array of health care professions. The crises studies and discussed may include chronic and acute health crises, epidemics, divorce, suicide, the death of family members, economic suffering and unemployment, poverty, political crisis, racist violence, genocide, war, imprisonment, violent victimization, among other crises. Additionally, knowledge derived from the sociological study of collective behavior is introduced to discuss community crises from catastrophes such as tsunamis, floods, hurricanes, and disease epidemics as these relate to the actions of individuals, communities, and public authorities. The readings assigned and discussions utilize narratives of people in crisis and include invited speakers who have insight and experience in crisis and its mediation.

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 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.
Credits: 3
Every Fall

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 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: 1 to 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. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Prerequisite of SOC 303 is required. Student must be in Honors Program.
Credits: 3
Every Spring

SOC 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 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

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 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 their interactions of these choices. Topics include demand and supply,

consumption, and production, competitive and non-competitive product markets, markets for resources, and welfare. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ECO 11 Introduction to Macroeconomics

This course discusses the important economic theory and concepts that facilitate understating economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 10 is required.

Credits: 3

Every Fall, Spring and Summer

ECO 21 Money and Banking

This course covers the description and analysis of the monetary and credit system 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 - including government policies - that influence 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 efficient government polices. Topics include the incidence and effects of taxation, government expenditure programs, public goods, externalities, benefits-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.

Pre requisite of 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 enable student understanding of 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 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 Global Economic Progress

This course is an introduction to the topic of global economic progress. It looks at the relevant data, examines the important theories, and discusses the effectiveness of prominent policy proposals.

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 11 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 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 54 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 55 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

On Occasion

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 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. 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 also will 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, 3S, 4, 4S, 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 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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 303 is required.

Credits: 3

Every Spring

ECO 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 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

History Courses

HIS 1 The West and the World to 1750

A survey of the political, economic, social and intellectual developments that shaped Pre-modern 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). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall, Spring and Summer

HIS 2F The West and the World since 1750

Same as HIS 2. For international students only.

Credits: 3
Every Spring

HIS 2P The West and the World Since 1750

Same as HIS 2. For students in the Program for Academic Success.

Four hours lecture/recitation.
Must be in Program for Academic Success.
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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 (F sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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: 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 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 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, large-scale 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 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 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 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 135 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 136 Disease and History

An exploration of the history of illness and medicine in relationship to the changing social and cultural contexts, this course allows students to link global historical change with microhistories of particular times and places. Topics may include the impact of epidemics on politics and economics, changing conceptions of the body and disease, warfare and disease, public health and social policy, and technologies of healing.

Credits: 3

On Occasion

HIS 143 Monks, Saints, and Heretics: Medieval Religion

An exploration of the dramatic changes in religious life that affected Europe from 1000-1300, accomplished by exploring the many different roles that religion played in medieval life and the various forms of religious expression available to medieval Europeans. Topics include the relationship between institutionalized church authority and lay religious movements, new direction in spirituality and theology, the role of monastic communities in medieval society, and the cult of saints. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

HIS 144 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 145 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

HIS 149 Love and Hate in the Middle Ages

This course explores medieval attitudes toward the two most passionate human emotions, while also delving into the methodological problems of the history of emotions. Topics include the role of classical Roman philosophy in medieval attitudes to emotion, the development of courtly love, Christian ideas of love and hate, and the place of vengeance, feud, and violence in medieval society.

Credits: 3

On Occasion

HIS 150 The French Revolution

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 160 Nineteenth-Century Europe

A survey of the nineteenth century that investigates the origins and development of major concepts,

ideologies, and institutions like the nation state, the welfare system, capitalism, social democracy, communism, and nationalism. The course also follows the lives of European men and women, exploring the impact of urbanization, industrialization, social and cultural change on gender roles, male-female, and family relationships and seeks to make students aware of the ambiguities inherent of the notion of "progress" associated with nineteenth-century developments.

Credits: 3

On Occasion

HIS 161 Europe Since 1945

This course will explore major trends in the recent history of Europe in four sections: first from the 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, neo-liberalism 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 162 Age of Catastrophes: Europe 1914-1945

"The Great War without precedent... never had so many nations taken up arms at a single time. Never had the battlefield been so vast... never had the fighting been so gruesome..." The World War of 1914-18 – The Great War, as contemporaries called it – was the first man-made catastrophe of the 20th century. And worse was to come. The rise of fascism, the Second World War and genocide, the millions of lost and displaced persons. How are students of history to understand this darkest of history's periods? In this course we will study primary and secondary sources, movies and contemporary accounts, and today's best historical texts on the subject in the search for answers and interpretations of Europe's age of catastrophes.

Credits: 3

On Occasion

HIS 163 Nazi Germany

A historical examination of the Third Reich and National Socialism from the early 1920s until the end of the Second World War. The course will investigate the ideological origins of National Socialism and its impact on politics, culture, and society in Germany during the 1930s and 1940s. The course will use a variety of materials, including film, music, radio recordings, public policy documents, and memoirs, introducing students to National Socialism's multifaceted and often

ambiguous character.

Credits: 3

On Occasion

HIS 164 History as Film: European Cinema in the 20th Century

A historical examination of major events and developments in 20th century world history, such as the First and Second World Wars, the Holocaust, the Cold War, student protest movements in the 1960s, feminism, and ethnic strife in the 1990s, through the lens of cinema. The course will investigate how artists have used the medium to articulate their views about the past, the present, or the future, as well as the impact of film on society and politics. The course material will include films, screenplays, reviews, and scholarly literature.

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 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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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 left-wing 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 Spring

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 Fall

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 study," 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 303 Civilization from the Ancient World to the 18th Century - Honors Core

A general but high-level 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." This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.

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 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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.

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 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 ANT 400, ECO 400, GGR 400, POL 400 and SOC 400.

Prerequisite of Senior status is required.

Credits: 3

On Occasion

Political Science Courses

POL 2 Introduction to American Politics

This course introduces the study of the Constitutional structure, major functions and operations of the national government. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall, Spring and Summer

POL 2F Introduction to American Politics

Same as POL 2. For international students only.

Credits: 3

On Occasion

POL 2P Introduction to American Politics

Same as POL 2. For students in the Program for Academic Success.

Four hours lecture/recitation.

Must be in Program for Academic Success.

Credits: 3

Every Spring

POL 3 Introduction to Political Science

This course is an analysis of the nature of the state, political power, law sovereignty and political ideologies. The stress is on analysis of contemporary concepts. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall, Spring and Summer

POL 3F Introduction to Political Science

Same as POL 3. For international students only.

Same as POL 1F prior to Fall 2014.

Credits: 3

Annually

POL 3P Introduction to Political Science

Same as POL 3. For students in the Program for Academic Success.

Four hours lecture/recitation.

Same as POL 1P prior to Fall 2014.

Must be in Program for Academic Success.

Credits: 3

Every Fall

POL 4 Political Psychology

This course is an analysis of the relationship between psychological phenomena and the formation, maintenance and transformation of political beliefs and behavior. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

POL 5 Ethnicity, Race and Politics

The influences of race and ethnicity on politics within selected states and regions of the world are covered in this course.

Credits: 3

On Occasion

POL 7 Political Aspects of Economics

This course is an examination of the 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

POL 10 Research Problems in Political Science

This course may be taken more than once by Political Science majors.

Credits: 1 to 3
On Occasion

POL 15 Introduction to Research and Writing in Political Science

This course will help students develop their skills in the field of political science. Students will develop their ability to read and analyze different types of literature in the discipline and they will learn to use and evaluate these sources in order to answer research questions.

Pre requisite of POL 1 or POL 2 is required

Credits: 3
Annually

POL 18 Women and Contemporary Politics

This course is an examination of the current political role of women and an evaluation of their impact on the political system.

Credits: 3
On Occasion

POL 19 Political 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 status, the subordination of economics interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism and mass society.

Same as SOC 19.

Credits: 3
On Occasion

POL 21 American Political Theory

Origin and nature of political theory in the United States is reflected in the writings of American political theorists from colonial times to the present. Must be taken by all Political Science majors.

Credits: 3
Every Fall

POL 23 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 26 European Political Theory I

The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Plato to Machiavelli. This course, or Political Science 27, must be taken by all Political Science majors.

Credits: 3
Alternate Years

POL 27 European Political Theory II

The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Machiavelli to the present.

This course, or Political Science 26, must be taken by all Political Science majors.

Credits: 3
Alternate Years

POL 29 Problems in Contemporary Political Theory

This course is an analysis of selected problems of contemporary political ideologies in relation to their political, social and intellectual backgrounds. Stress is given to liberalism, socialism, communism, fascism and conservatism.

Credits: 3
On Occasion

POL 31 American Constitutional Law I

This course covers American constitutional law, its historical evolution and the Supreme Court as a political institution. Emphasis is placed on civil 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 Spring

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

POL 39 American Government: State and Local

This course is a study of the constitutional structure, major functions and operations of state and local governments.

Credits: 3
Every Fall

POL 40 Women and the Anglo-American Legal Experience

This course covers the legal position of women as it developed from English common law into American law. Among other topics, the following are considered: English common law and its initial effect on present American law; domestic relations; political and civil rights; abortion, adoption, and sterilization; equal opportunity employment and pay issues; credit; and women in the American legal profession.

Credits: 3
On Occasion

POL 41 The Media and the Law

This course is a study of the law and ethics of the communications media. A special examination is made of their rights, risks, restraints and responsibilities. Included are freedom of the press, privilege, libel, self-regulatory codes, prior restraint, copyright, licensing, governmental controls.

Same as CMA 10.

Credits: 3
On Occasion

POL 45 U.S. National Security

This course evaluates the area of U.S. national security with emphasis on military and strategic problems during the Cold War and Post-Cold War eras; defense policy-making; conventional and nuclear dimensions of defense issues; and strategic interests of the United States around the world.

Credits: 3
On Occasion

POL 46 American Foreign Policy I

This course covers the continuity and change in 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 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. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 conflict and decision-making.

Credits: 3

On Occasion

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 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 61 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 62 Research Seminar in International Studies

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 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 cover 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 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 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 75 International Politics

Credits: 3

Not Set

POL 76 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 79 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 80 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 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 policy-making 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 91 Diplomacy and Negotiation

This course provides an introduction to the core concepts, processes, and techniques of diplomacy and negotiation. The course focuses on the role of diplomacy by individuals and governments (track I diplomacy) and other types of diplomacy (Track II and III diplomacy).

Credits: 3

Annually

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: 1 to 6

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

Annually

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 85, 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

Annually

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. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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.

This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 3

Every Spring

POL 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 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

COLLEGE OF MANAGEMENT

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 of Science degrees in Accountancy and Business Administration (with concentrations in Finance, International Business, Management, Management Information Systems, Marketing and Digital Analytics). AACSB-accredited accelerated (dual-degree) programs with Master's degrees in Accountancy and Business Administration (M.B.A.) are also available. In addition, the College started to offer in 2019 a new Master of Science degree in Data Analytics and Strategic Business Intelligence (M.D.A.)

Engaged learning opportunities have been a cornerstone of our program since 2015--and have 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 learning in real-world settings.

The College of Management comprises three schools, the School of Business, the School of Professional Accountancy, and the School of Computer Science, Innovation and Management Engineering (CSIME), where at the undergraduate level, the Bachelor of Science degree in Computer Science is offered. CSIME also houses majors in Sports Management, Fashion Merchandising and Criminal Justice. The College is committed to embracing disruption and cultivating student capabilities 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.

Robert Valli

Dean

Rob.Valli@liu.edu**Paul Gregg**

Assistant Dean

Paul.Gregg@liu.edu

SCHOOL OF BUSINESS

DEPARTMENT OF BUSINESS ADMINISTRATION

Phone: 516-299-3017

Fax: 516-299-3131

Chair: Baichun Xiao

Senior Professor: Xiao

Professors: Chang, Dalvi, Rao, Siddiqi, Wang

Associate Professors: Bao, Boyer, Freeley, Jalajas,
Kobeissi, Porrini, Shin, Yang, Zhang, Zhu

Professors Emeritus: Ewald, Hiris, Palvia & Smith

Adjunct Faculty: 16

The 21st century is more challenging to managers than preceding decades. The Department of Business Administration 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, Management Information Systems or Data Analytics, as well as the five-year accelerated, shared credit Bachelor of Science in Business Administration/Master of Business Administration (M.B.A.). 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. Management 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.

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. A wide range of courses which cover basic and advanced concepts in marketing and international business strategy are available. 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.

The Finance curriculum and faculty bring new and vital research into the classroom, recognizing the challenges of the global financial marketplace. Students are prepared for careers in corporate

financial management and the financial services industry. Experienced faculty members bring fresh ideas and a wealth of experience to the classroom in the areas of money management, banking, capital markets, global debt, investments and stock exchanges. Students learn the techniques to adapt to shifting issues in the field, including corporate governance standards, securities regulation, ethics and compensation. In order to complement classroom knowledge with real-world experiences, the University offers internships in professional settings.

A GPA of 2.0 is required for all business administration students

B.S. Business Administration

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 an academic environment located within commuting distance from the New York City metropolitan area. The College's Center for Learning is comprised of wireless classrooms, boardrooms, a financial markets classroom equipped with Bloomberg terminals, small break-out rooms, and student lounges. 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. A business school with AACSB designation signifies that the school is providing the highest quality preparation and skills in the basic and advanced concepts of business administration, finance, marketing, international business, and management information systems.

CONCENTRATION IN MANAGEMENT

The undergraduate program in management combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in management or management information systems. The 120-credit degree focuses on the roles and behaviors necessary to become an effective manager: planning, organizing, problem-solving, leading, operating and controlling. The program equips students with the professional skills to run a successful, competitive company, and to productively interact with customers, employees and shareholders. Through specialized courses in organizational behavior, human resource management and labor relations, business and society, international management and cross-cultural behavior, and creating and managing a small business, you will develop a broad knowledge of the inner workings of all types of commerce.

CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

The undergraduate program in Management

Information Systems (MIS) combines liberal arts courses with professional education in business and MIS, leading to the Bachelor of Science in Business Administration (BSBA) with a concentration in MIS. The 120-credit degree focuses on the roles and responsibilities necessary to become an effective manager equipped with solid knowledge of information technology (IT), business intelligence, and through strategic information systems. Through specialized courses in MIS students will develop skills to manage IT and manage with IT effectively. After completing the program, students will develop a professional career related to IT/IS management in any organization – start-ups, small and medium size enterprises, large firms, multinational corporations, or not-for-profit organizations. Careers related to the MIS concentration include business analyst, IT consultant, data scientist, big data specialist, database analyst and database administrator, network analyst, network manager, IT project manager, information security manager, e-business manager, information privacy officer, chief information officer, and more.

Double majoring in MIS with Accounting, Finance, International Business, Management, or Marketing substantially enhances employability significantly. If double majoring with MIS, three of the five courses can count towards required nine credits of business electives. In essence, a student has to take only two additional MIS courses to get a double major. Moreover, the best GPA achiever in the MIS concentration will be considered a candidate for the Dr. Shailendra Palvia Endowment Scholarship.

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.

CONCENTRATION IN DATA ANALYTICS

The Data Analytics concentration is designed to provide students with fundamental data-science-driven analytical methods and skills to interpret and present digital data and produce practical and meaningful insights into customers, products, services and marketplaces. These conclusions in turn can lead to better and more informed business decisions, innovative business models, and sustainable competitive advantages. The concentration is designed to equip students with

the latest available tools to implement these concepts in answering business questions in a data driven way. The capstone course uses hands-on projects applied to business applications of data analytics in an area of student interest, such as consumer behavior analytics, pricing analytics, marketing analytics, social media analytics, or other fields.

ADMISSION REQUIREMENTS FOR ALL OF THE ABOVE CONCENTRATIONS

- **Incoming freshmen** must have a solid B average (3.0 or 82 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. Business Administration

[Program Code: 06990] {HEGIS: 0506.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum: (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5 required)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (ECO 11 required)	3-4 credits

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

Major Requirements

Business Administration required courses (36 credits):

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

B.S. in Business Administration Required Co-Related Courses (15 credits):

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	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

Management Concentration Requirements

Required Statistics Course (3 credits):

QAS 20	Business Statistics	3.00
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Required Management Courses (6 credits):

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 (6 credits):

QAS 19	Business Analytics	3.00
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 31	Negotiation	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. (6 credits).

Management Information Systems (MIS) Requirements

Required Statistics Course (3 credits):

QAS 20	Business Statistics	3.00
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Required MIS Courses (15 credits):

MIS 20	Information Systems Management	3.00
MIS 30	Business Systems Analysis and Database Management	3.00
MIS 40	Business Intelligence and Decision Support Systems	3.00
MIS 50	Managing Information Technology and Electronic Commerce	3.00
MIS 60	Managing Globally Information Technology and Electronic Commerce	3.00

Business Elective (3 credits):

Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MKT or QAS. Please note that for MIS concentration students intending to pursue the dual degree, B.S./M.B.A., they will take MBA 620 instead of MIS 60 to meet the requirements for both the MIS concentration and M.B.A. The other business elective will be directed toward a second course appropriate for the dual degree.

International Business Concentration Requirements

Required Statistics Course (3 credits):

QAS 20	Business Statistics	3.00
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Required International Business Courses (9 credits):

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 (6 credits):

FIN 72	Global Financial Management	3.00
MAN 75	International Management and Cross Cultural Behavior	3.00

MKT 72 Entry Strategies 3.00

Business Elective (3 credits):

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.* Please note that for International Business concentration students intending to pursue the dual degree, B.S./M.B.A., they will only be able to take advantage of 3 credits that double count toward both the B.S. and the M.B.A. Concentrations in Finance, Management and Marketing allow for 6 credits that double count.

Data Analytics Concentration

Requirements

Required Statistics Course (3 credits):

QAS 20 Business Statistics 3.00

Required Business Analytics Course (3 credits):

QAS 19 Business Analytics 3.00

Required Data Analytics Courses (15 credits):

BDA 20 Introduction to Data Analytics with R and Python 3.00

BDA 30 Database Management with MySQL 3.00

BDA 40 Data Visualization 3.00

BDA 50 Introduction to Machine Learning and Cloud-based Analytics 3.00

BDA 60 Capstone Data Analytics Project 3.00

Business Elective (6 credits):

Students must complete two undergraduate courses from ACC, BDA, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Business Major Credits: 57

Free Elective Credits: 3

Minimum Major GPA: 2.00

B.S Finance

The B.S. in Finance is a specific and employable degree with a focus on students' ultimate career goals, while highlighting for employers that graduates are trained specifically in finance. The program includes 15 credits of business electives. This major will prepare students to become active participants in the finance industry and to succeed in finance-related careers.

Finance BS Requirements

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum: (32-33 credits)

POST 101 1 credit

First-Year Seminar 3 credits

Writing I 3 credits

Writing II 3 credits

Quantitative Reasoning (MTH 4 or MTH 6 required) 3 credits

Scientific Inquiry & the Natural World 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

(ECO 10 required)

Additional course from one cluster (ECO 11 required) 3-4 credits

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

Liberal Arts Electives

Choose 27 credits of Liberal Arts electives.

Major Requirements

All of the following are required:

ACC 11 Accounting Principles I 3.00

BDA 18 Data Analytics using Excel 3.00

ENT 101 Foundations of Entrepreneurship 3.00

MAN 11 Principles of Management 3.00

MAN 16 Business Communication 3.00

MKT 11 Marketing Principles and Practices 3.00

QAS 19 Business Analytics 3.00

QAS 20 Business Statistics 3.00

All of the following are required:

FIN 11 Principles of Finance I 3.00

FIN 12 Principles of Finance II 3.00

FIN 29 Private Equity and Venture Capital 3.00

FIN 31 Investments 3.00

FIN 35 Spreadsheet Modeling in Finance 3.00

FIN 65 Money and Capital Markets 3.00

The following are required:

ECO 10 Introduction to Microeconomics 3.00

ECO 11 Introduction to Macroeconomics 3.00

One of the following is required:

MTH 6 Calculus for Business and Social Science 3.00

MTH 4 Introductory Mathematics for Business 3.00

Choose 18 credits from any of the following subject areas: ACC, BDA, BUS, FIN, LAW, MAN, MIS, MKT, QAS

Also required:

FIN 80 Capstone in Finance 3.00

Minimum Business GPA

2.00 Major GPA Required.

B.S. Marketing

The B.S. in Marketing program at LIU is designed for students who want to gain a specific and employable degree that will focus on their ultimate career goals. The degree includes two concentration options: branding and licensing and digital marketing. These concentrations give graduates a focused skill set in which to set their career trajectory. This major will prepare students for successful marketing-related careers by fostering intellectual and personal growth while developing specialized skills relevant to the branding and promotion of products and services to the public.

Marketing BS Requirements

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum: (32-33 credits)

POST 101 1 credit

First-Year Seminar 3 credits

Writing I 3 credits

Writing II 3 credits

Quantitative Reasoning (MTH 4 or MTH 6 required) 3 credits

Scientific Inquiry & the Natural World 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

(ECO 10 required)

Additional course from one cluster (ECO 11 required) 3-4 credits

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

Choose an additional 26 credits of Liberal Arts electives required.

Choose

Major Requirements

All of the following are required:

ACC	11	Accounting Principles I	3.00
BDA	18	Data Analytics in Excel	3.00
FIN	11	Principles of Finance I	3.00
MAN	11	Principles of Management	3.00
MAN	16	Business Communication	3.00
MKT	11	Marketing Principles and Practices	3.00
MKT	35	Integrated Marketing Communications	3.00
MKT	70	International Business: The Firm & Environment	3.00
QAS	20	Business Statistics	3.00

Choose one of the following:

ENT	17	Social Entrepreneurship Consulting	3.00
ENT	101	Foundations of Entrepreneurship	3.00

The following are required:

ECON	10	Introduction to Microeconomics	3.00
ECON	11	Introduction to Macroeconomics	3.00

Choose one of the following:

MTH	4	Introductory Mathematics for Business	3.00
MTH	6	Calculus for Business and Social Science	3.00

Digital Marketing Concentration Requirements

Digital Marketing Concentration Requirements

All of the following are required:

MKT	15	Online Consumer Behavior	3.00
MKT	24	Digital Marketing and Branding	3.00
MKT	26	Digital Marketing Analytics	3.00
MKT	23	Social Media Marketing	3.00

Choose six courses from any of the following subject areas: ACC, BDA, BUS, FIN, LAW, MAN, MIS, MKT, QAS

The following capstone course is required:

MKT	80	Capstone in Digital Marketing	3.00
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Branding and Licensing Concentration Requirements

All of the following are required:

MKT	14	Consumer Motivation and Behavior	3.00
MKT	25	Brand Management	3.00
MKT	36	Brand Licensing	3.00
MKT	41	Advertising	3.00

Choose six courses from any of the following subject areas: ACC, BDA, BUS, FIN, LAW, MAN, MIS, MKT, QAS

The following capstone course is required:

MKT	82	Capstone in Branding and Licensing	3.00
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Minimum Business GPA 2.00 Major GPA Required.

ACCELERATED SHARED CREDIT PROGRAM

B.S. Business Administration and M.B.A. Business Administration

The 150-credit B.S. Business Administration and M.B.A. in Business Administration accelerated, shared-credit 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, management information systems, marketing, or data analytics, then seamlessly transition into the Master of Business Administration (M.B.A.) program. This accelerated, shared-credit 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 in some cases on 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 "Financial Reports Analysis," "Global Business: Environment and Operations," "Corporate Mergers and Restructuring Strategies", "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 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. Business

Administration and M.B.A. in Business Administration accelerated shared credit 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 FIN12
 - MAN 11
 - MKT 11
 - 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.

BS Business Administration and MBA Business Administration

{Program Codes: 06990 and 79096}
{HEGIS: 0506 and 0506}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5)	3 credits required
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (ECO 11 required)	3-4 credits

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

Major Requirements

Required Undergraduate Business Administration Courses

(36 credits)

(A grade of B or better is required in ACC 11 OR 12, FIN 11 OR 12, MAN 11 and 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

Finance Concentration Requirements

Required Undergraduate Economic Analysis Course; one of the following:

ECO	61	Microeconomic Analysis	3.00
ECO	62	Macroeconomic Analysis	3.00

Required Undergraduate Statistics Course: (Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.)

QAS	20	Business Statistics	3.00
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Required Undergraduate Finance Courses (6 credits):

FIN	31	Investments	3.00
FIN	81	Seminar in Financial Services	3.00

Choose three of the following (9 credits):

FIN	29	Private Equity and Venture Capital	3.00
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

Required Undergraduate Co-Related Courses:

(A grade of B or better is required for ECO 11, and 12. Must receive a B or better in QAS 20 to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
MTH	5	Linear Mathematics for Business and Social Science	3.00
MTH	6	Calculus for Business and Social Science	3.00
POL	3	Introduction to American Politics	3.00

One additional undergraduate course from: ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS is required.

Required Graduate Business Courses: (A grade of B or better is required to waive requirement for MBA.)

MBA	621	Financial Markets and Institutions	3.00
MBA	624	Operations Management	3.00

Required Graduate Management Perspective Courses (12 credits):

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 (15 credits):

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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A 3.0 GPA in undergraduate Finance concentration is required and a 3.0 GPA in graduate major required.

Management Concentration Requirements

Required Undergraduate Statistics Courses: (A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.)

QAS	20	Business Statistics	3.00
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Required Undergraduate Management

Courses:

MAN	14	Creating and Managing a Small Business	3.00
MAN	81	Management Seminar	3.00

Nine Credits from the following:

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	31	Negotiation Strategy	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

One additional undergraduate course from: ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS is required.

Required Graduate Business Courses: (A grade of B or better is required to satisfy this requirement.)

MBA	623	Organizational Behavior	3.00
MBA	624	Operations Management	3.00

Required Graduate Management Perspective Courses:

MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	625	Global Business: Environment and Operations	3.00

Elective Graduate Business Courses:

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726.

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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Required Undergraduate Co-Related Courses: (A grade of B or better is required for ECO 11, 12. A grade of B or better in QAS 20 is needed to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	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 American Politics	3.0

(A 3.0 GPA in undergraduate Management major concentration required and a 3.0 GPA in Graduate major required.)

Marketing Concentration Requirements

Required Undergraduate Statistics Courses:
(A grade of B or better in QAS 20 OR ECO 72 is required to waive GBA 525.)

QAS	20	Business Statistics	3.00
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Required Undergraduate Marketing Courses:

MKT	51	Marketing Research	3.00
MKT	81	Marketing Seminar	3.00

Nine credits of the following are required:

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

One additional undergraduate course from: ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS is required.

Required Graduate Business Courses:

(A grade of B or better is required to satisfy this requirement.)

MBA	622	Competitive Marketing Strategy	3.00
MBA	625	Global Business: Environment and Operations	3.00

Required Graduate Management Perspective Courses:

MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	621	Financial Markets and Institutions	3.00
MBA	623	Organizational Behavior	3.00
MBA	624	Operations Management	3.00

Elective Graduate Business Courses:

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726.

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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Required Undergraduate Co-Related Courses:
(A grade of B or better is required for ECO 11, 12. A grade of B or better in QAS 20 is needed to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	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 American Politics	3.00

(A 3.0 GPA in undergraduate Marketing major concentration required and a 3.0 GPA in Graduate major required.)

Management Information Systems

Concentration Requirements

Required Undergraduate Statistics Courses:

QAS	19	Business Analytics	3.00
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Required Undergraduate Management

Information System Courses:

MIS	20	Information Systems Management	3.00
MIS	30	Business Systems Analysis and Database Design	3.00
MIS	40	Management Support Systems	3.00

MIS	50	Management of Telecommunications and Networks	3.00
MIS	60	Managing Information Technology and Electronic Commerce in a Multinational Business Environment	3.00

One additional undergraduate course from: ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS is required.

Required Graduate Business Courses:

(Grade of B or better is needed to satisfy this requirement.)

MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	625	Global Business: Environment and Operations	3.00

Required Graduate Management Perspective Courses:

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 include: BLW 701, TAX 726, as well as any 700 level FIN, IBU, MAN, MIS or MKT course; or any 800 MKT level course.

A grade of B or better is needed to satisfy the elective requirement.

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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Required Undergraduate Co-Related Courses:
(A grade of B or better is required for ECO 11, 12. A grade of B or better in QAS 20 is required to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	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 American Politics	3.00

(A 3.0 GPA in undergraduate Management Information Systems major concentration required and a 3.0 GPA in Graduate major required.)

International Business Concentration Requirements

Required Undergraduate Statistics Courses:
(A grade of B or better is required to satisfy this requirement.)

QAS	20	Business Statistics	3.00
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Required Undergraduate International Business Courses:

FIN	71	Global Financial Markets	3.00
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MAN	75	International Management and Cross Cultural Behavior	3.00
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MKT	71	International Marketing	3.00
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Two of the following courses:

FIN	72	Global Financial Management	3.00
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MIS	60	Managing Information Technology and Electronic Commerce in a Multinational Business Environment	3.00
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MKT	70	International Business: The Firm & Environment	3.00
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MKT	72	Entry Strategies	3.00
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MKT	73	Fundamentals of Export Marketing	3.00
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One additional undergraduate course from:

ACC, BUS, FIN, LAW, MAN, MIS, MKT or

QAS is required.

Required Graduate Business Courses:

(A grade of B or better is required to satisfy this requirement.)

MBA	620	Managing Information Technology and e-Commerce	3.00
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MBA	625	Global Business: Environment and Operations	3.00
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Required Graduate Management Perspective Courses:

MBA	621	Financial Markets and Institutions	3.00
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MBA	622	Competitive Marketing Strategy	3.00
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MBA	623	Organizational Behavior	3.00
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MBA	624	Operations Management	3.00
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Elective Graduate Business Courses:

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726.

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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Required Undergraduate Co-Related Courses:

(A grade of B or better is required for ECO 11,

12. A Grade of B or better in QAS 20 is required to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
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ECO	11	Introduction to Macroeconomics	3.00
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MTH	5	Linear Mathematics for Business and Social Science	3.00
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MTH	6	Calculus for Business and Social Science	3.00
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POL	2	Introduction to American Politics	3.00
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(A 3.0 GPA in undergraduate International Business major concentration required and a 3.0 GPA in Graduate major required.)

Credit and GPA Requirements

Minimum Total Credits (for freshmen): 150

Minimum Total Undergraduate Credits: 120

Minimum Graduate Credits: 36-48

Minimum Undergraduate Liberal Arts Credits: 60

Minimum Undergraduate Major GPA: 2.00

Minimum Undergraduate Cumulative GPA: 3.00

Minimum Graduate GPA: 3.00

MINORS

Minor: 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 12 credits and includes the basics of Business Administration (accounting, finance, 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

ACC	11	Accounting Principles I	3.00
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FIN	11	Principles of Finance I	3.00
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MAN	11	Principles of Management	3.00
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MKT	11	Marketing Principles and Practices	3.00
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Recommended Business Elective Courses

Students are recommended to complete at least 3 credits in any of these disciplines: ACC, BDA, BUS, ENT, FIN, LAW, MAN, MIS, MKT, QAS courses

Credit and GPA Requirements

Minimum Total Credits: 12

Minimum Minor GPA: 2.25

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 internationally. Tools and techniques for risk assessment and risk management will be explored using financial calculators and spreadsheet models.

Prerequisites of FIN 11 and ACC 11 are required.

Credits: 3

Every Semester

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

This 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 co-ops, 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.

Credits: 3

Annually

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 80 Capstone in Finance

The Financial Management capstone will apply corporate financial theory to financial policy and valuation with the goal of synthesizing all previous program learning. Although the projects shall vary from year to year, they shall involve questions in the future career area of the students, who, taking the vantage point of a research analyst, will evaluate questions relating to M&A, IPO's or Equity Research. It shall provide an opportunity to develop practical excel modelling skills on real time data by constructing spreadsheets for financial forecasting, sensitivity analysis, financial statement analysis, cost of capital, discounted cash flow, and capital budgeting.

Prerequisite of FIN 12 is required.

Credits: 3

Every Spring

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

On Occasion

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

On Occasion

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

On Occasion

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.

Credits: 3

On Occasion

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 Fall and Spring

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.

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.

Prerequisite 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.

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, and 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.

Credits: 3

Every Fall and Spring

MAN 31 Negotiation Strategy

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 decision making, and recognize psychological biases. Students develop ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. Through circumspect situational-analysis balancing ethical consideration students refine strategic thinking. Students will build a comprehensive set of skills necessary for success in any personal, career, entrepreneurial, and organizational setting. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.

Credits: 3

Every Semester

MAN 34 Service Management

This course provide 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.

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

On Occasion

MAN 92 Independent Research Study

A program of supervised research in a selected area of management.

Prerequisite of Senior status is required.

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.

Management Information Systems Courses

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 or co-requisite of MAN 18 is required for all business majors.

Co-requisite of ACC80 is required for accounting majors.

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

On Demand

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

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.

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

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 actions 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 15 Online Consumer Behavior

This course will provide an overview of how companies locate and engage with customers in today's online environment. We will also examine the evolution of buying behavior in the online marketplace, and the ability of digital marketers to access increasing amounts of consumer data as they look to target new consumers. Students will be provided with an overview of technologies that have enabled marketers to pivot from a one-to-many towards a more personalized approach in communications. We will also examine various retail industries to determine which have the ability to grow in a digital market. During the course, we will examine how successful multi-national companies have made this transition in their business model, and also look at companies who have not been able to make this transition and are no longer viable.

Prerequisite of MKT 11 is required.

Credits: 3

Every Fall

MKT 21 Retailing

This is a survey course emphasizing retail strategy, the evolution of retail institutions such as hypermarkets and the wheel of retailing, markups, 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 23 Social Media Marketing

Students will learn the necessary components for creating and launching social media campaigns including Facebook, Instagram, and Twitter, among others. We will research how to create effective brand messages based on the use of storytelling. This course will cover the components of designing specific digital advertisements that are geared towards attracting new customers, retaining current customers and/or re-engaging past customers. Students will also create landing pages as an additional tool to assist them in deploying digital campaigns. Students will then target their campaigns to selected markets and measure the results on their activity.

Prerequisite of MKT 11 is required.

Credits: 3

Every Spring

MKT 24 Digital Marketing and Branding

Discover the exciting cutting-edge 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 26 Digital Marketing Analytics

Students will learn how to use and interpret data as a critical tool in creating and assessing online marketing campaigns. During the course students will examine

various campaigns and data points to learn how to analyze key performance indicators. We will also cover how to determine which factors are forward and lagging indicators, how to conduct A/B testing, and make necessary adjustments in digital campaigns to maximize results.

Prerequisite of MKT 11 is required.

Credits: 3

Every Fall

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

Every Semester

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 towards better understanding market trends and brand differentiation. 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 80 Capstone in Digital Marketing

This capstone course provides students with the strategic and analytical skills to succeed in organizations that are using digital marketing tools and resources. The organizations include the "suppliers" of these new digital tools (e.g., Google, Facebook, and Amazon) and digital marketing agencies.

This course will cover the various roles of a digital marketing agency or corporate digital marketing department including; budgeting, project planning, attracting and retaining clients, and executing digital marketing campaigns. Students will evaluate a case study of an agency or department that is managing clients and outside vendors, create the strategic plan for this agency or department, and choose the business model and digital platforms that will best support the company in the future.

Pre requisites: MKT 23, MKT 24 and MKT 26

Credits: 3

Every Spring

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 82 Capstone in Branding and Licensing

The course investigates the following critical aspects of brand management and licensing including branding and licensing

technologies, the cognitive and cultural factors that shape customer perceptions, development of a differentiated brand identity, impact of changing technology on brand communication, and primary and secondary brand identifiers. Students will work in teams to develop an effective marketing plan using marketing analytics to evaluate brand equity and licensed properties.

Pre requisites: MKT 25, MKT 36 and MKT 41

Credits: 3

Every Spring

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 and approval must be obtained from the Chair of the Business Administration 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 pre requisite of MKT 25, MKT 36 and Senior status with a 3.00 MKT courses GPA.

Credits: 3

Annually

SCHOOL OF PROFESSIONAL ACCOUNTANCY

Accounting

Phone: 516-299-4193

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Email: liupostbiz@liu.edu

Admissions: 516-299-2900 (post-enroll@liu.edu)

Acting Director, Dr. Rebecca L. Rosner

Professors: Abatamarco, Rosner

Associate Professor: Leopold-Persoff

Assistant Professors: Haq, Herman, Hoops, Siraj

Adjuncts: 2

The LIU Post School of Professional Accountancy holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the School prepares students for careers in accounting as auditors, forensic accountants, tax professionals, financial planners, and more. The Accounting curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State.

The School's Master of Science degrees is offered in accountancy (select a concentration in professional accounting or taxation). Graduate programs in accountancy comprise several courses offered in the blended learning format, which combines the convenience of online learning with the benefits of live classroom discussion and interaction. All graduate Tax courses are offered fully online. The courses are offered asynchronously which provides the flexibility for course participation at any time without being restricted to a specific course time slot. The School is part of LIU Post's College of Management, which is accredited by AACSB International – the Association to Advance Collegiate Schools of Business.

B.S. Accountancy

The 120-credit Bachelor of Science in Accountancy prepares students for a successful career in the fields of accountancy, auditing, taxation, and other 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 practicing accounting professionals and accounting 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 international and New York-based accounting and business services firms.

B.S. in Accounting Learning Goals

Goal 1: Students will be able to use information technology for decision making and problem solving in business.

Goal 2: Students will be able to demonstrate knowledge of, and the ability to apply, accounting, auditing, and tax concepts in domestic and global settings.

Goal 3: Students will be able to understand professional responsibilities and methods for identifying and addressing ethical and legal issues in business and accounting.

Goal 4: Students will be able to demonstrate effective communication skills.

Goal 5: Students will be able to demonstrate effective collaborative skills.

ADMISSION REQUIREMENTS

- **Incoming freshmen** should have a solid B average (3.0 or 100 point equivalent grade point range of 82-85) 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. Accountancy

{Program Code: 06983} {HEGIS:0502.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5 required)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Add'l course from one cluster (ECO 11 required)	3-4 credits

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

Major Requirements

Required Accountancy Courses

Students must have a grade of C 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 Business Courses

Student must complete at least 50% (12 credits) of business courses at LIU Post to graduate.

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
MIS 20	Information Systems Management	3.00
MKT 11	Marketing Principles and Practices	3.00
QAS 19	Business Analytics	3.00
QAS 20	Business Statistics	3.00

Required Co-Related Courses

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	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 Math 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:

ORC 1	Public Speaking	3.00
ORC 17	Speech Communication in Organizations	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60
 Minimum Accounting and Business Credits: 54
 Minimum Accounting GPA: 2.0
 Minimum Business Courses GPA: 2.00
 Minimum Cumulative GPA: 2.00

ACCELERATED SHARED CREDIT PROGRAMS

B.S. Accountancy and M.S. Accountancy

The School of Professional Accountancy, offers an accelerated shared credit 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. Accountancy and M.S. Accountancy accelerated shared credit program meets the 150-hour CPA licensure-qualifying requirements 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 the accelerated shared credit program 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 FIN12
 - MAN 11
 - MKT 11
 - QAS 20
- Minimum GMAT score of 400 (LIU students that maintain a 3.5 GPA or better will have the GMAT requirement waived. The GMAT is also not required if any applicant has taken the LSAT exam within the past five (5) years and has received a minimum score of 141, or has taken the GRE, Graduate Records Exam, and has received an equivalent score of 400. Applicants holding CPA license, JD degree,

doctorate degree, or a Master's degree in Engineering are also exempt from the GMAT or GRE requirement. Applicants holding other professional licenses or advanced degrees may also be eligible for a waiver.)

- 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. and M.S. Accountancy

{Program Codes: 06983 and 06982} {HEGIS: 0502. and 0502.}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. / M.S. Accountancy must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5)	3 credits
(required)	
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
(ECO 10 required)	
Additional course from one cluster	3-4 credits
(ECO 11 required)	

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

Undergraduate 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)

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
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Required Undergraduate Business Courses

All courses must be completed with a grade of B or better

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 Managing Information Technology and e-Commerce	3.00
MBA 620*	Operations Management	3.00
MBA 624*	Marketing Principles and Practices	3.00
MKT 11	Business Statistics	3.00
QAS 20		

*Note that dual degree candidates in the B.S./M.S. program may take MBA 620 (Managing Information Technology and e-Commerce) in place of MIS 20 (Information Systems Management) and may take MBA 624 (Operations Management) 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

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	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 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:

ORC 1	Public Speaking	3.00
ORC 17	Speech Communication in Organizations	3.00

Required Graduate Core Courses

ACC 742	Financial Statement Analysis	3.00
ACC 750	Advanced Accounting Information Systems	3.00

TAX 620 Tax Accounting 3.00

Professional Accounting Concentration

Required Graduate Accounting Courses

Students must complete all of the following (12 credits total):

ACC 720 Not-for-Profit Entity Accounting 3.00
 ACC 753 Advanced Auditing and Data Analytics 3.00
 ACC 754 Forensic Accounting 3.00
 ACC 790 Accounting Seminar 3.00

Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives (9 credits total). Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above:

ACC 709 Corporate Financial Reporting 3.00
 TAX 625 Federal Taxation of Estates, Gifts and Trusts 3.00
 TAX 726 Tax Strategies and Business Decisions 3.00
 TAX 729 State & Local Taxation 3.00
 TAX 760 Tax Research 3.00
 TAX 762 Procedures and Practices in Federal Taxation 3.00
 TAX 771 Corporate Taxation 3.00
 TAX 772 Corporate Reorganizations and Consolidations 3.00
 TAX 773 Consolidated Returns 3.00
 TAX 774 Taxation of High Net-Worth Individuals / Introduction to Personal Financial Planning 3.00
 TAX 775 Partnerships and Limited Liability Entities 3.00
 TAX 776 Subchapter S Corporations 3.00
 TAX 777 Estate Planning 3.00
 TAX 778 Advanced Partnerships and Limited Liability Entities 3.00
 TAX 779 Tax Exempt Organization 3.00
 TAX 780 Fundamentals of Qualified Employee Benefit Plans 3.00
 TAX 788 International Taxation 3.00

TAX 791 Independent Study (Director's Permission) 3.00

Taxation Concentration

Required Graduate Taxation Courses

Students must complete all of the following (12 credits total):

TAX 760 Tax Research 3.00
 TAX 762 Procedures & Practices in Federal Taxation 3.00
 TAX 771 Corporate Taxation 3.00
 TAX 775 Partnerships & Limited Liability Entities 3.00

Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives (9 credits total). Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above:

ACC 709 Corporate Financial Reporting 3.00
 ACC 720 Not-for-Profit Entity Accounting 3.00
 ACC 753 Advanced Assurance & Data Analytics 3.00
 ACC 754 Forensic Accounting 3.00
 ACC 790 Accounting Seminar 3.00
 TAX 625 Federal Taxation of Estates, Gifts and Trusts 3.00
 TAX 726 Tax Strategies and Business Decisions 3.00
 TAX 729 State & Local Taxation 3.00
 TAX 772 Corporate Reorganizations and Consolidations 3.00
 TAX 773 Consolidated Returns 3.00
 TAX 774 Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning 3.00
 TAX 776 Partnerships and Limited Liability Entities 3.00
 TAX 777 Estate Planning 3.00
 TAX 778 Advanced Partnerships and Limited Liability Entities 3.00
 TAX 779 Tax Exempt Organization 3.00
 TAX 780 Fundamentals of Qualified Employee Benefit Plans 3.00
 TAX 788 International Taxation 3.00

TAX 790 Developments in Taxation 3.00

TAX 791 Independent Study (Director's Permission) 3.00

For scheduling purposes please note:

Generally offered in the Fall: ACC 742, ACC 750, ACC 754, TAX 760, TAX 771, TAX 776, TAX 778, TAX 788

Generally offered in the Spring: ACC 720, ACC 753, ACC 790, TAX 620, TAX 729, TAX 762, TAX 775

Credit and GPA Requirements

Minimum Total Credits: 150
 Minimum Undergraduate Business Credits: 24
 Minimum Undergraduate Accounting Credits: 30
 Minimum Undergraduate Liberal Arts Credits: 60
 Minimum Graduate Credits: 30
 Minimum Undergraduate Major GPA: 3.00
 Minimum Undergraduate Cumulative GPA: 3.00
 Minimum Graduate GPA: 3.00

B.S. Accountancy and M.B.A.

Accountancy

The School of Professional Accountancy offers an accelerated shared credit program for qualified students to earn both a Bachelor of Science Accountancy and an M.B.A. This shared credit program allows the student to obtain both degrees in five years earning a total of 150 credits. 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. Accountancy and M.B.A. meets the 150-hour CPA licensure-qualifying requirements 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 the accelerated shared credit program in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

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 FIN12
 - MAN 11
 - 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.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. Accountancy and M.B.A.

[Program Code: 06983 and 79096] {HEGIS: 0502.0 and 0506.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Accountancy / M.B.A. Accountancy must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5 required)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (ECO 11 required)	3-4 credits

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

Undergraduate 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
QAS 20	Business Statistics	3.00

Required Undergraduate Co-Related Courses

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	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 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:

ORC 1	Public Speaking	3.00
ORC 17	Speech Communication in Organizations	3.00

Required Graduate Management

Perspective Courses

MBA 620	Managing Information Technology and e-Commerce	3.00
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
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 Auditing and Data Analytics	3.00

Required Graduate Capstone Course

MBA 820	Business Policy	3.00
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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 Courses

Accounting majors pursuing the BS Accountancy and M.B.A. are encouraged to take three accounting electives from the following courses: ACC 720, ACC 742, ACC 754, ACC 790, TAX 620, TAX 760. They may choose any other ACC, TAX, FIN, IBU, MAN, MIS or MKT 700 level or above course.

Credit and GPA Requirements

- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 120
- Minimum Undergraduate Liberal Arts Credits: 60
- Minimum Graduate Major Credits: 36
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

Accounting

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

Accounting and Business Law Courses

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.

Co-requisite 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, partnership, 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

**SCHOOL OF COMPUTER
SCIENCE, INNOVATION AND
MANAGEMENT
ENGINEERING**

**DEPARTMENT OF CRIMINAL
JUSTICE & CYBER
ANALYTICS**

Phone: 516-299-2467

Fax: 516-299-3876

Chair: Professor Kushner

Associate Professor: O'Connor

Adjunct Faculty: 15

The undergraduate criminal justice & cyber analytics program provides an ideal foundation for careers in cyber security, law, and criminal justice. The criminal justice & cyber analytics 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. The major also prepares students for the growing impact of cyber technology on crime prevention, mitigation, and analysis.

In the B.A. in Criminal Justice and accelerated shared credit five-year B.A. Criminal Justice and M.S. 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 & cyber analytics 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 & cyber analytics is also available to students in other majors.

B.A. 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 cyber security 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 & cyber analytics course without any prerequisites.

All Criminal Justice majors are required to take CACJ 11 and 23 as prerequisites or co-requisites for CACJ 30, 37, 38, 41, 44, 60, 68, 76 and 85. There are no prerequisites for Criminal Justice & Cyber Analytics elective courses.

Criminal Justice majors must take CACJ 85 in their senior year.

In-service students may substitute CACJ 85 by completing an additional advanced courses in Criminal Justice & Cyber Analytics.

B.A. Criminal Justice

{Program Code: 07077} {HEGIS: 2105.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits

Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Major Requirements

Required Criminal Justice & Cyber Analytics Courses

All of the following:

CACJ 11	Introduction to Criminal Justice & Cyber Security	3.00
CACJ 20	Critical Issues in Criminal Justice	3.00
CACJ 23	Theories of Crime	3.00
CACJ 30	Gender and the Law	3.00
CACJ 37	Foundation for Scholarship	3.00
CACJ 38	Methods of Criminal Justice Research	3.00
CACJ 41	Criminal Law	3.00
CACJ 44	The Police and Community Relations	3.00
CACJ 60	Terrorism	3.00
CACJ 68	Correctional Philosophy: Theory and Practice	3.00
CACJ 76	Criminal Procedure	3.00
CACJ 85	Criminal Justice & Cyber Security Practicum	3.00

Elective Criminal Justice & Cyber Analytics Courses

Three courses/nine credits from all CACJ or CSA courses excluding 300-level Honors courses

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 90
 Minimum Major GPA: 2.00
 Minimum Cumulative GPA: 2.00

**ACCELERATED SHARED
CREDIT PROGRAM**

Accelerated B.A. Criminal

Justice and M.S. Criminal Justice

This program allows students to earn both the Bachelor of Arts and the Master of Science degrees 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 shared credit 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 accelerated shared credit B.A. and M.S. program in Criminal Justice 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 & Cyber Analytics. 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 CACJ 11 and 23 as prerequisites or co-requisites for CACJ 30, 37, 38, 41, 44, 60, 68, 76 and 85. There are no prerequisites for Criminal Justice & Cyber Analytics elective courses.

Criminal justice majors must take CACJ 85 in their senior year.

In-service students may substitute CACJ 85 by completing an additional advanced course in Criminal Justice & Cyber Analytics.

B.A. Criminal Justice and M.S.

Criminal Justice

{Program Code: 07077 and 07078}

{HEGIS: 2105. and 2105.}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. / M.S. Criminal Justice must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits

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

Undergraduate Major Requirements

Required Undergraduate Criminal Justice & Cyber Analytics Courses

All of the following:

CACJ 11	Introduction to Criminal Justice & Cyber Security	3.00
CACJ 20	Critical Issues in Criminal Justice	3.00
CACJ 23	Theories of Crime	3.00
CACJ 30	Gender and the Law	3.00
CACJ 37	Foundation for Scholarship	3.00
CACJ 38	Methods of Criminal Justice Research	3.00
CACJ 41	Criminal Law	3.00
CACJ 44	The Police and Community Relations	3.00
CACJ 60	Terrorism	3.00
CACJ 68	Correctional Philosophy: Theory and Practice	3.00
CACJ 76	Criminal Procedure	3.00
CACJ 85	Criminal Justice & Cyber Security Practicum	3.00

Elective Undergraduate Criminal Justice & Cyber Analytics Courses

Three courses/nine credits from all CACJ or CSA courses excluding 300-level Honors courses

Graduate Major Requirements

Required Graduate Criminal Justice & Cyber Analytics Courses

All of the following:

CACJ 555	Cyber Security	3.00
CACJ 690	Theories of Crime Causation	3.00
CACJ 699	Foundations of Scholarship	3.00
CACJ 700	Research Design and Methods	3.00
CACJ 707	Thesis Research	3.00
CACJ 708	Thesis Consultation	3.00

Students must choose from graduate concentrations in General Criminal Justice & Cyber Analytics Studies or Fraud Examination.

General Criminal Justice & Cyber Analytics Concentration Requirements

Following must be taken:

CACJ 675	Critical Issues in Law and Society	3.00
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Five courses/fifteen credits of the following Elective Graduate General Criminal Justice & Cyber Analytics courses:

CACJ 523	Computers and the Criminal Justice System	3.00
CACJ 529	Effectiveness of Prevention and Treatment Programs	3.00
CACJ 530	Victimology	3.00
CACJ 536	Introduction to Forensic Technology	3.00
CACJ 540	Employment Discrimination Law	3.00
CACJ 552	Communications and the Criminal Justice System	3.00
CACJ 560	Funding and Grant Evaluation	3.00
CACJ 565	Interpersonal Relations in Administration	3.00
CACJ 570	Seminar in Criminal Justice	3.00
CACJ 577	Police and Professionalism	3.00
CACJ 582	Psychiatry and the Law	3.00
CACJ 585	Seminar in Court Administration	3.00

CACJ 600	Advanced Standing Criminal Justice & Cyber Security I	3.00
CACJ 601	Advanced Standing Criminal Justice & Cyber Security II	3.00
CACJ 630	Forensic Psychology	3.00
CACJ 631	Seminar in Organized Crime	3.00
CACJ 635	The Mass Murderer and the Violent Criminal	3.00
CACJ 640	Seminar in the Administration of Juvenile Justice	3.00
CACJ 647	Forensic Investigation of Fire, Arson and Explosions	3.00
CACJ 650	Class and Social Structure	3.00
CACJ 652	Seminar on the Grand Jury and the Petit Jury	3.00
CACJ 655	Counseling in Criminal Justice	3.00
CACJ 656	Managerial Supervision	3.00
CACJ 658	Crisis Intervention in Criminal Justice	3.00
CACJ 660	Principles and Methods of Rehabilitation of Offenders	3.00
CACJ 665	Criminal Justice Response to Domestic Violence	3.00
CACJ 670	Narcotic Addiction, Alcoholism and Crime	3.00
CACJ 680	Graduate Internship	3.00
CACJ 686	Seminar in Justice	3.00
CACJ 689	Planning and Management	3.00
CACJ 697	Workload Management	3.00
CACJ 698	Crime and Criminality in Cinematography	3.00
CACJ 734	Forensic Homicide Investigation	3.00
CACJ 760	Terrorism	3.00
CACJ 801	Introduction to Fraud Examination	3.00
CACJ 802	Methods of Fraud Examination	3.00
CACJ 803	Auditing Principles in Fraud Examination	3.00

CACJ 804	Professional Accounting Standards in Fraud Examination	3.00
CACJ 805	Fraud Examination and the Law	3.00
CACJ 806	Ethics in Fraud Examination	3.00
CSA 546	Theories of Private Security and Loss Prevention	3.00
CSA 571	Private Security Administration	3.00
CSA 581	Security of Intellectual Property	3.00
CSA 582	Instructing Security Trainers	3.00
CSA 583	Security Law	3.00
CSA 587	Institutional Security Planning	3.00
CSA 593	Investigation Management	3.00

**Fraud Examination Concentration
Requirements**

All of the following Graduate Fraud Examination courses:

CACJ 801	Introduction to Fraud Examination	3.00
CACJ 802	Methods of Fraud Examination	3.00
CACJ 803	Auditing Principles in Fraud Examination	3.00
CACJ 804	Professional Accounting Standards in Fraud Examination	3.00
CACJ 805	Fraud Examination and the Law	3.00
CACJ 806	Ethics in Fraud Examination	3.00

Credit and GPA Requirements

Minimum Total Credits: 144
 Minimum Total Undergraduate Credits: 120
 Minimum Graduate Credits: 36 (all concentrations)
 Minimum Undergraduate Liberal Arts Credits: 90
 Minimum Undergraduate Major GPA: 3.00
 Minimum Undergraduate Cumulative GPA: 3.00
 Minimum Graduate GPA: 3.00

MINOR

**Minor: Criminal Justice and
Cyber Analytics**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Criminal Justice & Cyber Analytics. 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 & Cyber
Analytics Requirements**

**Required Criminal Justice & Cyber
Analytics Courses**

All of the following:

CACJ 11	Introduction to Criminal Justice & Cyber Security	3.00
CACJ 23	Theories of Crime	3.00
CACJ 41	Criminal Law	3.00
CACJ 68	Correctional Philosophy: Theory and Practice	3.00

**Elective Criminal Justice & Cyber
Analytics Courses**

Two courses/six credits from all CACJ or CSA courses numbered 1 through 299 excluding Honors courses

Credit and GPA Requirements

Minimum Total Credits: 18
 Minimum Minor GPA: 2.00

Criminal Justice & Cyber Analytics Courses

CACJ 11 Introduction to Criminal Justice & Cyber Security

This course covers the agencies that make up today's criminal justice system such as police, courts and corrections. It introduces the student to the cyber threats confronted by these agencies and explores the role of cyber security in mitigating crime.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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

CACJ 20 Critical Issues in Criminal Justice

This course reviews contemporary issues in criminal justice. Issues such as the media, gun control, and immigration are all discussed with their impact on the criminal justice system.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 31 Organized 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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.

Credits: 3

On Occasion

CACJ 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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

CACJ 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 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

CACJ 60 Terrorism

This course is a survey of terrorism within the United States. Topics include the threat of domestic, transnational, and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Semester

CACJ 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

CACJ 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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, de-institutionalization, and aftercare.

Credits: 3

On Occasion

CACJ 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 85 Criminal Justice & Cyber Analytics 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.

Co-requisite of CACJ 11 and 23 are required for all CACJ majors.

Credits: 3

Every Fall and Spring

CACJ 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

CACJ 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

CACJ 99 Independent Study

Individually tailored program of supervised research in a selected area of criminal justice & cyber analytics.

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

**DEPARTMENT OF
INNOVATION AND
ENTREPRENEURSHIP**

Phone: 516-299-2293

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Chair: Ling Zhu

Senior Professor: White

Professors: Dorchak, Wang

Associate Professors: Han, Heim, Malinowski,
Osman, Zhu

Instructors: Serota, Williams

Adjunct Faculty: 6

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

{Program Code: 06996} {HEGIS: 0702.0}

Core Curriculum Requirements

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

**LIU Post Thematic Core Curriculum
(32-33 credits)**

POST 101 1 credit

First-Year Seminar 3 credits

Writing I 3 credits

Writing II 3 credits

Quantitative Reasoning (MTH 6 3 credits
or 7 required)

Scientific Inquiry & the Natural 4 credits
World (PHY 3 or 11 required)

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

Add'l course from one cluster 3-4 credits
(PHY 4 or 12 required)

Scientific Inquiry & the Natural
World cluster

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 requirement for the major, also counts toward liberal arts and sciences credit requirements. 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 19 and IT 50 (as FYS) are the only co-related requirement for B.S. Computer Science majors. Please consult with your academic advisor to ensure core requirements for math and science courses are fulfilled.

IT 50 Effective Strategies for 3.00
Academic Success

MTH 19 Basic Statistics 3.00

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 3.00
Design and Development

CS 111 Object Oriented 3.00
Programming 1

CS 116 Object 3.00
Oriented Programming 2
(Data Structures)

CS 127 Introduction to Game 3.00
Programming

CS 136 Networks and IT 3.00

CS 229 Foundations of 3.00
Information Systems

CS 233 Operating Systems with 3.00
Linux

CS 237 HCI and Usability 3.00

CS 244 Software Systems 3.00
Methodologies

CS 245 Working in a Team 3.00
Environment

CS 251 Programming Languages 3.00

CS 255 Technical 3.00
Communications (WAC)

IT 151 Foundations of 3.00
Information Technology

IT 266 Legal, Social and Ethical 3.00
Issues (WAC)

Four (4) approved major 12.00
electives

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. 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. Fashion Merchandising

{Program: 37520} {HEGIS: 0509.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts (excluding ART courses)	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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.

Major Requirements

All courses required from the following:

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 32	Fashion Media	3.00
FM 39	Fashion Sustainability	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	3.00

Take both of the following:

MKT 11	Marketing Principles and Practices	3.00
FM 25	Brand Management	3.00

Choose two from the following Fashion Merchandising Elective Courses:

FM 35	Computer Aided Design: CAD for Merchandising	3.00
FM 39	Sustainability in Global Fashion	3.00
FM 56	Luxury Branding	3.00
FM 70	Fashion Entrepreneurship	3.00
FM 72	Style Writing	3.00
FM 82	Global Fashion	3.00
FM 87	Fashion Merchandising Internship	3.00
FM 88	Fashion Merchandising Engaged & Global Learning	1.00-3.00
<i>May take FM 88 up to three times for a maximum of 3 credits</i>		
MAN 18	Introduction to Business Information Processing	3.00
BDA 20	Introduction to Data Science	3.00

Liberal Arts and Free Electives: Students choose courses 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: 48
 Elective Credits: 12
 Minimum Overall GPA: 2.00
 Minimum Major GPA: 2.00

B.S. in Sports Management

The B.S. in Sports Management program delivers an innovative educational experience grounded both in relevant theory and practice that imparts

the tools for each student to become a successful leader in the global sports industry. Besides courses in marketing, management, economics, accounting, and law, this program offers courses in the psychology of sports, negotiations, facility management and more. Students will be presented with opportunities to gain invaluable practical field experience through meaningful internships with a variety of sports teams and leagues, sports media entities, sports apparel companies, sports product manufacturers, as well as in the sports fitness and sports recreational industries.

ADMISSIONS REQUIREMENTS

Incoming freshmen must have a 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 a minimum college GPA of 2.0.

B.S. Sports Management

{Program: 39157} {HEGIS: 0599.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts (excluding ART courses)	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 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.

Major Requirements

Sports Management required courses (36 credits)

ENT 11	Principles of Management	3.00
ENT 12	Marketing Principles and Practices	3.00
ENT 13	Principles of Finance 1	3.00
ENT 14	Accounting Principles	3.00

ENT	101	Foundations of Entrepreneurship	3.00
MAN	16	Business Communication	3.00
MAN	31	Negotiation Strategy	3.00
SPM	140	Introduction to Sports Management	3.00
SPM	141	Facility Management	3.00
SPM	142	Sports Marketing	3.00
SPM	143	The Economics of Sports	3.00
SPM	144	Sports Law	3.00
SPM	145	Internship in Sports Management	3.00
SPM	146	Psychology of Sports	3.00

Co-Related Required Courses (19 credits)

BIO	1	Foundations of Biology I	4.00
CACJ	39	Sports Crimes	3.00
HE	205	Substance Abuse	3.00
NTR	10	Nutrition	3.00
ORC	1	Public Speaking	3.00
PHI	9	Business Ethics	3.00

Free Electives

Courses 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: 36

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

Computer Science Courses

CLA 6 Living in a Digital World

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.

The pre-requisite of non-major status is required.

Credits: 3

On Occasion

CLA 11 Computer Technology

This is a survey of technical topics relating to computer systems and computer environments. For non-majors.

The pre-requisite of CS 101 or CLA 6 and non-major status is required.

Credits: 3

On Occasion

CLA 13 Computer Problem Solving

This course covers the use of spreadsheets and tools such as Visual Basic for Applications to solve practical problems. It is an introduction to elementary programming concepts and visual programming environments.

The pre-requisite CLA 6 and non-major status is required.

Credits: 3

On Occasion

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 pre-requisite 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 protocols, Internet basic services, and markup languages.

The pre-requisite CLA 6 and non-major status is required.

Credits: 3

On Occasion

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 pre-requisite of CS 101 or CLA 6 and non-major status is required.

Credits: 3

On Occasion

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

On Occasion

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 50 Introduction to Robotics

Students will experience integration of basic programming and simple electronics in assembling devices which can "sense" their environment, allowing these devices to respond to external stimuli. This control of such devices in reacting to stimuli is at the heart of robotics.

Examination, discussion and analysis of historical and current trends in robotics will allow students to gain a deeper understanding of how robotics can be deployed in today's working environments, the level of technology required to support robotics, how robots may personally affect us as individuals, and the ethics of robotics in current and future society.

Credits: 3

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.

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.

Credits: 3

Every Fall

CS 110 Programming with Python

Students will learn the essentials of programming. Fundamental constructs such as decisions, repetitions, datatypes, and basic collections of data (scalar values, arrays, lists and sets) will be covered. Students will understand problem deconstruction and basic modularization (functions). The language will be instructed against a background of 'traditional' problems as well as introducing how it is applied in web scraping, data visualization, machine learning, and other examples appropriate in data management domains. No prior programming experience is necessary.

Pre requisite: CS or IMT majors only

Credits: 3

Every Spring

CS 111 Object Oriented Programming

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.

A pre requisite of CS 127 is required.

Credits: 3

Every Fall

CS 116 Data Structures and Algorithms

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.

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.

Prerequisite of IT 151 or CLA 6 is required.

Credits: 3

On Occasion

CS 127 Design for Game Programming

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.

Credits: 3

Every Spring

CS 133 Software Systems Methodologies

This course examines software systems analysis and design in relation to various methodologies.

Students will learn to express and analyze user requirements and to design components that comply to requirements.

Credits: 3

Every Fall

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.

Credits: 3

Every Fall

CS 151 Enterprise Python

This course covers the enterprise application of the Python language. Topics include data visualization, data manipulation and basic GUI interfaces on both desktop and Web platforms.

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 and Information Systems Architecture

This course adopts a wholistic perspective of the computer components comprising an information system. A review of the current technologies available and their relationships forms the basis for students in evaluating IS frameworks appropriate to enterprise needs.

Prerequisite CS 116 is required.

Credits: 3

On Occasion

CS 229 Foundations of Information Systems

This course covers the relationship of information systems (IS) organizations. It also covers the fundamentals of RDBMS Systems including entity relationship modeling, relational data design and basic data retrieval using SQL.

Credits: 3

Every Spring

CS 231 Database Systems

This course resumes where CS 229 leaves off.

Introducing students to intermediate data retrieval, backup and recovery, security/authorization and other basic administrative considerations.

A pre-req of CS 229 is required or by permission

Credits: 3

On Occasion

CS 232 Programming for Database Systems

The course covers programmatic methods used in the maintenance and accessing of database systems, including RDBMS and systems such as NoSQL.

Prerequisite CS 231 is required.

Credits: 3

On Occasion

CS 233 Operating Systems with Linux

This course covers fundamental operating systems concepts and theory. Using Linux for illustration, the course examines: 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. Other operating systems will be examined for comparison.

Pre or co-requisite of IT 151 is required.

Credits: 3

Every Spring

CS 234 Desktop Development

This course review methodologies for the development of applications using various current technologies and tools. Students will produce Desktop programs from small discreet applications to intermediate information system components.

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

Alternate Spring

CS 241 Software Systems Engineering

This course will examine the theories and principles of software engineering and apply them to a discipline specific problem. Topics include systems analysis and systems thinking, writing requirements, different modeling paradigms, and software quality.

Prerequisite CS 116 is required.

Credits: 3

On Occasion

CS 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. Experiential learning through team projects occurs in a laboratory setting. Same as IT 245.

Pre requisite of senior status in the major is required

Credits: 3

Alternate Spring

CS 246 Cybersecurity

This course provides an overview of computer-based security issues. Students will enumerate standalone or system components which may be compromised and lead to exposures or failures in confidentiality, integrity and availability of data and systems. Identification and evaluation of risk, and prevention and mitigation of breaches will be discussed.

Prerequisites of (CS 125 or CS 233 or CS 261) & CS 136 are required.

Credits: 3

On Occasion

CS 248 Foundations of Web Development

This course covers web site architecture and page design. Topics include: markup languages, scripting languages, style sheets, forms, and cross platform development. Discipline dependent projects will be assigned.

A pre requisite of CS 106 and CS 111 are required.

Credits: 3

Alternate Fall

CS 250 Foundations of Mobile Development

The purpose of the course is to instruct students about mobile computing appropriate to web-enabled e-commerce environments. The course will emphasize web services, inter-operability, using an appropriate Interactive Development Environment, Android's IOs programming language, packaging, application server delivery, and application to client importing. Students will experientially learn various Android mobile

programming techniques and tools, the development cycle, continuous integration, release management, debugging and testing, and mobile application performance considerations.

A pre requisite CS 248 is required.

Credits: 3

Alternate Spring

CS 251 Programming Languages for Data Science

This course is comparative study of high-level programming languages that are used for Data Science. Solutions will serve as a basis for language assessment in addition to “traditional” language concepts such as scope and binding, parameter passing, memory allocation, data representation and abstraction.

Prerequisite of CS 111 is required or by permission.

Credits: 3

Alternate Spring

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 finite-state 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 Machine Learning Fundamentals

This course examines basic AI and ML concepts and behaviors as applied in various domains such as gaming, robotics and data science. Students will investigate and apply basic supervised machine learning to solve real-world problems.

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.

Pre requisite: Senior status in the major or by permission of the Chair. Pre or co-requisite of CS 244.

Credits: 3

Alternate Fall

CS 256 Software Testing

This course covers software testing (unit, integration, system, acceptance). It includes the following topics: identifying and writing test cases,

manual testing, automated testing, regression testing, non-functional testing, and test-driven development. Automated testing tools will be used. Because test-driven development results in iterative development and poor architecture and design, software refactoring to improve architecture and design will be discussed where appropriate

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 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.

Prerequisites: IT 151 and CS 111

Credits: 3

On Occasion

CS 263 Advanced Data Structures

Advanced Data Structures such as Trees, Heaps, and Graphs are used in the development of applications.

A pre requisite of CS 116 and CS 127 are required.

Credits: 3

On Occasion

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 229

Credits: 3

On Occasion

CS 266 Web Services

This course covers the programming environments that enable e-commerce and enterprise transactions. The course will emphasize: web services and interoperability.

A pre requisite CS 248 is required.

Credits: 3

On Occasion

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 Game Programming Project

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 a 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

On Occasion

CS 275 Programming For Cybersecurity

Students will discuss, explore and solve computer-based security issues. Topics include the monitoring, prevention and mitigation of security exposures. Students will develop solutions using high-level languages as well as open source tools in the monitoring and control of systems and components.

Prerequisites of CS 136 and 116 are required.

Credits: 3

On Occasion

CS 276 White Hat Hacking and PenTesting

Using virtual machines and/or simulations, students will explore and apply several tools and techniques for enumerating system vulnerabilities used in gaining access to systems. Topics include chained exploits, tools and legal aspects of White Hat hacking and Penetration testing.

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 283 Special Topics in Computer Science and Information Systems

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.

Laboratory fee.

Credits: 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 50 Effective Strategies for Academic Success

Making the jump from high school to college can be both exciting and daunting. Learn, from the field of project Management, how to get and keep control of your academic career. Using the syllabi from your semesters' courses, you will apply proven project management techniques to plan, monitor, and control your academic activities. Risk management will help you foresee and handle unexpected interruptions to your normal routine, and to adapt to change.

(Recommended as FYS (First Year Seminar) for CS department students.)

Credits: 3

On Occasion

IT 133 Information Systems Analysis and Logical Design

This course examines software systems analysis and design in relation to various methodologies.

Students will learn to express and analyze user requirements and design components complying with requirements.

Pre requisite: IMT major status or department permission.

Credits: 3

Every Fall

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

IT 162 Multimedia Information Management

This course examines the tools and methods of creating, processing, storing, organization and accessing non-text based information; e.g. visual and audio formats.

Pre or co-requisite 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.

A pre requisite of IT 172 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 CLA 31 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.

Experiential learning through team projects occurs in a laboratory setting. (Same as CS 245).

Pre requisite of senior status in the major is required

Credits: 3

Every Spring

IT 255 Technical Communication for Information Technology

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 CS 255)

Pre requisite: Senior status in the major or by permission of the Chair. Pre or co-requisite of CS 244.

Credits: 3

Alternate Fall

IT 257 User Support and Services

This course will cover interview techniques, verbal information gathering, help-desk software, help-desk management and design.

Prerequisites of (IT 151 & CS 261) or (CS 233 & CS 136) are required.

Credits: 3

On Occasion

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 web site design.

(Formerly ITR 13)

Prerequisite of CS 106 is required.

Credits: 3

On Occasion

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)

Prerequisites: IT 172 or CLA 29

Credits: 3

On Occasion

IT 266 Legal, Social and Ethical Issues

This course covers current and emerging issues 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.

Pre or co-requisite of IT 151 is required.

Credits: 3

Alternate 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.

Prerequisites: IT 172 or CLA 29

Credits: 3

On Occasion

IT 281 Information Management & Technology Project

This course is by special arrangement with the faculty and program director.

Credits: 3

On Occasion

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 pre-requisite of CS 136 and TEL 120 is required, or by permission

Credits: 3

On Occasion

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.

Pre or co-requisite of IT 151 is required.

Credits: 3

On Occasion

TEL 211 Intro to Digital Forensics and Incident Response

This course discusses the basics of digital 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.

Pre or co-requisite 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 120 is required.

Credits: 3

On Occasion

TEL 221 Intermediate Digital 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

Data Analytic Courses

BDA 18 Data Analytics in Excel

The course provides students with the opportunity to learn data processing skills needed to execute business and professional functionalities using Microsoft Excel. It also prepares students to master more advanced, data analytics skills in Excel. Emphasis is placed on how to efficiently navigate big datasets and use the keyboard to access commands during data processing. The course provides students extensive hands-on experience in learning through practicing with datasets drawn from accounting, finance and other business scenarios. Students will also learn the basis for conceptualizing and designing data analytics projects with the highest level of integrity. Data visualization skills are also introduced and reinforced throughout the course. At the end of the course students are expected to pass the exam and earn the Microsoft Office Specialist certification in Excel.

Credits: 3

Every Semester

BDA 20 Introduction to Data Analytics with R and Python

This core required course in the Data Analytics program provides a comprehensive introduction to the principles of data science that underlie the data-mining algorithms, data-driving decision-making process, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using the two most popular analytic languages of R and Python.

Credits: 3

Every Semester

BDA 30 Database Management with MySQL

This core required course in the Data Analytics program provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data pre-processing, data analysis and mining. The students will learn enterprise database management and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern.

Pre- or Co-requisite: BDA 20 Introduction to Business Data Analytics with R and Python

Credits: 3

Every Semester

BDA 40 Data Visualization

This core required course in the Data Analytics program provides a comprehensive introduction and hands-on experience in basic data visualization,

visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Students will learn about how to leverage the power of data visualization to communicate business-relevant implications of analyses and the difference between using visualization for analytics vs. data storytelling. Modules cover the visual analytics process from beginning to end—from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of Tableau, the industry leading visualization tool.

Pre- or Co-requisite: BDA 20 Introduction to Business Data Analytics with R and Python

Credits: 3

Every Semester

BDA 50 Introduction to Machine Learning & Cloud-based Analytics

This core required course in the Data Analytics program covers essential components techniques in machine learning, clouding-based big data analytics skills in business via hands-on learning approaches. The machine learning skills, which covers supervised, unsupervised and semi-supervised learning components, are emphasized via using tensorflow, sklearn, Spark Mlib and Amazon machine learning services to solve state-of-the-art massive data problems in business. AWS-based big analytics is covered in a comprehensive, deep, and hands-on ways, besides introducing Microsoft Azure and Google cloud technologies. This class also provides a series of case studies for students to digest machine learning and clouding computing resolutions for big data analytics better. Students are required to use state-of-the-art machine learning and big data analytics tool to solve real-world business problems and present their results.

Pre Requisites: BDA 20 Introduction to Business Data Analytics with Rand Python, and BDA 30 Business Data Management with MySQL

Credits: 3

Every Semester

BDA 60 Capstone Project

This core required course in the Data Analytics program first trains students on the fundamental concepts needed for the role of a Business Analyst/Business Intelligence Engineer/Data Scientist in companies, and then equips students with the latest available tools to implement these concepts in answering business questions in a data driven way. This course uses hands-on project in business application of data analytics in an area of student interest, such as consumer behavior analytics, pricing analytics, marketing analytics, social media analytics, or other fields.

Pre or Co-requisite of BDA 20, 30, 40 and 50

Credits: 3

Every Semester

Entrepreneurship Courses

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 1

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.

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 problem. 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 60 Entrepreneurship Seminar

In this seminar course, students utilize and direct all previous knowledge attained in the area of entrepreneurship/ management toward the solution of a pragmatic problem. The projects incorporates theoretical and empirical literature plus relevant methodology.

Credits: 3

Every Fall and Spring

ENT 61 Entrepreneurship in Management: LIU IQ and ICON Student Consultancy

In this course, students provide consultant services to private industries with the help of mentors and instructors. They analyze problems, pose solutions and present methodology.

Dean Scholar or Entrepreneur Fellow Priority

Credits: 3

Every Fall and Spring

ENT 62 Entrepreneurship in Marketing: Marketing Trends.

Learn how to market in a digital world by using creative marketing techniques.

Dean Scholar or Entrepreneur Fellow Priority

Credits: 3

Not Set

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

Every Spring

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

Every Fall

FM 12 Business of 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 or starting a business in fashion, this course explores how a line is created from the research and design stage to the marketing, sourcing, production and distribution stage. It provides insight on how the industry is organized, how apparel and accessory companies operate, and how they are affected by changing technology and globalization. To engage students with real world application, the course meets regularly in The Student Body Boutique. Further to this, the course will include periodic excursions to trade shows, visits to vendors and showrooms.

Credits: 3

Every Spring

FM 14 Math for Merchandising

This course develops the mathematical and EXCEL 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, formulas, calculations, and interpretations of figures that relate to producing profitable buying and selling operations. At the same time, this course uses real world examples often modeled using EXCEL that reflect current industry practices and trends, so students are prepared for merchandising careers.

Credits: 3

Every Fall

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 in the context of current business automated software. 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. This course will meet periodically in The Student Body to engage course concepts in a retail environment and on occasion work with the buying team at an actual trade show.

Pre requisites: FM 10 and FM 14

Credits: 3

Every Spring

FM 24 Fashion Trend Forecasting

Fashion trend analysis and forecasting is vital to product and brand development. Through trend analysis and forecasting using current industry forecasting service software, students gain an understanding of how consumers and industry serve as product developers, gatekeepers and promoters of fashion. 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. An ideal mix of creativity and professionalism are employed toward course deliverables including trend boards and associated presentations.

A pre requisite of FM 10 and FM 12 is required.

Credits: 3

Every Spring

FM 25 Brand Management

Students will develop core skills needed towards understanding, crafting, measuring, and managing brand strategies within fashion and other related industries. The course draws on marketing, sociological, and psychological theories of consumer behavior 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 strategies 3) apply brand licensing and creative elements for effective branding; 4) leverage digital technologies, such as social media marketing, to promote branding and licensing programs. Coursework may incorporate a live business case and project designed to develop collaboration, critical thinking and creativity in brand management.

Prerequisite of MKT 11 is required.

Credits: 3

Every Fall

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

Every Fall

FM 32 Fashion Media

This course will successfully cover how fashion

media marketing communicates the value of a brand's product or service to their target customer. Presently, with the emergence of new media: e-commerce, social media, digital content, interactive media, and mobile apps, the marketing process is moving at light speed. Companies and marketers with this enhanced customer information must be prepared to engage dynamically. In this class, students will explore all facets of new media through discussions, readings and exploration of pertinent websites, blogs and Instagram accounts. Special emphasis will be placed on current new media applications, activities and campaigns, using topical articles and case studies. Students will learn to identify and differentiate key media platforms and understand the pros and cons of each to effectively build targeted marketing strategies.

Credits: 3

Every Spring

FM 35 Computer Aided Design: CAD for Merchandising

This fundamental course introduces the basic two-dimensional and three-dimensional graphic design software platform, known as Computer Aided Design (CAD). This tool can be used in various design and technical applications to enable designers to create and produce various design presentation products, such as visual display concepts, retail design, space planning, digital trend and concept boards, textile color developments, among other things. This course offers students the opportunity to upgrade their digital visual merchandising skills to industry standards and add an additional technical capability to their resumes.

Credits: 3

On Occasion

FM 39 Sustainability in Global Fashion

Sustainability has emerged as a central issue for contemporary societies and for the world community as a whole. Furthermore, many of the social and environmental concerns that are embodied in the term 'sustainability' are directly or indirectly related to design and the world of fast fashion. Sustainable fashion refers to fashion products that are manufactured, marketed and used in the most sustainable manner possible, taking into account both environmental and socio-economic aspects. Designers help to define our human made environment- how it is produced, how it is used, and how long it endures. This course provides students an opportunity to acquire a foundational understanding of the scientific, political and social issues related to the design of resilient urban futures. The topic of sustainability in textile manufacture has been the subject of considerable research. In this course, we will also explore the textile industry from the perspective of social sustainability, shifting the focus from the materiality of textile production to the industry's relationships with the communities from which the products originate.

Credits: 3
Every Fall

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.

A pre requisite of FM 10 is required.

Credits: 3
Every Fall

FM 45 The Business of Fashion Event Planning

In this course we will cover the dynamics of event planning, integrating social media, marketing and public relations as well as project management. We will cover a broad range of industries with an emphasis on fashion organizations.

Student will perform actual event planning in real time across fashion, sports, entertainment and other disciplines which will vary based on the semester.

Credits: 3

On Occasion

FM 50 Visual Merchandising and Display

This course will uncover the many techniques used in the visual merchandising industry. A hands-on approach is utilized whereby students design and construct interior displays. By the use of ingenuity and creative thinking, apparel items are employed to produce selling displays. Institutional and abstract concepts will be discussed and practiced. The language of the retail industry will also be used to explain and familiarize each student to this discipline. Discussions on digital retailing, "Pop Up" shops and Brick and Mortar will be explored and may include possible on site retail visits. Weekly projects and presentations on window prep and store design will be integrated into the coursework.

A pre requisite of FM 10 and FM 12 is required.

Credits: 3

Every Spring

FM 56 Luxury Branding

Luxury has been both celebrated and condemned throughout history right up to the present day. In this course, we will examine luxury and its relationship with desire, status, consumption and economic value, exploring why luxury always triumphs in spite of the economy and world affairs. Brand strategy is the compass directing creative brand solutions. To this means, students will study the brand, its purpose and target audience, shop

the market and analyze merchandising and marketing strategies to reveal insights and create meaningful brand ethos. We will take a look at case studies from the luxury sector such as like Chanel, LVMH and Tiffany, as well as luxury travel, retail store design, tech, beauty and accessories in exploring how the most successful luxury brands function and defining what luxury represents in the contemporary world. Explore old luxury and the democratization of modern affordable luxury with its criteria and strategy for today's consumer. The final project of the program results in a deliverable that responds to current trends in the luxury marketplace, culminating in a paper and professional presentation.

A pre requisite of FM 10 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.

Pre requisites: FM 12; FM 25 or MKT 25

Credits: 3

Every Spring

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 explores all areas of a "fashion start up" and 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.

Credits: 3

On Occasion

FM 72 Fashion Style Writing

Clear, compelling and correct writing skills are essential for success in any field. A fashion writer is someone who writes journalism or copy relating to aspects of fashion and style. This course incorporates the construction of creative prose into the field of fashion with an emphasis on style. Features and copy for a variety of media including fashion magazines, advertising, trade publications, newspapers and increasingly online forums such as blogs and social media will be addressed. Ideas for

source material will be identified in this course the same way as in the industry by attending fashion shows and collaborating with professionals to identify trends in the marketplace. Pitching articles, conducting interviews, and writing fashion features are some of the learning activities incorporated in this course.

A pre requisite of FM 10 and FM 12 is required.

Credits: 3

On Occasion

FM 82 Global Fashion

This course will explore how retailers and manufacturers are responding to the challenges of a rapidly expanding and evolving marketplace. Drawing on lessons learned from manufacturing, retailing, and global commerce, we will address the rise of the global consumer, the in-store shopping experience, and managing the retail experience across multiple channels. We will also explore the economic, geopolitical, and cultural factors governing the basic tenets of today's globalized marketplace. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed and analyzed in detail. Topics will include fair trade, free trade and the expansion of the globalized marketing system through multi-channel retailing. The course will have an optional travel component with a subsidized week long trip in which students will experience the culture, working environment, and commerce of a major fashion capitol in the world.

Credits: 3

Every Spring

FM 87 Fashion Merchandising Internship

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.

Pre requisites: FM 10, FM 12, and FM 14 and permission of the Program Director is required.

Credits: 3

On Demand

FM 88 Fashion Merchandising Engaged Learning

This course is designed for any type of engaged learning on campus related to the fashion industry, such as working at the Student Body Boutique (one of LIU's Student Run Businesses). Global learning experiences organized by the department may also satisfy the requirements of this course. For example, the Fashion Merchandising week-long study abroad trip to a fashion capital may fulfill the course requirement with approval. Students will participate in engaged learning activities and work with a designated faculty mentor on appropriate

deliverables to earn credit for the course.

This is a one-credit course that can be repeated up to three times for a total of up to three credits upon approval of the Director.

Credits: 1

On Demand

FM 92 Capstone

The Capstone Project integrates experience, knowledge and skills acquired and developed during the course of study. This project reflects the many ways fashion merchandisers connect with business, media, and communication professionals within the fashion, textile and luxury sectors. Over the course of the semester, students will develop a Fashion Start-up Entrepreneurial Venture by analyzing their target market and competition that culminates in a comprehensive business plan. Students will learn how to craft a mission statement, company name, product description, SWOT analysis, samples, merchandising plan, timeline, marketing strategy, and pitch. The final work can be used to demonstrate to future employers and other interested parties the students' skills and aptitude for similar independent external work assignments. A written and oral presentation will be required.

Pre req: Senior status with a GPA of 2.00 or program director permission is required.

Credits: 3

Every Spring

Sport Management Courses

SPM 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

SPM 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

SPM 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

SPM 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

SPM 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 Spring

SPM 145 Sports Management Internship

In this course, internships will serve as a planned program of research observation, study and participation in any variety of field settings pertaining to the area of sports management at the college professional level or in recreation advertising, marketing, facilities management, manufacturing, and the like. This experience will enrich and inform classroom study via hands-on practical experience. Internships will be arranged by the student and approval must be obtained from the Director prior to commencement of the internship. A faculty advisor will be appointed to oversee the internship experience.

A prerequisite of 12 credits in Sports Management Minor is required

Credits: 3

Every Fall and Spring

SPM 146 Psychology of Sports

An introduction to the psychological factors that are important for athletic and team functioning in sports. Students will explore key theories and research across a range of psychological topics relevant to athletes and teams, and examine relationships between psychological factors and how they influence sports performance. Psychological factors that affect sports participation and the application to practical sports situations.

Credits: 3

Alternate Semesters

SPM 147 Critical Issues in Sports Management

The full scope of the sport industry range from

sport leagues, team sport, events, facility management, sponsorship, media, product manufacturers and retailers to community sports, non-profit organizations, sport-for-development, sport development, just to name a few. However, there are several critical issues surrounding all aspects of this several billion dollar industry such as gender and racial concerns, ethics and social responsibility, organizational changes, leadership, retirement, and much more.

Familiarity with these issues and how the industry has been shaped into its present conception is vital to your success as a sport professional, as is the understanding of how to examine the sports world through different lenses.

Credits: 3

Not Set

MINORS

Minor: Computer Science

Undergraduate students who are pursuing a major in another subject area can apply elective courses (15 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

Requirements

Required Computer Science Courses

CS	111	Object Oriented Programming I	3.00
CS	116	Object Oriented Programming II (Data Structures)	3.00
CS	251	Programming Languages	3.00
CS	261	Operating Systems and Computer Architecture	3.00
IT	151	Foundations of Information Technology	3.00

Credit and GPA Requirements

Minimum Total: 15 Credits
Minimum GPA: 2.00

Minor: Data Analytics

Requirements

Minor in Data Analytics

Recommended Computer Science Course (as determined by academic advisor):

CS 101-Problem Solving

Required Courses

BDA	18	Data Analytics Using Excel	3.00
BDA	20	Introduction to Data Analytics with R and Python	3.00
BDA	30	Database Management with MySQL	3.00
BDA	40	Data Visualization	3.00

Credit and G.P.A. Requirements

Minimum Total: 12 credits
Minimum Major G.P.A.: 2.25

Minor: 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

Required Entrepreneurship Courses

ENT	15	Idea to Enterprise	3.00
ENT	13	Financing Your Entrepreneurial Venture	3.00
ENT	62	Entrepreneurship in Marketing: Marketing Trends	3.00

Choose one of the following :

ENT	17	Social Entrepreneurship Consulting	3.00
ENT	61	Entrepreneurship in Management: LIU iQ and ICON Student Consultancy	3.00
BDA	18	Data Analytics in Excel	3.00

Credit and GPA Requirements

Minimum Total Credits: 12
Minimum Major GPA: 2.25

Minor: 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	24	Fashion Trend Forecasting	3.00
FM	39	Sustainability in Global Fashion	3.00

FM	50	Visual Merchandising and Display	3.00
FM	56	Luxury Branding	3.00
FM	70	Fashion Entrepreneurship	3.00
FM	72	Style Writing	3.00
FM	82	Global Fashion	3.00

Only **ONE** of the courses below is eligible:

FM	87	Fashion Merchandising Internship	3.00
FM	88	Fashion Merchandising Engaged & Global Learning	1.00-3.00

May take FM 88 up to three times for a maximum of 3 credits

Credit and GPA Requirements

Minimum Total Credits: 18 Credits
Minimum GPA: 2.00

DEPARTMENT OF DIGITAL ENGINEERING & ARTIFICIAL INTELLIGENCE

The Department of Digital Engineering and Artificial Intelligence offers both a BS and an MS in Artificial Intelligence. Not only are these degrees timely and market relevant, but students graduating with these degrees will enter a welcoming job market with attractive salaries.

B.S. in Artificial Intelligence

The Bachelor of Science degree program in Artificial Intelligence is one of the first degrees of its kind in the country. Students in this program will build the foundational knowledge necessary to design computational systems that exhibit “human-like intelligence” such as the ability to interpret sensory input, learn from experience, understand human language, and support intelligent decision-making. Graduates will have the skill-set necessary to meet industry demand for workers able to contribute to research and development in Artificial Intelligence across all industry sectors. The program begins with introductory courses in programming, computer science, mathematics, and statistics that provide a firm technical foundation. The curriculum then introduces core artificial intelligence concepts and techniques including state-space search, game-playing, machine learning, neural networks, and deep learning with applications to various domains (e.g. computer vision, natural language processing and understanding).

The program is supported by a cutting-edge learning and design center which will provide students and faculty with state-of-the-art technologies, tools, and systems to support learning and research. This center will provide students with the opportunity to develop research projects and prototypes with the same big data and artificial intelligence platforms used in cutting-edge industry applications.

Artificial Intelligence, B.S. Requirements

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

LIU Post Core Curriculum (34 credits)

POST 101	1 credit
First Year Seminar	3 credits
English I	3 credits
English II	3 credits

For Quantitative Reasoning and Scientific Inquiry & the Natural World,

See *Required Science and Math Courses below.*

Creativity, Media and the Arts course 3 credits

ECO 10: Introduction to Microeconomics 3 credits

Perspectives on World Cultures course 3 credits

PHI 8: Introduction to Philosophy 3 credits

Power Institutions and Structures course 3 credits

PSY 101: General Psychology 3 credits

One additional liberal arts elective 3 credits

Any foreign language course 3 credits

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

Required Science and Math Courses (30 credits)

BiO	1	Foundations of Biology	4.00
MTH	7	Calculus and Analytic Geometry I	4.00
MTH	8	Calculus and Analytic Geometry II	4.00
MTH	9	Calculus and Analytic Geometry II	4.00
MTH	22	Applied Linear Algebra	3.00
MTH	51	Probability	3.00
PHY	3	University Physics I	4.00
PHY	4	University Physics II	4.00

Artificial Intelligence, B.S. Requirements All of the following are required (56 credits):

AI	102	Object Oriented Programming I	4.00
AI	117	Object Oriented Programming II	4.00
AI	130	Algorithms and Data Structures	3.00
AI	132	Discrete Structures	3.00
AI	148	Database Systems	3.00
AI	162	Introduction to Artificial Intelligence	3.00
AI	163	Data Mining and Business Intelligence	3.00
AI	164	Software Engineering	3.00
AI	230	Introduction to Algorithms	3.00
AI	232	Theory of Computation	3.00

AI	233	Natural Language Processing	3.00
AI	234	Artificial Intelligence Language Understanding	3.00
AI	248	Introduction to Big Data Computing	3.00
AI	250	Machine Learning	3.00
AI	255	Cloud Computing Concepts	3.00
AI	260	Deep Learning	3.00
AI	265	Introduction of Modern Cryptography	3.00
AI	300	Artificial Intelligence Capstone Project	3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Overall GPA: 2.00

AI 102 Object Oriented Programming I

This course introduces the fundamental concepts of programming from an object-oriented perspective. Topics are drawn from classes and objects, abstraction, encapsulation, data types, calling methods and passing parameters, decisions, loops, strings, arrays and collections, documentation, testing and debugging, design issues, and inheritance. The course emphasizes modern software engineering and design. Three hours lecture, one hour laboratory.

Credits: 4

Every Fall

AI 117 Object Oriented Programming II

This course covers the most advanced features of the C++ programming language that are essential to the creation of complex structures and their applications in designing and developing programs using software engineering concepts : structures, objects and classes, function and operator overloading, collections, strings, recursion, file and string streams, pointers and dynamic data structures, inheritance and dynamic polymorphism, templates, exception handling, Standard Template Library (STL), and advanced C++ topics. Three credits; one-hour laboratory.

A pre requisite of AI 102 is required.

Credits: 4

Every Fall

AI 130 Algorithms and Data Structures

A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours

lecture, one hour laboratory.

A pre requisite of AI 117 is required.

Credits: 3

Every Fall

AI 132 Discrete Structures

A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.

A co requisite of AI 130 is required.

Credits: 3

Every Fall

AI 148 Database Systems

The course is designed to impart the concepts and the practical aspects of database management systems and to provide an understanding of how data resources can be designed and arranged to support information systems in organizations.

Topics covered include: database system functions, Entity-Relationship (E-R) modeling, and relational database model, basic normalization techniques, data integrity, and SQL query language.

Three credits; one-hour laboratory.

Credits: 3

Every Fall

AI 162 Introduction to Artificial Intelligence

The course covers the basic principles of artificial intelligence. You will learn some basic AI techniques, the problems for which they are applicable, and their limitations. The course content is organized roughly around what are often considered to be three central pillars of AI: Search, Logic, and Learning. Topics covered include basic search, heuristic search, game search, constraint satisfaction, knowledge representation, logic and inference, probabilistic modeling, and machine learning algorithms. Three credits; one hour laboratory.

A pre requisite of AI 117 is required.

Credits: 3

Every Spring

AI 163 Data Mining and Business Intelligence

The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural language processing, expert systems and machine learning. Introduction is made to genetic algorithms and neural networks. Three hours lecture, one hour laboratory.

A pre requisite of AI 130 and 162 is required.

Credits: 3

Every Fall

AI 164 Software Engineering

A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory

A pre requisite of AI 130 is required.

Credits: 3

Every Spring

AI 230 Introduction to Algorithms

This course motivates algorithmic thinking and focuses on the design of algorithms and the rigorous analysis of their efficiency. Topics include the basic definitions of algorithmic complexity (worst case, average case); basic tools such as dynamic programming, sorting, searching, and selection; advanced data structures and their applications; graph algorithms and searching techniques such as minimum spanning trees, depth first search, shortest paths, design of randomized algorithms and competitive analysis. Approximation algorithms are also briefly introduced.

Three credits; one-hour laboratory.

The pre requisite of AI 130 and AI 132 is required.

Credits: 3

Every Spring

AI 232 Theory of Computation

The course emphasizes theoretical models of computation and their analysis. The aim of the analysis is to identify and prove the capabilities and limitations of particular models of computation. The course investigates two fundamental questions about computing: 1) computability: can a problem be solved using a given abstract machine? And 2) complexity: how much time and space are required to solve the problem? The course explores these questions by developing abstract models of computation and reasoning about what they can do and cannot do efficiently. The abstract models include finite automata, regular languages, context-free grammars, and Turing machines. Additional topics covered include solvable and unsolvable problems, complexity classes P and NP, and NP-completeness.

Three credits; one-hour laboratory.

Prerequisites: AI 230

The pre requisite of AI 230 is required.

Credits: 3

Every Fall

AI 233 Natural Language Processing

This course serves as an introduction to natural language processing (NLP), the goal of which is to enable computers to use human languages as input, output, or both. NLP is at the heart of many of

today's most exciting technological achievements, including machine translation, automatic conversational assistants and Internet search. The course presents the variety of ways to represent human languages as computation systems, and how to exploit these representations to write programs that do useful things with text and speech data in the areas of translation, summarization, extracting information, question answering, and conversational agents. The course will connect some central ideas in machine learning (e.g. discrete classification) to linguistics (morphology, syntax, semantics).

Three credits; one-hour laboratory.

A pre requisite of AI 162 is required.

Credits: 3

Every Spring

AI 234 Artificial Intelligence Language Understanding

The central focus of the course is to enable robust and effective human-computer interaction between humans and machines without supervision. To infer intent and deal with human language ambiguities in in text and speech, the course combines advanced concepts of Natural Language Processing, Neural Networks and Deep learning. Using core NLP technologies, the course takes an experimental approach to develop prototypes of chat and speech enabled intelligent agents that can effectively interact with the public without supervision.

Three credits; one-hour laboratory.

The pre requisite of AI 233 is required.

Credits: 3

Every Fall

AI 248 Introduction to Big Data Computing

This course provides an in-depth coverage of various topics in big data from data generation, storage, management, to data analytics with focus on the state-of-the-art technologies, tools, architectures and systems that form today's leading edge big data computing solutions in various industries. The course will focus on: the mathematical and statistical models that are used in learning from large scale data processing; the modern systems for cluster computing based on Map-Reduce pattern such as Hadoop MapReduce and Apache Spark; the implementation of big data solutions, including student projects on real cloud-based systems such as Amazon AWS, Google Cloud or Microsoft Azure.

Three credits; one-hour laboratory.

A pre requisite of AI 163 is required.

Credits: 3

Every Spring

AI 250 Machine Learning

Machine learning, a branch of Artificial Intelligence (AI), uses interdisciplinary techniques to create intelligent automated systems that can learn from examples, data, and experience. Such systems

process large volumes of data at high speed to make predictions or decisions without human intervention. Machine learning as a field is now incredibly pervasive, with applications spanning from business intelligence to homeland security, from analyzing biochemical interactions to structural monitoring of aging bridges, from automated manufacturing to autonomous vehicles, etc. This class will familiarize students with a broad cross-section of models and algorithms for machine learning and their applications in various domains. Both supervised and unsupervised learning methods will be covered.

Three credits; one-hour laboratory.

A pre requisite of AI 162 is required.

Credits: 3

Every Spring

AI 255 Cloud Computing Concepts

The course presents a top-down view of cloud computing, from applications and administration to programming and infrastructure. Its main focus is on parallel programming techniques for cloud computing and large scale distributed systems which form the cloud infrastructure. The topics include: overview of cloud computing, cloud systems, parallel processing in the cloud, distributed storage systems, virtualization, security in the cloud, and multicore operating systems. Students will study state-of-the-art solutions for cloud computing developed by Google, Amazon, Microsoft, Yahoo, VMWare, etc. Students will also apply what they learn in one programming assignment and one project executed over Amazon Web Services.

Three credits; one-hour laboratory.

A pre requisite of AI 248 is required.

Credits: 3

Every Spring

AI 260 Deep Learning

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in artificial intelligence, including Siri's speech recognition, Facebook's tag suggestions, and self-driving cars. A range of topics are covered which include basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to various problem domains (e.g. speech recognition, computer vision, hand writing recognition, etc).

Three credits; one-hour laboratory.

A pre requisite of AI 250 is required.

Credits: 3

Every Spring

AI 265 Introduction of Modern Cryptography

Cryptography is the formal study of the notion of security in information systems. The course will offer a thorough introduction to modern cryptography focusing on models and proofs of security for various basic cryptographic primitives and protocols including key exchange protocols, commitment schemes, digital signature algorithms, oblivious transfer protocols and public-key encryption schemes. Applications to various problems in secure computer and information systems will be briefly discussed including secure multiparty computation, digital content distribution, e-voting systems, digital payment systems, and cryptocurrencies.

Three credits; one-hour laboratory.

Credits: 3

Every Spring

AI 300 Artificial Intelligence Capstone Project

The capstone project course is an integrative and experiential opportunity for students to apply the knowledge and skills that they have gained across the program curriculum. Students are encouraged to work in teams and can pursue either an applied or theory-based project. Students who select applied projects participate in the identification of an artificial intelligence problem or challenge, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the results. Students who select a theory-based project conduct original research (e.g. develop a new algorithm or new heuristics) and evaluate its strengths and limitations. Students document their work in the form of written reports and oral presentations.

Three credits; one-hour laboratory.

Co-requisite: AI 260

A co requisite of AI 260 is required.

Credits: 3

Every Spring

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, Nutritional and Health Sciences (which includes Nutrition and Dietetics and Biomedical/Clinical Laboratory Sciences), Health and Human Services (which includes programs in Medical Imaging and Social Work), Nursing, as well as Veterinary Technology Program. 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.

Denise S Walsh PhD, RN, FAAN

Dean

denise.walsh@liu.edu

Shannon N. Clifford, PT, PhD, MPT

Associate Dean

shannon.clifford@liu.edu

Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The LIU Post School of Health Professions and Nursing (herein "SHPN") strives to provide every student with a rewarding educational experience. If any SHPN undergraduate or graduate student wishes to submit a grievance concerning an academic matter, he/she has the right to do so and must follow his/her department grievance policy first before proceeding to this policy. Appeals must be submitted in writing by the fourth week of the next regular semester (fall or spring) following the academic matter: a student appealing a grade received in spring or summer semesters will have until the fourth week of classes in the subsequent fall semester to submit the written appeal and a student appealing an academic matter from the fall or winter semesters will have until the fourth week of the spring semester to submit the written appeal. Academic matters include re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHPN, among other matters.

It is presumed that academic decisions by instructors/faculty members result from consistent, fair and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean or Vice President for Academic Affairs must demonstrate that the standards and procedures were not clearly articulated or applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.

A student who wishes to submit a grievance shall utilize the following procedures:

1. The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor/faculty member in writing within ten (10) business days of the grievance issue. The instructor/faculty member will schedule a time to meet with the student to discuss the grievance within five (5) business days of being contacted. If there is no resolution, the student may file a formal, **written** grievance using the SHPN Grievance Form with the Chair/Program Director of the department within ten (10) business days after meeting with the instructor/faculty member. It is the student's responsibility to provide specific evidence to support his/her grievance.
2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of his/her receipt of the student's formal written grievance. At this time, the Chair/Director may also consult with the instructor/faculty member to discuss the grievance and attempt to resolve the matter. The Chair/Director may consult other members of the 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 findings within ten (10) business days of the meeting with the student.

3. A student may appeal the decision of a Chair/Director to the Dean of the SHPN within ten (10) business days of the issuance of the Chair/Director's decision. The student must submit a formal, written appeal to the Dean using the SHPN Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support his/her appeal.
4. The Dean will review the matter and, if he/she determines the appeal has merit, will refer the matter to the SHPN Academic Standing Committee. A meeting of the SHPN Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHPN Academic Standing Committee will hear statements from both the student and instructor/faculty member and Chair/Director and will consider all evidence submitted regarding the grievance.
 1. The hearing will have all parties present.
 2. The hearing will be recorded.
 3. The student will present his/her appeal including justifications, circumstances, and any other relevant information for consideration.
 4. The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
 5. The student and instructor will NOT engage in debate of the circumstances with each other but will answer questions posed by the committee for the purpose of clarification.
 6. Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
 7. The SHPN Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHPN Academic Standing Committee will make a recommendation to the Dean within five (5) business days of its meeting.
7. The student will be notified by the Dean, in writing, of the decision within ten (10) business days of the Dean receiving the recommendation from the SHPN Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHPN.

DEPARTMENT OF BIOMEDICAL, HEALTH AND NUTRITIONAL SCIENCES

Department Chair: Shannon N. Clifford, PT, PhD,
MPT [interim]

Phone: (516) 299-4061

Email: Post-Health_Sciences@liu.edu

Professors: Burrowes, Tamma, Vellozzi

Associate Professors: Capetandes, Isoldi

Assistant Professors: Feldman, Salvatore, Sampath
Program Director, Clinical Laboratory Sciences:
Capetandes

Program Director, Didactic Program in Dietetics:
Feldman

Program Director, Food, Nutrition & Wellness:
Feldman

Program Director, Dietetic Internship: Salvatore

The Department of Biomedical, Health and Nutritional 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 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 Bachelor of Science in Biomedical Sciences: Clinical Laboratory Science (CLS) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This program prepares competent and knowledgeable generalists dedicated to the highest standards of science and health care.

The B.S. in Biomedical Sciences: Clinical Laboratory Science (CLS) - Generalist 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. For more information **email** Post-BioMed@liu.edu

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 Biomedical, Health and Nutritional Science's academic programs in the field of nutrition include the Accreditation Council for Education in Nutrition and Dietetic (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 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. For more information contact **email** Post-Nutrition@liu.edu

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.

B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist

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 120-credit B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist 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 Office of Admissions 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 GPA) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 19 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. Biomedical Sciences: Clinical Laboratory Science - Generalist 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 of the CLS program prior to commencing their junior year at LIU Post.

ADMISSION APPLICATION

Students pursuing the B.S. in Biomedical Sciences: Clinical Laboratory Science - Generalist 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. Biomedical Sciences: Clinical

Laboratory Science - Generalist*{Program Code: 06393} {HEGIS: 1299.0}***Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum**(32-33 credits)**

POST 101 1 credit

First-Year Seminar (BMS 97) 3 credits

Writing I 3 credits

Writing II 3 credits

Quantitative Reasoning (MTH 3 or 7) 3 credits

Scientific Inquiry & the Natural World (**must take BIO 7**) 4 creditsAdd'l course from one cluster (**must take BIO 8**) 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Ethics, Self & Society 3 credits

Power, Institutions & Structures 3 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 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

BMS 150 Clinical Chemistry II & Instrumentation 4.00

BMS 161 Hematology and Body Fluids 3.00

BMS 162 Coagulation 2.00

BMS 185 Immunohematology 4.00

BMS 191 Clinical Bacteriology 3.00

BMS 194 Mycology and Parasitology 3.00

BMS 244 CLS Review Seminar 1.00

Choose one of the following:

BMS 256 Diagnostic Techniques in Molecular Pathology 4.00

BMS 656 Molecular Diagnostics 3.00

Acceptance into the clinical rotations is competitive and based on GPA and an interview conducted by the Program Director. Students who are not accepted into the clinical rotations have the option of repeating courses in the major and re-applying the following year or switching their major to the Biomedical Technology Program which does not lead to certification and licensure for CLS.

Required Senior Year Practicum Courses

BMS 259 Practicum in Clinical Chemistry 3.00

BMS 269 Practicum in Hematology and Coagulation 3.00

BMS 289 Practicum in Immunohematology 3.00

BMS 299 Practicum in Microbiology 3.00

Required Basic Science Courses

BIO 7 Human Anatomy and Physiology I 4.00

BIO 8 Human Anatomy and Physiology II 4.00

CHM 3 Principles of Chemistry I 4.00

CHM 4 Principles of 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

One of the following:

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

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

MTH 15 Mathematics for Elementary Education I 3.00

MTH 16 Mathematics for Elementary Education II 3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 82

Minimum Major Credits: 63

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.S. Health Sciences**Phone: 516-299-2743****Fax: 516-299-3081****Email: Post-Health_Sciences@liu.edu**

Program Director:

Associate Professors:

Adjunct Faculty: 2

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 ten minors for example, business administration, accountancy, health 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] {HEGIS: 1201.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (must take MTH 3 or 7)	3 credits
Scientific Inquiry & the Natural World (must take BIO 7)	4 credits
Add'l course from one cluster (must take BIO 8)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (must take PSY 101)	3 credits
Power, Institutions & Structures	3 credits

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

Ancillary Requirements:

Must take PHI 13 for Public Service sub-plan.

Major Requirements

Required Health Science 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
BMS 90	Microbiology in Health Sciences	4.00
BMS 211	Pathophysiology I	3.00
BMS 212	Pathophysiology II	3.00
CHM 3	Principles of Chemistry I	4.00
CHM 4	Principles of Chemistry II	4.00
HSC 101	Introduction to Health Professions	3.00

HSC 102	Interdisciplinary Helping Professions	3.00
NTR 10	Nutrition	3.00
PSY 101	General Psychology	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:

MTH 3	College Algebra and Trigonometry	4.00
MTH 7	Calculus and Analytic Geometry I	4.00

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 minors:

1. Accountancy
2. Business
3. Health Administration
4. Healthcare Coding and Reimbursement
5. Nutrition
6. Public Service
7. Social Work
8. Spanish for Health Professions
9. Sports Management
10. Health and Society

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
ACC 12	Accounting Principles II	3.00
ACC 21	External Reporting I	3.00
ACC 22	External Reporting II	3.00

Two of 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

Minimum Major and Overall GPA of 2.8 is required

Business Minor Requirements

Students completing this degree are eligible for Business minor. Please see advisor to declare minor officially.

Required Business Courses

MAN 11	Principles of Management	3.00
MKT 11	Marketing Principles and Practices	3.00

One of the following:

ACC 11	Accounting Principles I	3.00
FIN 11	Corporation Finance	3.00

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 Administration Minor

Requirements

Students completing this degree are eligible for Health Administration minor. Please see advisor to declare minor officially.

Required Health Administration Courses

All of the following:

HAD 10	American Health Systems	3.00
HAD 11	Management of Healthcare Organizations	3.00
HPA 13	Legal Aspects in Health	3.00
HPA 14	Financial Management in the Health Care/Public Administration	3.00
HPA 15	Resource Allocation	3.00
HPA 20	Computer-Based Management Systems	3.00

Minimum Major and Overall GPA of 2.8 is required

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

HIM	104	Health Information Management	3.00
HIM	106	ICD Inpatient Coding	3.00
HIM	110	Healthcare Reimbursement Methodologies	3.00
HIM	206	CPT Outpatient Coding	3.00
HIM	210	Computer-Based Health Information Systems	3.00
HIM	52	Medical Terminology	3.00

Minimum Major and Overall GPA of 2.0 is required

Health and Society Minor Requirements

Students completing this degree are eligible for Health and Society minor. Please see advisor to declare minor officially.

Required Health Care Administration Courses

HAD	10	American Health Systems	3.00
HPA	11	Careers in Public and Social Service	3.00
HPA	14	Financial Management in the Health Care/Public Administration	3.00
HPA	18	Research Methods	3.00
HPA	20	Computer-Based Management Systems	3.00
PHI	19	Medical Ethics	3.00

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

NTR	100	Concepts in Nutrition	3.00
NTR	101	Contemporary Nutrition Strategies	3.00
NTR	222	Designing Cuisine	3.00

One of the following set of courses

NTR	16	Cultural & Social Aspects of Food	2.00
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NTR	16L	Cultural & Social Aspects of Food Lab	1.00
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or

NTR	21	Introductory Food Science	3.00
NTR	21L	Introductory Food Science Laboratory	1.00

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

HPA	11	Careers in Public and Social Service	3.00
HPA	12	Citizenship and the Community	3.00
HPA	15	Health Resource Allocation in Health Care/Public Sectors	3.00
HPA	30	Critical Issues in Health/Public Administration	3.00
PHI	13	Ethics and Society	3.00
POL	83	Policy-Making in American Government	3.00

Minimum Major and Overall GPA of 2.8 is required

Social Work Minor Requirements

Students completing this degree are eligible for Social Work minor. Please see advisor to declare minor officially.

Required Social Work Courses

SWK	1	Introduction to Social Work and Social Welfare	3.00
SWK	50	Social Welfare Programs & Policies I	3.00
SWK	51	Social Welfare Programs & Policies II	3.00
SWK	60	Human Behavior in the Social Environment I	3.00
SWK	61	Human Behavior in the Social Environment II	3.00
POL	80	Administrative Behavior	3.00

Minimum Major and Overall GPA of 2.8 is required

Spanish for Health Professions Minor Requirements

**Students completing this degree are eligible for Spanish minor for Health Professions. Please see

advisor to declare minor officially.**

Required Spanish Courses

Students initially placed in SPA 1 complete the following requirements. Students placing into higher level courses should see their advisor to identify the correct sequence of courses to be eligible for Spanish minor for Health Professions.

SPA	1	Introductory Spanish I	3.00
SPA	2	Introductory Spanish II	3.00
SPA	3	Intermediate Spanish III	3.00
SPA	4	Intermediate Spanish II	3.00
SPA	15	Spanish Medical Terminology and Conversation 1	3.00
SPA	16	Spanish Medical Terminology and Conversation 2	3.00

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

PE	140	Introduction to Sports Management	3.00
PE	141	Facility Management	3.00
PE	142	Sports Marketing	3.00
PE	143	The Economics of Sports	3.00
PE	144	Sports Law	3.00
PE	145	Sports Management Internship	3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 41

Minimum Requisite Minor Credits: 9-19

Minimum Overall GPA: 2.0

Minimum Major GPA: 2.0

B.S. Food, Nutrition & 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 broad academic curriculum includes courses in the liberal arts, sciences, foods,

nutrition, exercise and health. 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 approved 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 19 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. Food, Nutrition & Wellness

{Program Code: 37702} {HEGIS: 1306.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Food, Nutrition & Wellness must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 3 or MTH 7)	3 credits
Scientific Inquiry & the Natural World (satisfied by BIO 7)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (satisfied by PSY 101)	3 credits
Power, Institutions & Structures	3 credits

Additional course from one cluster (satisfied by **BIO 8**) 4 credits

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

Major Requirements

The following courses are required:

NTR 16	Cultural & Social Aspects of Food	2.00
NTR 16L	Cultural and Social Aspects of Food Laboratory	1.00
NTR 21	Introductory Food Science	3.00
NTR 21L	Introductory Food Science Laboratory	1.00
NTR 100	Concepts in Nutrition	3.00
NTR 101	Contemporary Nutrition Strategies	3.00
NTR 102	Nutrition in Health and Disease	3.00
NTR 201	Practicum in Nutrition	3.00
NTR 206	Nutrition Communication	3.00
NTR 222	Designing Cuisines	2.00

One of the following courses are required:

NTR 202	Research Methodology	4.00
NTR 385	Honors Tutorial	4.00
NTR 386	Honors Tutorial	4.00

The following courses are required:

BIO 7	Human Anatomy and Physiology I	4.00
BIO 8	Human Anatomy and Physiology II	4.00
CHM 3	Principles of Chemistry I	4.00
PSY 101	General Psychology	3.00

One of the following:

*Note: **CHM 3** has a prerequisite of **MTH 3** or a co-requisite of **MTH 7**.*

MTH 3	College Algebra and Trigonometry	4.00
MTH 7	Calculus and Analytic Geometry I	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

Nutrition, Health & Wellness

Concentration

1. Exercise and Fitness Specialization

The following courses are required:

NTR 215	Energy and Exercise	3.00
NTR 401	Food, Nutrition and Wellness Seminar	3.00
PE 106	Fitness and Conditioning (All Levels)	2.00
PE 203	Kinesiology and Biomechanical Analysis of Movement	4.00
PE 235	Motor Development	2.00

2. Health in the Community Specialization

The following courses are required:

HE 201	Critical Health Problems I	3.00
NTR 210	Nutrition in the Community	2.00
NTR 401	Food, Nutrition and Wellness Seminar	3.00

Nutrition & Food Hospitality Concentration

The following courses are required:

ACC 11	Accounting Principles I	3.00
BMS 90	Microbiology in Health Sciences	4.00
CHM 4	Principles in Chemistry II	4.00
MAN 11	Principles of Management	3.00
MKT 11	Marketing Principles and Practices	3.00
NTR 23	Introduction to Food Hospitality	3.00
NTR 24	Food Hospitality Management	3.00
NTR 221	Food in Contemporary Society	3.00
NTR 223	Food, Beverage and Labor Cost Controls	3.00
NTR 224	Fundamentals of Quantity Food Production	3.00

Free Electives up to 9 to 16 credits

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 62

Minimum Major Credits: 31

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.S. 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 Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The B.S. degree includes the Didactic Program in Dietetics (DPD). 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 ACEND-accredited DI to be eligible to sit for the national examination for the RDN credential.

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 CDR website:

www.cdrmet.org/programdirector/info.html.

To successfully complete this program, a student must maintain a cumulative GPA of 3.0 and a major GPA of 3.3. Students who receive a grade of "B-" or below in a required NTR (nutrition) course may need to repeat the course and receive a grade of "B" or better unless their major GPA exceeds minimum requirements. 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> 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 (2) of the following: NTR 16, NTR 21, or NTR 23. 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*} {*1299.0*}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Nutrition and Dietetics must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 3 or MTH 7)	3 credits
Scientific Inquiry & the Natural World (satisfied by BIO 7)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (satisfied by PSY 101)	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster (satisfied by BIO 8)	3-4 credits

For a more detailed listing of these requirements,

see the core curriculum section of this bulletin.

Major Requirements

NTR courses with grades lower than "B" CANNOT fulfill NTR requirements

Required Courses 1

NTR	16	Cultural & Social Aspects of Food	2.00
NTR	16L	Cultural and Social Aspects of Food Laboratory	1.00
NTR	21	Introductory Food Science	3.00
NTR	21L	Introductory Food Science Laboratory	1.00
NTR	23	Introduction to Food Hospitality	3.00
NTR	24	Food Hospitality Management	3.00
NTR	100	Concepts in Nutrition	3.00
NTR	101	Contemporary Nutrition Strategies	3.00
NTR	103	Introduction to Nutrition and Dietetics	1.00
NTR	200	Advanced Concepts in Nutrition	3.00
NTR	206	Nutrition Communication	3.00
NTR	210	Nutrition in the Community	2.00
NTR	211	Medical Nutrition Therapy I	3.00
NTR	212	Medical Nutrition Therapy II	3.00
NTR	212L	Medical Nutrition Therapy Laboratory	1.00
NTR	215	Energy and Exercise	3.00
NTR	221	Food in Contemporary Society	3.00

Required Courses 2

One of the following:

NTR	202	Research Methodology	4.00
NTR	385	Honors Tutorial	4.00
NTR	386	Honors Tutorial	4.00

Co-Related Courses

Co-Related List1

BIO	7	Human Anatomy and Physiology I	4.00
BIO	8	Human Anatomy and Physiology II	4.00
BMS	90	Microbiology in Health Sciences	4.00

CHM	3	Principles of Chemistry I	4.00
CHM	4	Principles of Chemistry II	4.00
CHM	25	Basic Organic Chemistry	4.00
CHM	71	Basic Biochemistry	4.00
PSY	101	General Psychology	3.00

Co-Related List2

One of the following:

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

MTH	3	College Algebra and Trigonometry	4.00
MTH	7	Calculus and Analytic Geometry I	4.00

Co-Related List3

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: 60

Minimum Major Credits: 42

Minimum Overall GPA: 3.0

Minimum Major GPA: 3.3

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 safety principles, quality control and laboratory math and 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 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 Pharmacodynamics of drugs, in common use to treat disorders, is also discussed.

Prerequisite of CHM 22 or 71 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 BIO 8 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 Immunochemistry. 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 responses, their structure, functions and inter-relationships in normal individuals and in disease states are also presented.

Prerequisite of BIO 8 or BIO 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 histo-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 progress 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 majors 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 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.

Credits: 3

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 principles interest. Permission of the Department is required to register for this course.

Credits: 1 to 2

On Demand

BMS 99 Independent Study

Junior and seniors can undertake this independent study 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

BMS 147 Management, Supervision, Teaching Seminar

This Management, Supervision and Teaching 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 212 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 disorders; 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 life science problems and develop applications employed computerized biological images. Both areas of interest rely on proficiency in 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.

Pre-requisite 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.

Pre-requisite of BMS 256 is required.

Credits: 4

Every Fall

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: document collection, chemistry and toxicological evidence, 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. *Pre-requisite 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

Every Spring

BMS 359 Interpretive Crime Scene Case

Reconstruction

The course focuses on the leadership and peer mentorship roles as well as teamwork activities of student engagement while participating in a staged real world practical processing of a semester's long crime scene project. Students working in teams led by Honors Forensic Science Majors will investigate a uniquely staged homicide scene where subject / victims remains from a shallow grave strategically placed on campus grounds is documented and processed. Teams will exhume remains, document recovered evidence and record the crime scene. All evidence recovered will be forensically catalogued and analyzed utilizing the state of the art forensic instrumentation housed in the forensic labs on campus. Their final interpretive results reconstructing the crime scene chain of events will culminate in each of the individual student teams presenting their findings in an oral and visual documentation of their semester's long crime scene project. Areas of Concentration: Anatomy, Anthropology, Ballistics, DNA, Entomology, Forensic Psychology, Forensic Technology, Law & Evidentiary Procedures, Radiologic Technology, Toxicology, & Veterinary Sciences!

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.

Credits: 3

On Occasion

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.

Co-requisite 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 registers are emphasized. Appropriate methods of supervising ICD-10-CM coding are achieved through actual training in the coding process. Mode of instruction: Online format.

Pre requisites: BIO 7& 8 and (HIM 107 or NUR 99 or BMS 211)
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: 1
Every Spring

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.

HIM 108 Regulatory, Compliance, Medical Staff and Hospital Organization

This course is a comprehensive overview of the fundamental laws and regulations applicable to healthcare organizations and staffs. It focuses on the impact of government regulations and 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.

A pre requisite of HPA 20 is required.
Credits: 3
Every Fall

HIM 109 Legal Aspects of Health Care

This course considers the importance of law and regulations in the administrative process. Areas to be emphasized in this course 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. Cross-referenced with HPA 13.

Prerequisite of HIM 104 is required.
Credits: 3
Annually

HIM 110 Reimbursement Methodologies

This course is designed to familiarize students with the basics of healthcare reimbursement methodologies and revenue cycle management. The various types of prospective payment systems (PPS) used in health care reimbursement are discussed. Students examine the various voluntary healthcare insurance plans and government sponsored healthcare programs. Reimbursement concepts include fee-for-service, managed care, capitation systems, Diagnosis-Related Groups (DRGs), Medicare-severity diagnosis-related group (MS-DRG, Resource Based Relative Value Scale (RBRVS), Ambulatory Payment Classifications (APCs), and other related concepts. The description and use of the charge master in reimbursement will be discussed. The importance of compliance with regulations and the related issues of fraud and abuse will also be addressed. The Patient Protection and Affordable Care Act (ACA) will also be discussed. Mode of instruction: Online format.

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

Pre requisites: 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 CS 231 or HIM 53.
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 health care 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 213 Organization and Management of a Health Information Department

This senior seminar utilizes case studies, case problems and examples; the student applies the basic health information science principles through the management process. Prerequisite: All HIM courses or permission of instructor. This course utilizes the AHIMA virtual hospital laboratory environment to integrate the practical application of the theoretical management techniques

employed by health information administrators.

Mode of instruction: Online format.

Prerequisite or Corequisite: HIM 108, HIM 110, MAN 11

Credits: 4

Every Spring

HIM 213C Directed Practicum

Practical applications of concepts learned in the didactic setting are provided in a supervised learning experience. 120 hours.

Prerequisite or Co-requisite of HIM 213 is required.

Credits: 3

On Demand

HIM 213R RHIA Capstone

This is an exam preparation course designed to help senior level HIM students to prepare for their national RHIA exam. This course will run together as a co-requisite with HIM 213.

Prerequisite or Co-requisite of HIM 213 is required.

HIM 220 Research, Evaluation and Health Informatics

This course provides students with a foundation in the types, methods, and presentation of health information research, as well as a review of basic descriptive and inferential statistics used when conducting research with large amounts of structured health data. The course will cover the basic theoretical principles of health informatics research, the rules of medical ethics and the role of the Institutional Review Board (IRB). Students will learn various research designs and models as well as different methods of data collection and analysis. This 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, 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 health care 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 effective 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 Occasion

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

Annually

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.

Co-requisite of NTR 16L 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.

Co-requisite 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.

Co-requisites 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.

Co-requisites of NTR 21 and CHM 3 are required

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.

Pre- or co-requisite 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.

Pre-requisite of NTR 23 is required.

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.

Pre-requisite 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 pre-requisite 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 pre requisite of NTR 101 is required.

Credits: 3

Every Fall

NTR 103 Introduction to 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.

Requisites: B.S. in Nutrition and Dietetics students only. Co-requisites of NTR 210 and NTR 211 are required.

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.

B.S. in Nutrition and Dietetics students only. Pre-requisites of CHM 71 and NTR 101 are 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 30 hours practical experience in the field. A designated faculty member serves as the liaison between the field site and the student.

B.S. in Nutrition and Dietetics students: Co-requisite of NTR 212 is required.

B.S. in Food, Nutrition and Wellness students:

Pre-requisites of NTR 206 and NTR 24

All Students: Department Consent is required

Credits: 3

Every Spring

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.

B.S. in Nutrition and Dietetics students: Pre-requisite of MTH 19 or 40 or ECO 72 and co-requisite of NTR 211 are required.

B.S. in Food, Nutrition and Wellness students: Pre-requisites of NTR 102 and MTH 19 or 40 or ECO 72 are required.

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.

B.S. in Nutrition and Dietetics students: Pre- or co-requisites of NTR 211 is required.

B.S. in Food, Nutrition and Wellness students: Pre- or co-requisite of NTR 102 is required.

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.

B.S. in Nutrition and Dietetics students: Co-requisites of NTR 103 and NTR 211 are required.

B.S. in Food Nutrition and Wellness, Health and Community Subplan students: Pre-requisite of NTR 100 is required.

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.

Requisites: B.S. in Nutrition and Dietetics students only. Pre-requisite of NTR 101 is required.

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.

B.S. in Nutrition and Dietetics students only. Pre-requisite of NTR 211 and co-requisite of NTR 212L are required.

Credits: 3

Every 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.

B.S. in Nutrition and Dietetics students only. Co-requisite of NTR 212 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 NTR 100

For Food, Nutrition & Wellness Exercise & Fitness Subplan: Pre-requisite of NTR 100.

Credits: 3

Every Fall

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 pre-requisite of CHM 4 and NTR 21 is required.

For Food, Nutrition & Wellness Hospitality Subplan: a pre-requisite of CHM 4 and NTR 21 is required.

Credits: 3

Every Spring

NTR 222 Designing Cuisines

This 2-credit course (45 contact hours) is a required course in the Food, Nutrition & Wellness Program. 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: NTR 16 and NTR 21

Co requisite: NTR 102

Credits: 2

Every Fall

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.

Pre requisites: NTR 21 and NTR 24

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.

Pre-requisite NTR 102; Pre or Co-requisite NTR 202 & NTR 206.

B.S. in Food, Nutrition and Wellness, Exercise and Fitness Subplan: Pre-requisite of NTR 215.

Health and Community Subplan students: Pre-requisite of NTR 210

Credits: 3

Annually

NTR 402 Experiences in Nutrition

Experiences in Nutrition can be provided as an international study abroad, domestic exchange, or local community activity. Student may serve on or off campus at a one-time volunteer event or by participating in, or organizing, a program. Experiences in Nutrition programs are led by a faculty mentor or under the auspices of a

professional. Students may participate in a research project, develop or implement a community service or outreach project, or provide nutrition counseling and education.

Credits: 0

Rotating Basis

ACCELERATED/SHARED CREDIT PROGRAMS

B.S./M.S. Nutrition and Dietetics

The Department of Nutrition offers a dual B.S./M.S. degree program. Though this program is particularly suitable for students who have a baccalaureate degree in another major and have chosen to continue their studies in the field of nutrition; the program is open to all students. 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. To successfully complete this program, a student must maintain a cumulative GPA of 3.0 and a major GPA of 3.3 at the undergraduate level. In addition, at the graduate level a cumulative GPA of 3.0 is required for graduation. Students who receive a grade of "B-" or below in a required NTR (nutrition) course may need to repeat the course and receive a grade of "B" or better unless their major GPA exceeds minimum requirements. Upon completion of the B.S. requirements, students will receive the Verification Statement and a B.S. degree in Nutrition and Dietetics. An ACEND-accredited dietetic internship (DI) is required before students are eligible to sit for the RDN examination. The requirements for entry to a DI can be completed during this program, but the application to the DI is separate. For those who complete the DI at LIU Post, graduate credits are applied to the M.S. degree. Upon completion of the graduate coursework, students will receive the M.S. degree in Nutrition. Students who are considering application to this program should seek advice from the Director of the Didactic Program in Dietetics (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. Upon admission to the university and satisfaction of prerequisites, applicants may request a secondary application for acceptance into the B.S./M.S. in Nutrition and Dietetics program by filling out the application at <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. 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 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. Additionally, a grade of "B+" or higher in NTR 100, NTR 101, and two (2) of the following: NTR 16, NTR 21, or NTR 23. The secondary application requests a short personal statement and a resume that includes work, volunteer, and extracurricular experience. Transcripts will be evaluated by the Academic and Career Counselor. 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. Nutrition and Dietetics

{Program Code: 27793} {HEGIS: 1299.0/0424.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. / M.S. Nutrition and Dietetics must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 3 or MTH 7)	3 credits
Scientific Inquiry & the Natural World (satisfied by BIO 7)	4 credits

Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (satisfied by PSY 101)	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster (satisfied by BIO 8)	3-4 credits

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

Major Requirements

Required Undergraduate Nutrition Courses

(A grade of "B" or better is required for all courses)

NTR 16	Cultural & Social Aspects of Food	2.00
NTR 16L	Cultural and Social Aspects of Food Laboratory	1.00
NTR 21	Introductory Food Science	3.00
NTR 21L	Introductory Food Science Laboratory	1.00
NTR 23	Introduction to Food Hospitality	3.00
NTR 24	Food Hospitality Management	3.00
NTR 100	Concepts in Nutrition	3.00
NTR 101	Contemporary Nutrition Strategies	3.00
NTR 103	Introduction to Nutrition and Dietetics	1.00
NTR 200	Advanced Concepts in Nutrition	3.00
NTR 206	Nutrition Communication	3.00
NTR 210	Nutrition in the Community	2.00
NTR 211	Medical Nutrition Therapy I	3.00
NTR 212	Medical Nutrition Therapy II	3.00
NTR 212L	Medical Nutrition Therapy Laboratory	1.00
NTR 215	Energy and Exercise	3.00
NTR 221	Food in Contemporary Society	3.00

One of the following
(A grade of "B" or better is required for all courses):

NTR 202	Research Methodology	4.00
NTR 385	Honors Tutorial	4.00

NTR 386 Honors Tutorial 4.00

Required Undergraduate Co-Related Courses

BIO 7 Human Anatomy and Physiology I 4.00

BIO 8 Human Anatomy and Physiology II 4.00

BMS 90 Microbiology in Health Sciences 4.00

CHM 3 Principles of Chemistry I 4.00

CHM 4 Principles of Chemistry II 4.00

CHM 25 Basic Organic Chemistry 4.00

CHM 71 Basic Biochemistry 4.00

PSY 101 General Psychology I 3.00

One of the following Mathematics courses:

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

MTH 3 College Algebra and Trigonometry 4.00

MTH 7 Calculus and Analytic Geometry I 4.00

Required Graduate Nutrition Courses

(A grade of "B" or better is required for all courses)

NTR 540 Biomedical Statistics 3.00

NTR 606 Communication and Education Skills in Nutrition 3.00

NTR 609 Advanced Nutrition I 3.00

NTR 610 Advanced Nutrition II 3.00

One of the following

(A grade of B or better is required for all courses):

NTR 703 Research Methods 3.00

NTR 707 Preparation of Thesis Proposal 3.00

One of the following:

NTR 704 Clinical Research Thesis 3.00

NTR 706 Research Project 3.00

NTR 708 Experimental Research Thesis 3.00

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)

NTR 602 Nutrition Assessment 3.00

NTR 603 Diabetes Management 3.00

NTR 604 Nutrition In The Life Cycle 3.00

NTR 607 Clinical Nutrition 3.00

NTR 612 Enteral & Parenteral Nutrition 3.00

NTR 625 Renal Nutrition 3.00

NTR 705 Selected Topics in Nutrition 3.00

Geriatric Nutrition Concentration

Geriatric Nutrition Sub-Plan Courses (9 credits)

HAD 710 Gerontology: Processes of Aging 3.00

NTR 605 Nutrition In Geriatrics 3.00

One of the following Health Administration courses:

HAD 711 Long-Term Care Administration 3.00

HAD 712 The Management of Senior Community Programs 3.00

Nutrition & Exercise Physiology

Concentration

Nutrition & Exercise Physiology Sub-Plan Courses (9 credits)

NTR 617 Weight Management 3.00

NTR 618 Advanced Energy & Exercise 3.00

NTR 619 Sports Nutrition and Exercise Physiology 3.00

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: 60

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: 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 (15 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 21 Introductory Food Science 3.00

NTR 21L Introductory Food Science Laboratory 1.00

NTR 222 Designing Cuisines 2.00

One of the following pair of courses (2 or 3 credits):

NTR 16 Cultural & Social Aspects of Food 2.00

NTR 16L Cultural & Social Aspects of Food Lab 1.00

OR

NTR 210 Nutrition in the Community 2.00

Credit and GPA Requirements

Minimum Total Credits: 17 -18

Minimum Minor GPA: 2.0

Minimum Overall GPA: 2.0

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Chair: Professor Carl Figliola

Full Professors: Figliola, Giffords, Nathanson

Associate Professors: Calderon, Forman, Thomas

Assistant Professors: Brodleib, Butts, Imhof,

Labos, Vila

Program Administrator, MSW: Dr. Ilene

Nathanson

Program Director, BSW: Dr. John Imhof

Director of Field Education: Prof. Linda

Babolcsay

Program Director, Medical Imaging: Prof.

Suzanne Thomas

Clinical Coordinator, Medical Imaging: Nicole

Moore

The Department of Health and Human Services administers accredited academic programs in the areas of health and public administration, medical imaging and social work.

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 and is designed to endow students with practical abilities in problem solving, ethics, program analysis and implementation. In addition, graduates of the program may be eligible for employment in similar capacities in the nonprofit and private sectors.

Undergraduates can pursue the B.S. degree in Health Care Administration. Students also can choose five-year accelerated programs that lead to both a B.S. in Health Administration and a Master of Health Administration (MHA) in either field. Undergraduate minors are available in Public Service or Health Administration. The degree programs welcome both full-time and part-time students.

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 New York State to offer the entry-level baccalaureate degree in Radiologic Technology. Acceptance into the "professional phase" of the program requires a formal application. For more information call (516) 299-2743.

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.

For more information **email Post-SWK@liu.edu**

The Department of Health and Human Services 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. The Department maintains accreditations for professional programs from agencies such as the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Council on Social Work Education (CSWE).

B.S. Health Care Administration

The B.S. 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 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 GPA) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 19 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. Health Care Administration

[Program Code: 83493] {HEGIS: 1202.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Health Care Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics (must take PHI 13)	3 credits
Power, Institutions & Structures (must take ECO 10)	3 credits
Add'l course from one cluster (must take ECO 11)	3-4 credits

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

Major Requirements

Required Health Care Administration

Courses

All of the following:

HAD	10	American Health Systems	3.00
HPA	13	Legal Aspects of Health Care/Public Admin.	3.00
HPA	18	Research Methods	3.00
HPA	19	Statistics for the Administrators	3.00
HPA	22	Personnel Administration in Health Care/Public Sectors	3.00
HPA	28	Strategic Planning and Program Evaluation	3.00
HPA	30	Critical Issues in Health/Public Admin.	3.00
HPA	32	Internship in Health and Public Administration	6.00
HPA	40	Organizational Leadership	3.00

***Students deciding to pursue the 5-year accelerated dual degree BS/MPA program must take the graduate level courses of the following required sequences listed in order to complete their Masters at the LIU Post campus.**

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:

HPA	14	Financial Management in the Health Care/Public Sectors	3.00
HAD*	603	Foundations of Budgeting and Finance in the Health Sector	3.00

Required Course List 3 - one of the following:

HPA	15	Health Resource Allocation in Health Care/Public Sectors	3.00
MPA*	503	Economics, Environment and the Public Sector	3.00

Required Course List 4 - one of the following:

HPA	20	Computer-Based Management Systems	3.00
MPA*	506	Computer Based Management Systems	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

One of the following:

PHI	19	Biomedical Ethics	3.00
HPA	11	Careers in Public and Social Service	3.00

HPA Electives (21 credits):

HPA	12	Citizenship and the Community	3.00
HPA	16	Social and 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
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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

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. 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 56 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 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 <https://apply.liu.edu/quickapp/>. 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 19 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 56 academic credits of liberal arts and sciences coursework to be eligible for entrance to the Medical Imaging 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 2.0 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. Radiologic Technology

{Program Code: 07045} {HEGIS: 1225.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar (must take HSC 101)	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World (must take BIO 7)	4 credits
Add'l course from one cluster (must take BIO 8)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society	3 credits
Power, Institutions & Structures	3 credits

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
CHM 3	Principles of Chemistry I	4.00
CHM 4	Principles of Chemistry II	4.00
HPA 20	Computer-Based Management Systems	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
SOC 20	Sociology of Aging	3.00
SOC 21	Sociology of Health & Illness	3.00
SOC 72	People in Crisis	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: 60
 Minimum Major Credits: 58
 Minimum Overall GPA: 2.0
 Minimum Major GPA: 2.0

B.S. 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 GPA of 2.75 or better to retain standing in the program.
- Students must complete the following courses: PSY 101; 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 101, 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} {HEGIS: 2104.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World (BIO 1 required)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (PSY 101 required)	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (PHI 13 required)	3-4 credits
Ethics, Self & Society cluster	

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

Ancillary Requirements:

- Bio 2 Foundations of Biology II
- BIO 7 Human Anatomy and Physiology I
- BIO 8 Human Anatomy and Physiology II

Major Requirements

Required Classes for the B.S. in Social Work

HPA/ SWK	18	Research Methods	3.00
HPA/ SWK	19	Statistics for the Administrators	3.00
HPA	20	Computer-Based Management Systems	3.00
SWK	1	Introduction to Social Work and Social Welfare	3.00
SWK	50	Social Welfare Programs & Policies I	3.00

SWK	51	Social Welfare Programs & Policies II	3.00
SWK	60	Human Behavior in the Social Environment I	3.00
SWK	61	Human Behavior in the Social Environment II	3.00
SWK	70	Social Work Practice I	3.00
SWK	71	Social Work Practice II	3.00
SWK	75	Diversity-Sensitive Social Work Practice	3.00
SWK	79	Introduction to Field Instruction	1.00
SWK	80	Field Instruction I	4.00
SWK	90	Field Instruction II	6.00
SWK	91	Field Instruction III	6.00

Required Social Work Elective Courses

Choose two of the following:

ANT	1	Development of the Human Species, Culture and Society	3.00
ANT	2	Human Society	3.00
PHI	8	Introduction to Philosophy	3.00
PHI	14	Introduction to Critical Reasoning	3.00
PHI	19	Biomedical Ethics	3.00
PSY	25	Developmental Psychology: Childhood	3.00
PSY	26	Developmental Psychology: Adolescence	3.00
PSY	29	Developmental Disabilities	3.00
PSY	30	Personality: Research and Theory	3.00
PSY	32	Social Psychology	3.00
PSY	63	Abnormal Psychology	3.00
PSY	70	Developmental Psychology: Adulthood and Aging	3.00
PSY	121	Human Growth and Development Across the Lifespan	3.00
SOC	2	Social Institutions	3.00
SOC	3	Social Problems	3.00
SOC	15	Social Change	3.00
SOC	22	Sociology of Families	3.00
SOC	24	Sociology of Adolescence and Youth	3.00
SOC	33	Deviant Behavior	3.00

SOC	70	Sociology of Poverty	3.00
SWK	30	Interdisciplinary Helping Professions	3.00
SWK	31	Child and Family Services: The Practice	3.00
SWK	385	Honors Tutorial	3.00
SWK	386	Honors Tutorial	3.00
SWK	389	Honors Thesis	3.00
SWK	390	Honors Thesis	3.00

Required General Co-Related Courses

ECO	10	Introduction to Microeconomics	3.00
HPA	20	Computer-Based Management Systems	3.00
HPA	40	Organizational Leadership	3.00
PHI	13	Ethics and Society	3.00
PSY	101	General Psychology	3.00
SOC	1	Introduction to Sociology	3.00

Required Co-Related Biology Courses

Transfer students entering with an A.A. or A.S. may only need to complete one course instead of the two course series:

BIO	1	Foundations of Biology I	4.00
BIO	2	Foundations of Biology II	4.00
Or			
BIO	7	Human Anatomy and Physiology I	4.00
BIO	8	Human Anatomy and Physiology II	4.00

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

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

Alternate Years

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

Annually

HPA 16 Social and 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 18 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 HPA 18 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.

Prerequisite of HAD 10 is 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

HPA 40 Organizational Leadership

This course covers theories and practices related to individual, group, and organizational behavior within human and public services including health care and nonprofit sectors. Topics such as decision-making, leadership, group dynamics, communication and organizational structure will be

explored.
Credits: 3
Every Fall

NPM 10 Introduction to Nonprofit Organizations

Introduction to the nonprofit sector, nonprofit organizations and concepts of leadership and management focusing on the history of the development of this robust sector in the US, elements of strategic planning, and resource allocation.
Credits: 3
Alternate Years

NPM 11 Event Planning and Fundraising

Provides an overview of sources of funding for nonprofit organizations and its implications. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money with particular emphasis on event planning.
Credits: 3
Alternate Years

NPM 12 Nonprofit Leadership and Management

The study of management principles and practice for nonprofit organizations. Consideration is given to leadership in a nonprofit environment, the motivation of staff and volunteers, the role of the founder and the board, and types and structures of nonprofit organizations.
Credits: 3
Alternate Years

NPM 13 Budgeting and Finance in the Nonprofit Sector

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to interpret financial statements, to make financial decisions, and to comply with the legal reporting requirements.
Credits: 3
Alternate Years

NPM 14 Communications in Nonprofits

An examination of theory and practice in written and oral communication as applied to the nonprofit sector and its unique challenges with communicating with various constituents.
Credits: 3
Alternate Years

Radiologic Technology Courses

RDT 103 Methods Of Patient Care

Designed to provide 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 107 Medical Ethics & Law in Medical Imaging

This content provides a foundation in ethics and law related to the practice of medical imaging. An introduction to terminology, concepts and principles will be presented. Students will examine a variety of ethical and legal issues found in clinical practice.
A pre requisite of RDT 103 is required.
Credits: 2
Every Spring

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).
Prerequisite 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.
Prerequisite 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.

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.

Prerequisite 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.

Prerequisite 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.

Co-requisite of RDT 147L is required.

Credits: 4

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.

Pre-requisites of BIO 7 and 8 and Co-requisites RDT 155L are required.

Credits: 4

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

A continuation of medical imaging procedures with an emphasis on standard imaging of the vertebral column and the breast. The student will also be introduced to more advanced studies which involve the use of contrast material. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment. Writing Across the Curriculum course (WAC).

Prerequisite of RDT 155 and Co-requisite of RDT 156L are required.

Credits: 4

Every Spring

RDT 156L Medical Imaging Procedures II Laboratory

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 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 compliment the information presented 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 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.

Co-requisite of RDT 204 is required.

Credits: 3

Every Spring

RDT 180 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).

A co-requisite of RDT is required.

Credits: 3

Every Fall

RDT 200 Introduction to Clinical Practice

During this practicum, the student begins to increase proficiency and skills through

demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply theories and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures.

Co-requisite of RDT 103 and RDT 105 are required.

Credits: 1

Every Fall

RDT 201 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 200 is required.

Credits: 1

Every Spring

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 259 Clinical Experience Practicum X

Students, under supervision, continue their clinical experience in advanced Diagnostic Imaging Procedures.

Credits: 1 to 3

Every Semester

RDT 281 Principles Of MRI I

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.

Credits: 3

On Occasion

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 change 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, 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 282 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

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. Cross-listed 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 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 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

SKW 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 life-span 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 101, 102, (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

ACCELERATED SHARED CREDIT PROGRAMS

B.S. Health Care Administration and M.H.A. Health Administration

The Department of Health Care and Public Administration offers an accelerated shared credit program that enables qualified students to complete requirements for both a Bachelor of Science in Health Care Administration and a Master of Health Administration in Health 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.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 GPA) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.
- **Transfer students:** Completion of 60-64 credits with a minimum GPA of 3.0. If a student does not possess the necessary 3.0 GPA, 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. Health Care Administration and M.H.A. Health Administration

{Program Codes: 83493 and 79014}

{HEGIS: 1202.0 and 1202.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the accelerated shared credit B.S. Health Care Administration and M.H.A. Health Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 1,3,5,6,7,8,15 or 16)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (must take PHI 13)	3 credits
Power, Institutions & Structures (must take ECO 10)	3 credits
Add'l course from one cluster (must take ECO 11)	3-4 credits

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

Major Requirements

Required Undergraduate Health Care Administration Courses

HAD 10	American Health Systems	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 22	Personnel Administration in Health Care/Public Sectors	3.00
HPA 28	Strategic Planning and Program Evaluation	3.00
HPA 30	Critical Issues in Health/Public Administration	3.00
HPA 32	Internship in Health and Public Administration	6.00

HPA 40	Organizational Leadership	3.00
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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

One of the following:

HPA 11	Careers in Public and Social Service	3.00
PHI 19	Biomedical Ethics	3.00

Required Senior Year Graduate Health Administration Courses

HAD 603	Foundations of Budgeting and Finance in the Health Sector	3.00
MPA 503	Economic Environment and the Public Sector	3.00
MPA 506	Performance Management and Information Systems in the Public Sector	3.00
MPA 507	The Policy Process in Health Care and Public Administration	3.00

Free Electives

Courses that are not being used to satisfy major or core requirements.

Credit and GPA Requirements

Minimum Total Credits (for freshmen): 150
 Minimum Total Undergraduate Credits: 120
 Minimum Graduate Credits: 36
 Minimum Undergraduate Liberal Arts Credits: 60
 Minimum Undergraduate Major GPA: 3.00
 Minimum Undergraduate Cumulative GPA: 3.00
 Minimum Graduate GPA: 3.00

MINORS

Minor: 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

Required Public Service Courses

All of the following:

HPA 11	Careers in Public and Social Service	3.00
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HPA	12	Citizenship and the Community	3.00
		Health Resource	
HPA	15	Allocation in the Health Care/Public Sectors	3.00
HPA	30	Critical issues in Health and Public Administration	3.00
PHI	13	Ethics and Society	3.00
POL	83	Policy-Making in American Government	3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.00

Minor: Health 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 Administration

Requirements

Required Health Administration Courses

All of the following:

HAD	10	American Health Systems	3.00
HPA	13	Legal Aspects in Health	3.00

One of the following:

HAD	11	Management of Healthcare Organizations	3.00
MPA	507	The Policy Process in Health Care and Public Administration	3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 507.

One of the following:

HPA	14	Financial Management in the Health Care/Public Administration	3.00
HAD	603	Foundations of Budgeting and Finance in the Health Sector	3.00

Students seeking to pursue the Dual MHA are recommended to take HAD 603.

One of the following:

HPA	15	Resource Allocation	3.00
MPA	503	Economic Environment and the Public Sector	3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 503.

One of the following:

HPA	20	Computer-Based Management Systems	3.00
MPA	506	Performance Management Systems	3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 506.

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.00

Minimum Minor GPA for Dual MHA: 3.25

Minor: 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.

Minor in Required Social Work

Requirements

Required Social Work Courses

SWK	1	Introduction to Social Work and Social Welfare	3.00
SWK	50	Social Welfare Programs & Policies I	3.00
SWK	51	Social Welfare Programs & Policies II	3.00
SWK	60	Human Behavior in the Social Environment I	3.00
SWK	61	Human Behavior in the Social Environment II	3.00

One of the following:

HSC	102	Interdisciplinary Helping Professions	3.00
POL	80	Administrative Behavior	3.00
SWK	30	Interdisciplinary Helping Professions	3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Minor GPA: 2.0

Minimum Overall GPA: 2.0

DEPARTMENT OF NURSING

Phone: 516-299-2320

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Chair: Dr. Maureen Cardoza

Associate Professors: Cardoza, Infantino, Stroehlein, Knapp

Assistant Professors: Darcy, Heithaus, Hoepfer, Jacobsen, Olivieri, Otoo, Penque, Prager

Instructors: Greenidge-Adams

Emerita: Dr. Amy Wysoker

Director of Family Nurse Practitioner (FNP)

Program: Prof. Daniel Jacobsen

Director of Nursing Graduate Education and

Research: Dr. Susan Penque

Director of Nursing Arts and Simulation: Prof. Teresa Heithaus

Nursing Department Clinical Coordinator: Kasie Borowy

The Department of Nursing offers 2 programs that are accredited by the Commission on Collegiate Nursing Education (CCNE). The Bachelor of Science in Nursing 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-requisite and co-requisite courses, as well as nursing specialty courses throughout the four years. This program qualifies graduates to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN)

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

B.S. 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-requisite and co-requisite courses, as well as nursing specialty courses throughout the four years. Students complete the program in eight full-time consecutive 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. All courses are "step-locked" and must meet the pre-requisite courses of all previous semesters according to the cohort course map. Co-requisite or pre-requisite courses may be taken prior to the required semester. Please consult with the program director for clarification.

ADMISSION REQUIREMENTS

The licensure-qualifying four-year Bachelor of Science in Nursing is open to both freshman and transfer students.

Applicants for admission to LIU Post as nursing majors are required to possess:

Incoming Freshman:

A B average (85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 22 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 cumulative 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 students must obtain grade of C+ or higher in prerequisite/co-requisite course work and not have repeated a course more than once (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology).

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 can be transferred to LIU Post from an associate degree program and up to 96 credits from baccalaureate programs. Nursing courses from other institutions do 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, developmental psychology 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.

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.

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 will result in permanent dismissal from the program.

UNDERGRADUATE PROGRAMS

PROGRESSION

Progression through each course/semester in the nursing program requires the following:

- A cumulative 3.0 GPA index.
- Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for **one semester**. The probation designation will remain on the record until graduation even if the student corrects the deficiency.
- Students who do not raise their overall GPA to a 3.0, **after one semester** on probation, will be dismissed from the undergraduate BS in Nursing program.
- A minimum grade of a C+ (or better) in nursing and all pre-requisite and co-related sciences and mathematics
- Nursing courses and pre- and co-requisite courses (i.e., anatomy & physiology, microbiology, genetics, chemistry, pathophysiology, general & developmental psychology, and statistics) in which students earn a grade of C, C-, D, F, W or WU must be ***repeated prior to the student's progression to the next semester in the nursing sequence (with the exception of NRS 110).***
- Nursing courses **must be** repeated in the next spring or fall semester that the course is offered.
- Students who fail a repeated nursing course, or a required pre- or co-requisite non-nursing course, with a grade of C, C-, D, F,

W or WU will be permanently dismissed from the Nursing program.

- Any general education course in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.
- A PASS grade on ALL clinical course components is required.
 - The nursing courses that have a clinical component require that the student pass **both the didactic and the clinical component** for retention/ progression in the nursing major. If the student fails the clinical component they will fail the entire course regardless of the didactic grade.
- Student may repeat only one nursing or pre/ co requisite course throughout the curriculum.
 - Students who do not achieve a grade of C+ in any nursing course or pre/ co requisite course are permitted to repeat that course only *once*.
 - A second failure in that course and/or a first failure in any subsequent course will result in dismissal from the nursing program regardless of the repeated course grade earned.
 - Students may repeat only *one* nursing course (if eligible).
- Students in the pre-licensure BS in Nursing program are required to achieve a grade of 90% on Medication Calculation exams. A grade of 100% is required prior to the Preceptor practicum course NRS 410.

Students may repeat that exam once after documented ATI remediation.

- Failure to achieve 90% on the second attempt will result in a clinical failure and the student will be unable to administer medication in the clinical setting until competency is achieved within one week's time. Failure to achieve remediated competencies will result in a second clinical failure and a failure of the entire course with the inability to progress in the nursing 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 in the first nursing semester in course NUR 100 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

GRIEVANCE POLICY

Department of Nursing retention and progression policy and grievance policy as located in the Nursing Handbook supersede LIU Post campus policy. A student may only appeal an academic decision of the Department of Nursing Chairperson to the Dean of the School of Health Professions and Nursing (SHPN) following the SHPN Undergraduate and Graduate Student Academic Grievance Procedure found in the LIU Post Bulletin. The student must submit a formal, written appeal to the Dean using the SHPN Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support his/her appeal.

B.S. in Nursing

(Program Code: 37706) {HEGIS: 1203.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar (Satisfied with NRS 100 FY##)	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (Satisfied with MTH 19)	3 credits
Scientific Inquiry & the Natural World (Satisfied with BIO 7)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (Satisfied with PSY 101)	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster (Satisfied with BIO 8)	3-4 credits

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

Required Co-Related Courses

BIO 7	Human Anatomy and Physiology I	4.00
BIO 8	Human Anatomy and Physiology II	4.00

CHM 6	Chemistry of Life	4.00
MTH 19	Basic Statistics	3.00
PSY 101	General Psychology	3.00
PSY 121	Human Growth and Development	3.00

Choose one of the following:

BIO 121	Human Genetics in Health and Disease	3.00
HSC 221	Topics in Human Genetics	3.00

Choose one of the following:

NUR 99	Pathophysiology	3.00
BMS 211	Introduction to Disease Processes	3.00

Choose one of the following:

BMS 90	Microbiology in Health Sciences	4.00
BIO 250	Microbiology	4.00

Major Requirements: 4-Year Nursing

(pre-licensure)

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	400	Nursing Research & Evidence-Based Practice	3.00
NRS	410	Nursing Transition into Professional Practice	7.00
NRS	410C	Nursing Transition into Professional Practice Clinical	0.00

Nursing students also benefit from enrolling in recitation courses (NRS 160R, NRS 200R, NRS 210R, NRS 220R, NRS 230R, and NRS 240R) for all major classes to build competency in nursing skills. Students will be assigned to appropriate sections each semester.

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

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 Management, Leadership & Informatics

This course introduces the student nurse to current leadership, management and organizational theories. Using a seminar model the students investigate and discuss unique issues associated with nursing, health care management and leadership principles. Topics include ethical, political, legal, economic and biophysical aspects of nursing leadership and management. This is an integrative course that also explores advances in healthcare information technology and various electronic management strategies that support patient care systems.

Credits: 3

Every Spring

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.

Pre requisite: BIO 8, Co requisite: NRS 130C

Credits: 4

Every Spring

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.

Co requisite: NRS 130

Credits: 1

Every Spring

NUR 130R Fundamentals of Nursing Care Recitation

This recitation course allows students to analyze unique and foundational patient scenarios through case studies, concept maps, nursing care plans, simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner.

Credits: 0

Every Fall

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 be discussed.

Credits: 3

Every Fall and Spring

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.

A pre requisite of CHM 6 is 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.

Pre requisites: NRS100 or NRS 303 and BIO 8

Co requisite: NRS 160C

Credits: 5

Every Fall

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.

Co requisite: NRS 160

Credits: 0

Every Fall

NUR 160R Health Assessment Nursing Care Recitation

This recitation course allows students to analyze unique and foundational patient scenarios through clinical skill development correlating knowledge of human physiology, disease pathology through simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner promoting health and wellness.

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 NRS 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 NRS 160 is required.

Credits: 0

Every Fall

NUR 200R Psychiatric Mental Health Nursing Care Recitation

This recitation course allows students to analyze unique and complex mental health dynamics patient and family scenarios through case studies,

simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice with vulnerable populations. The focus is on nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as leader in the management of mental health patient care

Credits: 0

Every Fall

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 NRS 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 Fall

NUR 210R Psychiatric Mental Health Nursing Care Recitation

This recitation course allows students to analyze unique and complex mental health dynamics patient and family scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice with vulnerable populations. The focus is on nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as leader in the management of mental health patient care

Credits: 0

Every Fall

NRS 220 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: 0

Every Spring

NUR 220R Adult and Gerontological Nursing II Recitation

This recitation course allows students to analyze unique and complex patient scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice. The focus is on nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as leader in the management of patient care.

Credits: 0

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

NUR 230R Public Health Nursing Recitation

This recitation course allows students to analyze unique and complex individual, family and community concepts through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to public health practice. The focus is on nursing care, communication within the health care team, epidemiology, case management and delegation of care identifying cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as change agent and leader in the management of patient care.

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

NUR 240R Obstetrical and Pediatric Nursing Recitation

This recitation course allows students to analyze unique and complex family centered scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice utilizing evidence to plan, implement and evaluate family centered risk reduction/prevention and disease management. The focus is on women's health nursing care, the childbearing family, newborn and pediatric physical and developmental assessment skill development

and care management.

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 evidenced-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

Every Fall

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

Every Spring

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

Every Fall

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

Every Fall

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.

Credits: 0

Every Fall

NUR 90 Management, Leadership and Nursing

The focus is on the leadership and management concepts and principles, and their application to managing groups of healthcare providers. Nursing management and changes in the current health care system will be explored.

Pre requisite of NUR 79 is required.

Credits: 3

Every Spring

NUR 91 Communication and Group Skills for the Health Care Setting

This course provides the theoretical basis and clinical application of communication techniques, group dynamics, and group process for healthcare professionals working in a variety of health care settings. The knowledge, strategies, and techniques needed to communicate effectively with others and in groups will be the focus of this course.

Credits: 3

Every Fall

NUR 95 Integrative Nursing Practice

This course is an introduction to the complementary, alternative, and integrative nursing

modalities and interventions utilized in the professional practice. Historical and theoretical content will be covered as well as practical application of selected modalities; focus on human needs; wellness, and therapeutic relationships.

Credits: 1 to 2

On Occasion

NUR 99 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

Every Spring

NUR 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 be discussed. (Same as NRS 140)

Must be in CNBS or TNBS plan.

Credits: 3

Every Spring

NUR 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. Same as NRS 150

Must be in CNBS or TNBS plan.

Credits: 3

Alternate Spring

NUR 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. Same as NRS 160/160C

Must be in CNBS or TNBS plan.

Credits: 5

Every Fall

NUR 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. Same as NRS 160/160C

Must be in CNBS or TNBS plan.

Credits: 0

Every Fall

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: 0

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 evidenced-based practice into their delivery of nursing care.

Same as NRS 400

Must be in CNBS or TNBS plan.

Credits: 3

Every Spring

DEPARTMENT OF VETERINARY TECHNOLOGY

Phone: 516-299-2577

Email: Post-VetTech@liu.edu

Program Director: Dr. Robin Sturtz

Associate Professor: Sturtz

Instructor: Asprea

Adjunct Faculty: 3

Veterinary Technology at LIU Post is one of only a few programs in the country to offer the entry-level baccalaureate degree in the profession. A veterinary technologist's role is to provide excellent patient care, working with the veterinarian and other veterinary professionals to ensure good outcomes for our patients and our clients. A veterinary technologist will assist the doctor in the examination room, take and process radiographs and other imaging tests, collect samples and perform laboratory tests, administer medication, and counsel clients in areas like nutrition and behavioral issues. An interest in the natural sciences, good skills in mathematical computation, strong intellectual curiosity, and a desire to help others are the foundations of a veterinary technologist.

Veterinary technologists work in small animal practice, large animal practice, industry, research, the military, and government (US Department of Agriculture). As in veterinary medicine, they can achieve specialty credentials in over a dozen specific areas of practice, from nutrition to emergency care. Technologists can leverage their B.S. degree into supervisory and administrative positions, and command higher salaries. The US Department of Labor Statistics predicts a 20% increase in job opportunities for veterinary technologists by 2026, which translates to over 20,000 jobs nationwide.

We offer a specific plan of study for those interested in applying to veterinary medical school after undergraduate work. The amount of hands-on experience and veterinary science coursework available are invaluable for post-graduate education.

The B.S. in Veterinary Technology provides a strong educational foundation in science and the liberal arts, and comprehensive coursework in veterinary technology. Students receive the core knowledge for entry into professional practice as well as tools for lifelong learning. Through the synthesis of clinical and didactic experiences, students develop clinical competence, conceptual understanding and critical thinking skills for effective problem-solving. We seek to prepare graduates who will have essential literacies including written and oral communication skills and thus be clinically competent professionals able to provide quality care to the community and other groups of interest. Clinical externship placements include some of the best veterinary facilities in the area – and some, the best in the country. Both

large animal and small animal clinical skills will be taught.

Accreditation Information

The B.S. in Veterinary Technology is officially registered with the New York State Education Department. The program has applied for consideration for accreditation from the American Veterinary Medical Association (CVTEA). Although the application for accreditation has been accepted this does not guarantee accreditation. Applying for accreditation does not grant any temporary status of accreditation.

B.S. in Veterinary Technology Admissions Requirements

An entering freshman must have (in addition to general entrance requirements)

- a minimum high school grade average of 85%
- a minimum SAT composite score of 1000 (ACT Composite of 19).

Once admitted to the program, students are expected to meet academic standards in class and performance standards in laboratories and externships. These requirements are outlined in the student handbook.

The program prepares the student to take the national licensing examination in veterinary technology. Passing the national veterinary technology licensing examination and graduating from an accredited veterinary technology program are required for New York State licensure. Students planning to go to veterinary medical school will receive specific counseling from program faculty. Note that if you have ever been convicted of a felony, your application for professional licensing will be reviewed separately, and may not be approved, despite having passed all appropriate examinations and completed all degrees.

B.S. Veterinary Technology

B.S. Veterinary Technology

{Program Code: 39319} {HEGIS: 0104.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar (must take BMS 97)	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (must take MTH 3)	3 credits
Scientific Inquiry & the Natural World (must take BIO 103)	4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Ethics, Self & Society (**must take PSY 101**) 3 credits

Power, Institutions & Structures 3 credits

Additional course from one cluster (**must take BIO 104**) 3-4 credits

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

Major Requirements

Required Vet Tech Courses

VST	101	Introduction to Veterinary Sciences	3.00
VST	102	Veterinary Hospital Procedures and Practices	2.00
VST	201	Anatomy and Physiology of Domestic Animals I	2.00
VST	201L	Anatomy and Physiology of Domestic Animals I Lab	1.00
VST	202	Veterinary Toxicology and Pharmacology	3.00
VST	203	Anatomy and Physiology of Domestic Animals II	2.00
VST	203L	Anatomy and Physiology of Domestic Animals II Lab	1.00
VST	204	Veterinary Nursing I	2.00
VST	204L	Veterinary Nursing I Lab	1.00
VST	211	Veterinary Clinical Laboratory Techniques	2.00
VST	211L	Veterinary Clinical Laboratory Techniques Lab	1.00
VST	212	Large Animal Health, Diseases and Nursing	2.00
VST	212P	Large Animal Health, Diseases and Nursing	1.00
VST	213	Veterinary Externship I	1.00
VST	213P	Veterinary Externship I - Practicum	2.00
VST	214	Veterinary Nursing II	2.00
VST	214L	Veterinary Nursing II Lab	1.00
VST	215	Veterinary Diseases and Parasitology	2.00
VST	215L	Veterinary Diseases and Parasitology Lab	1.00
VST	401	Laboratory Animal/Non-traditional Pet Technology	2.00

VST	401L	Laboratory Animal/Non-traditional Pet Technology Lab	1.00
VST	402	Veterinary Externship II	1.00
VST	402P	Veterinary Externship II - Practicum	3.00
VST	403	Veterinary Nursing III	3.00
VST	403	Veterinary Nursing III Lab	1.00
VST	404	Veterinary Dentistry and Nutrition	2.00
VST	405	Veterinary Externship III	1.00
VST	405P	Veterinary Externship III - Practicum	4.00
VST	406	Veterinary Capstone Course	2.00

Required Co-Related Courses

BIO	103	General Biology I	4.00
BIO	104	General Biology II	4.00
BMS	97	Outbreak! Veterinary and Human Disease Emergencies	3.00
CHM	3	Principles of Chemistry I	4.00
CHM	4	Principles of Chemistry II	4.00

One of the following:

BIO	250	Microbiology	4.00
BMS	90	Microbiology in Health Sciences	4.00

Free Electives - Students may have liberal arts or recommended veterinary technology electives.

Pre-DVM Specialization Required Courses

Required Pre-DVM Courses

BIO	121	Human Genetics in Health and Disease	3.00
CHM	21	Organic Chemistry I	4.00
CHM	22	Organic Chemistry II	4.00
CHM	71	Basic Biochemistry	4.00
PHY	11	College Physics I	4.00

One of the following:

ORC	1	Public Speaking	3.00
PHY	12	College Physics II	4.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60
 Minimum Major Credits: 59
 Minimum Major GPA: 2.8

MINORS

Equine Studies

This twelve (12) credit minor takes full advantage of the North Shore Equestrian Center (NSEC) located at LIU Post. The minor prepares students in the department and those 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 equestrian avocation.

Students will draw their twelve credits from the following four tracks: Equine Management, Equine Education, Equine Health and a Self-designed Generic Track.

Minor in Equine Studies Requirements

Recommended Core Courses, may be taken prior to or concurrent with courses in a track.

PE	116	Beginning Horseback Riding	1.00
PE	117	Intermediate Horseback Riding	1.00
PE	160	Practical Horse Management	3.00
PE	173	Equine Studies Minor Internship	1.00

All courses that fulfill the minor must be taken prior to or concurrent with the internship or with department approval.

Equine Management Business Track:

PE	161	Equine Business Management	3.00
PE	162	Equine Facilities Management	3.00
PE	163	Equine Activities Management	3.00
PE	164	Equine Business Law and Ethics	3.00

Equine Education Track:

PE	165	Fundamental Theories of Riding	3.00
PE	166	Methods of Teaching Riding	3.00
PE	167	Teaching Therapeutic Riding	3.00
PE	168	Judging	3.00

Equine Health Track:

PE	169	Principles of Equine Anatomy	3.00
PE	170	Basic Equine Health, Disease and First Aid	3.00

PE	171	Equine Systems, Lameness, Metabolic, Disorders and Reproduction	3.00
PE	172	Equine Nutrition	3.00

Credit and GPA Requirements

Minimum Total: 12 Credits

Minimum GPA: 2.80

A grade of C+ or better must be received by students majoring in physical education or the dual health education/physical education major.

Veterinary Technology Courses

VST 101 Introduction to Veterinary Sciences

A veterinary technician is described by the American Veterinary Medical Association (AVMA) as a person knowledgeable in the care and handling of animals, in the basic principles of normal and abnormal life processes, and in routine and clinical procedures. He or she is an active assistant to veterinarians, biological research workers, and other scientists. This introductory survey course is designed to prepare students for entrance into the field of veterinary science and technology, by introducing them to the terminology of veterinary medicine. This course includes instructional areas of information pertaining to various classifications and breeds of animals, restraint methods, future employment potential, and basic scientific concepts regarding animal health in general. The course is intended to be an overview of the entire veterinary science and technology curriculum by providing a basic background and prerequisite knowledge that will be of benefit in other departmental course offerings.

Credits: 3

Every Fall

VST 102 Veterinary Hospital Procedures and Practices

This course will acquaint the student with the principles involved in operating a veterinary practice. The legal aspects of the practice will be discussed, as well as methods of managing the personnel, financial responsibilities, ordering drugs and supplies, keeping inventory, and bookkeeping. Illustrations from actual practices will be used. Students will become familiar with the forms currently in use. The computer and its impact and use in veterinary medicine will be discussed. Demonstration of a sample veterinary software management system will take place.

A pre requisite of VST 101 is required.

Credits: 2

Every Spring

VST 201 Anatomy and Physiology of Domestic Animals I

Basic principles of the structure and function of companion, food, laboratory, and exotic animals are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic understanding of chemistry, physics and mathematics is introduced where useful and necessary for understanding these biological phenomena. This course covers the comparative anatomy of and physiology of companion, food, laboratory and exotic animals in a systematic manner. The integumentary, circulatory, skeletal, muscular, respiratory, gastrointestinal and metabolic systems will be covered during the first course. The reproductive, endocrine, neurologic, immune and sensory systems will be covered during

the second course of the two-course sequence. The laboratories will involve dissection as well as use of models and online/software materials. This course is part of a two-semester sequence (2 hours of lecture, 3 hours of laboratory).

Pre or Co requisite: BIO 103

Co requisite(s): VST 101, VST 201L - Lab

Credits: 2

Every Fall

VST 201L Anatomy and Physiology of Domestic Animals I - Lab

Lab to VST 201 Lecture

Pre or Co requisite: BIO 103

Co requisite(s): VST 101, VST 201 - Lecture

Credits: 1

Every Fall

VST 202 Veterinary Toxicology and Pharmacology

This course is a study of the drugs used in veterinary medicine, pharmacy maintenance, and the storage and proper inventory procedures for these drugs. General pharmacological principles, drugs, and classification of agents used in veterinary medicine, including drug dosage calculation, therapeutic responses to drugs, and common adverse drug reactions will be covered. Toxicology of common OTCs, plants insecticides, and household products are included.

Pre requisite(s): VST 102, VST 203 and BIO 104

Credits: 3

Every Fall

VST 203 Anatomy and Physiology of Domestic Animals II

Basic principles of the structure and function of companion, food, laboratory and exotic animals are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic understanding of chemistry, physics and mathematics is introduced where useful and necessary for understanding these biological phenomena. This course covers the comparative anatomy and physiology of companion, food, laboratory and exotic animals in a systematic manner. The integumentary, circulatory, skeletal, muscular, respiratory, gastrointestinal and metabolic systems will be covered during the first course. The reproductive, endocrine, neurologic, immune and sensory systems will be covered during the second course of the two-course sequence. The laboratories will involve dissection as well as use of models and online/software materials. This course is part of a two-semester sequence (2 hours lecture, 3 hours laboratory).

Pre requisite: VST 201

Co requisite: VST 203 L - Lab

Credits: 2

Every Spring

VST 203L Anatomy and Physiology of Domestic Animals II - Lab

Lab to VST 203 Lecture

Co requisite: VST 203 - Lecture

Credits: 1

Every Spring

VST 204 Veterinary Nursing I

Veterinary Nursing I is the first in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the proceeding course. Topics covered will include handling and restraint of dogs and cats, the application of patient and personal safety measures, record-keeping, and signs and characteristics of common small animal diseases.

Pre requisite: VST 203

Co requisite(s): VST 202, VST 204L - Lab

Credits: 2

Every Fall

VST 211 Veterinary Clinical Laboratory Techniques

Veterinary technicians function as a component of a diagnostic and therapeutic team. This course will explore the diagnostic and therapeutic processes with emphasis placed on the roles that technicians have in these operations. Focus will be given to laboratory analyses; however, it is intended that students gain an appreciation for the manner in which ancillary diagnostics integrate with the entire diagnostic process. Various aspects of veterinary hematology which are important to LVT. Focus on urology, clinical chemistry, clinical serology, digestive function tests, laboratory microbiology and laboratory parasitology. Laboratory sessions concerned primarily with collection, storage, handling and analysis of blood, feces and other bodily secretions and excretions.

Pre requisite(s): VST 202, VST 204

Co requisite: VST 211L - Lab

Credits: 2

Every Spring

VST 211L Veterinary Clinical Laboratory Techniques - Lab

Lab to VST 211 Lecture

Co requisite: VST 211 - Lecture

Credits: 1

Every Fall

VST 212 Large Animal Health, Diseases and Nursing

Farm animal nursing provides the student with the knowledge and understanding of basic health principles relating to large farm type animals including dairy and beef cattle, horses, sheep, goats, swine, llamas and poultry. The course exposes the student to the areas of restraint methodology, clinical techniques utilized in physical examinations for diagnosis, and therapeutics of large animals. In addition, the course is designed to impart a basic understanding of diseases of farm animals, with an emphasis on etiology, pathogenesis, signs, treatment, and prevention. Safety and humane treatment of animals will be emphasized

throughout the course.

Pre requisite: VST 215

Co requisite: VST 212P

Credits: 2

Every Spring

VST 212P Large Animal Health, Diseases and Nursing

Farm animal nursing provides the student with the knowledge and understanding of basic health principles relating to large farm type animals including dairy and beef cattle, horses, sheep, goats, swine, llamas and poultry. The course exposes the student to the areas of restraint methodology, clinical techniques utilized in physical examinations for diagnosis, and therapeutics of large animals. In addition, the course is designed to impart a basic understanding of diseases of farm animals, with an emphasis on etiology, pathogenesis, signs, treatment, and prevention. Safety and humane treatment of animals will be emphasized throughout the course.

Co requisite: VST 212

Credits: 1

Every Spring

VST 213 Veterinary Externship I

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated by a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.

Pre requisite: VST 214

Co requisite: VST 213P

Credits: 1

Every Fall

VST 213P Veterinary Externship I - Practicum

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated by a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase

liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.

A co requisite of VST 213 is required.

Credits: 2

Every Spring

VST 214 Veterinary Nursing II

Veterinary Nursing II is the second in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the preceding course. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, clinical and post-surgical nursing, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal and continued experience in well-care.

Pre requisite: VST 204

Co requisite: VST 214 L - Lab

Credits: 2

Every Spring

VST 214L Veterinary Nursing II - Lab

Lab to VST 214 Lecture

Co requisite: VST 214 - Lecture

Credits: 1

Every Spring

VST 215 Veterinary Diseases and Parasitology

An introduction to the principles of basic parasitology with an emphasis on identification, classification, life history, prevention and control of the internal and external parasites of economic importance to the animal industry. In the laboratory the student develops the routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination. Common diseases that are caused by parasites will be discussed.

Pre or co requisite: VST 214

Co requisite: VST 215 L - Lab

Credits: 2

Every Fall

VST 215L Veterinary Diseases and Parasitology

Lab to VST 215 Lecture

Co requisite: VST 215 - Lecture

Credits: 1

Every Fall

VST 233 Veterinary Business Management

Introduces scope and responsibilities of administrative office management of the clinical veterinary practice and other veterinary-related businesses. Topics include planning, organizing, operating and controlling office operations; leadership and human relations factors; and an overview of the effect office technology has had on the business world. Emphasis on concepts of supervision and practices used by first-line supervisors in putting them into effect. Gives students actual practice through discussions of case

problems arising from work situations.

A pre requisite of VST 102 is required.

Credits: 3

Annually

VST 234 Exotic Animals

This course is designed to acquaint the student with the wide variety of issues important to husbandry and nursing care for exotic animals. Matters of well-care, nutrition, medical care, and client education will be discussed in the context of the major species of exotic companion animals. Attention will be paid to the inadvisability of keeping some species or breeds as companions.

A pre requisite of VST 214 is required.

Credits: 3

Annually

VST 235 Rehabilitation and Wellness

The course builds on the students' understanding of anatomy, physiology and biomechanics for the purpose of learning rehabilitative and wellness principles. Rehabilitative and preventative treatments of common orthopedic, cardiorespiratory and neurologic disorders of the patient as options for care will be discussed. Rehabilitation modalities including traditional physical therapy and integrative therapies are introduced, as well as ways they can be incorporated into a veterinary practice.

A pre requisite of VST 215 is required.

Credits: 3

Annually

VST 236 Special Topics in Veterinary Science

The course builds on the students' understanding of anatomy, physiology and biomechanics for the purpose of learning rehabilitative and wellness principles. Rehabilitative and preventative treatments of common orthopedic, cardiorespiratory and neurologic disorders of the patient as options for care will be discussed. Rehabilitation modalities including traditional physical therapy and integrative therapies are introduced, as well as ways they can be incorporated into a veterinary practice.

A pre requisite of VST 204 and Permission of Program Director is required.

Credits: 1 to 2

Annually

VST 237 Animal Behavior

This course is designed to give the student an appreciation of the typical behaviors that will be encountered in working with a variety of animal breeds and species. While there are some commonalities, responses to both positive and negative events can be quite specific to an individual animal, and an understanding of the cues that companion or domestic animals provide for us to interpret a given response to the environment is critical to safe and effective interaction with them. The nature of the human-animal bond will be explored as well.

A pre requisite of VST 101 is required.

Credits: 3
Annually

VST 401 Laboratory Animal/Non-traditional Pet Technology

The course will focus on the topics of history of animal research, biology of laboratory animals, the choice of species, and the principles of reduce, refine, and replace. The course will cover principles of handling laboratory animals, anesthesia, analgesia and enrichment of their environment, evaluation and quality control of living spaces, health hazards, alternatives to animal models, legislation, ethics and views in society. The course provides an overview of the issues involved in keeping and treating non-traditional pets.

Pre requisite: VST 214

Co requisite: VST 401L - Lab

Credits: 2

Every Fall

VST 401L Laboratory Animal/Non-traditional Pet Technology

Lab to VST 401 Lecture

Co requisite: VST 401 - Lecture

Credits: 1

Every Fall

VST 402 Veterinary Externship II

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the second course in the sequence. Students will experience a minimum of 165 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.

Pre requisite: VST 403

Co requisite: VST 403P

Credits: 1

Every Fall

VST 402P Veterinary Externship II - Practicum

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the second course in the sequence. Students will experience a minimum of 165 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students

are required to provide their own transportation to off-campus field experiences.

A co requisite of VST 402 is required.

Credits: 3

Every Fall

VST 403 Veterinary Nursing III

Veterinary Nursing III is the third course in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. This third and final veterinary nursing course will build on the skills learned in the proceeding course. Prepares students for participation in two important areas of diagnostic technology. Cardiology instruction enables students to understand and participate in process of cardiovascular evaluation; emphasis on electrocardiography. Radiology instruction imparts knowledge of X-ray machinery and use, film processing, patient positioning and safety. The surgical veterinary nursing instruction prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery.

Responsibilities include daily monitoring of patient, and pre-surgical assessments through post-surgical care. Different forms and levels of anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, surgical preparation, assisting in surgery, autoclaving and preparation of surgical packs, anesthesia monitoring, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal, placement of catheters, etc.

Pre requisite: VST 215

Co requisite: VST 403 L - Lab

Credits: 3

Every Spring

VST 403L Veterinary Nursing III - Lab

Lab to VST 403 Lecture

Co requisite: VST 403

Credits: 1

Every Fall

VST 404 Veterinary Dentistry and Nutrition

This course is intended for upper level students to enhance nursing care skills and to provide a fund of knowledge for client counseling regarding nutritional requirements and dental health. Given the broad range of disease states (including obesity) in which proper nutrition plays an important role in treatment, understanding its nature and how it interacts with health needs in a variety of species is crucial. Dental disease is a leading cause of health problems in domestic and companion animals, and the technician plays a prominent role in provision of care.

A pre requisite of VST 403 is required.

Credits: 2

Every Spring

VST 405 Veterinary Externship III

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the third course in the sequence. Students will experience a minimum of 225 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.

Pre requisite: VST 402

Co requisite: VST 405P

Credits: 1

Every Spring

VST 405P Veterinary Externship III - Practicum

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the third course in the sequence. Students will experience a minimum of 225 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.

A co requisite of VST 405 is required.

Credits: 4

Every Spring

VST 406 Veterinary Capstone Course

A forum for graduating Veterinary Technology Program majors to synthesize and display the knowledge expected after completing all core courses in the program. Emphasis will be placed on group projects, oral presentation of aspects of clinical practice, and preparation for the national professional licensing examination (VTNE). *A co requisite of VST 405 is required.*

Credits: 2

Every Spring

LIU POST MINORS

COLLEGE OF ARTS, COMMUNICATIONS & DESIGN

Advertising	15 credits
Art History	15 credits
Art Studio	21 credits
Arts Entrepreneur	15 credits
Arts Management	18 credits
Broadcasting	15 credits
Communications	15 credits
Digital Arts & Design	15 credits
Digital Game Design & Development	18 credits
Film Studies	18 credits
Jazz Studies - Vocal or Instrumental	21 credits
Journalism	15 credits
Music	18 credits
Music Entrepreneurship	16 credits
Theatre Arts	21 credits

COLLEGE OF EDUCATION, INFORMATION & TECHNOLOGY

Speech, Pathology & Audiology	21 credits
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COLLEGE OF LIBERAL ARTS & SCIENCES

American Political Process	21 credits
Anthropology	21 credits
Biology	25 credits
Chemistry	21 - 24 credits
Criminalistics	18 credits
Earth Science	18-20 credits
Economics	18 credits
English	21 credits
Environmental Sustainability	16-18 credits
Financial Engineering	21 credits
Forensic Chemistry	25 credits
Forensic Genetics	26 credits
Forensic Psychology	15 credits
French	18 credits
French Area Studies	15 credits
Gender & Sexuality	15 credits
Gender & Society	15 credits
Geography	20 credits
Geology	17 credits
Global Climate Change	17-18 credits
Health & Society	15 credits

Hispanic Area Studies	15 credits
History	15 credits
International Politics & Government	21 credits
International Studies	30 credits
Italian	18 credits
Italian Area Studies	18 credits
Linguistics	21 credits
Mathematics	21-22 credits
Narrative Medicine	15 credits
Peace, Conflict & Social Justice	15 credits
Philosophy	18 credits
Physics	17-18 credits
Political Psychology	21 credits
Psychology	18 credits
Public Administration	24 credits
Race & Ethnicity (interdisciplinary)	15 credits
Race, Ethnicity & Society (sociology)	15 credits
Russian	18 credits
Russian Area Studies	15 credits
Science, Society & Technology	15 credits
Social Change & Social Inequalities	15 credits
Sociology	21 credits
Spanish	18 credits
Spanish for Business Administration	18 credits
Spanish for Health Professions	18 credits
Writing	12 credits

COLLEGE OF MANAGEMENT

Accounting	18 credits
Business Administration	18 credits
Computer Science	15 credits
Criminal Justice	18 credits
Data Analytics	18 credits
Entrepreneurship	18 credits
Fashion Merchandising	18 credits

SCHOOL OF HEALTH PROFESSIONS & NURSING

Equine Studies	12 credits
Health Care Administration	18 credits
Nutrition	17-18 credits
Public Service	18 credits
Social Work	18 credits

LIU POST APPROVED PROGRAMS

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

Major	HEGIS Code	Degree
Art	1002	BFA
Art Education “B-12”	0831	BFA, MS
Art Therapy	1099	BS
Broadcasting	0605	BFA
Clinical Art Therapy & Counseling	1099	MA
Communications	0605	BS
Dance Studies	1008	BFA
Digital Arts and Design	1002	BFA
Digital Game Design & Development	1099	BFA
Film	1010	BFA
Journalism	0602	BFA
Music	1004	BS
Music Education (Birth - Grade 12)	0832	BM, MS
Music Technology, Entrepreneurship & Technology	1099	BFA
Theatre Arts	1007	BA, BFA

College of Education, Information and Technology

Major	HEGIS Code	Degree
Adolescence Education (Grades 7-12)	0803	MS
Adolescence Education: English and SWD Grades 7-12 (dual initial certification)	1501.01	BS
Adolescence Education: Biology	0401.01	BS
Adolescence Education: Mathematics and SWD Grades 7-12 (dual initial certification)	1701.01	BS
Adolescence Education: Social Studies and SWD Grades 7-12 (dual initial certification)	2201.01	BS
Archives & Records Management	1699	Adv.Crt.
Art Education (B-Grade 12)	0831	BFA, MS
Childhood Education and Early Childhood Education (dual initial certification)	0802	BS
Childhood Education and Special Education (dual initial certification)	0802	BS
Childhood Education and Special Education (dual certification)	0802/0808	MS
Childhood Education and TESOL (dual initial certification)	0802	BS
Clinical Mental Health Counseling	2104.1	MS, Adv.Crt.

Early Childhood Education and Childhood Education (dual certification)	0823	MS
Early Childhood Education and Special Education Birth-Grade 2 (dual initial certification)	0823	BS
Early Childhood Education and TESOL (dual initial certification)	0823	BS
Educational Leadership	0828	MSEd, Adv.Crt.
Educational Technology	0899	MS
Health Education and Physical Education	0837	BS
Information Studies	0702	Ph.D.
Interdisciplinary Educational Studies	0899	Ed.D.
Library & Information Science	1601	MS
Library & Information Science / Subject Specialty (dual degrees with NYU)	1601	MS / MA
Library and Information Science, School Library Media	0899.01	MS
Music Education (B-Grade 12)	0832	BM, MS
Physical Education	0835	BS
Public Library Administration	1601	Adv.Crt.
School Counselor	0826.01	MS
School District Business Leader	0827	MSEd, Adv.Crt.
Special Education, Grades 1-6	0808	MSEd
Speech-Language Pathology and Audiology	1220	BS
Speech-Language Pathology	1220	MA
Students with Disabilities Generalist Grades 7-12	0808	MSEd
TESOL (Teaching English to Speakers of Other Languages)	1508	MA

College of Liberal Arts and Sciences

Major	HEGIS Code	Degree
Actuarial Science	1799	BS
Adolescence Education (Grades 7-12): (Biology, Earth Science, English, Mathematics, Social Studies or Spanish)	0803	MS
Adolescence Education: Biology	0401.01	BS
Adolescence Education: English	1501.01	BS
Adolescence Education: Mathematics	1701.01	BS
Adolescence Education: Social Studies	2201.01	BS
Applied Mathematics	1703	MS
Behavior Analysis	2099	MA
Biology	0401	BS, MS
Clinical Psychology	2003	Psy.D.

Economics	2204	BA
English	1501	BA, MA
Forensic Science	1999.2	BS
Genetic Counseling	0422	MS
International Relations & Diplomacy	2210	BA
Mathematics	1701	BS
Philosophy	1509	BA
Political Science	2207	BA
Psychology	2001	BA, BS

Public Administration	2302	MPA
Radiologic Technology	1225	BS
Social Work	2104	BS, MSW
Veterinary Technology	0104.0	BS

College of Management

Major	HEGIS Code	Degree
Accountancy	0502	BS, MS
Artificial Intelligence	0701	BS, MS
Business Administration (Data Analytics, International Business, Management, Management Information Systems)	0506	BS
Business Administration	0506	MBA
Computer Science	0702	BS
Criminal Justice	2105	BA, MS
Data Analytics & Strategic Business Intelligence	0703	MS
Finance		BS
Fashion Merchandising	0509	BS
Management Engineering	0913	MS
Marketing		BS
Sports Management	0599	BS

School of Health Professions and Nursing

Major	HEGIS Code	Degree
Biomedical Science: Clinical Lab Science - Generalist	1299	BS
Biomedical Sciences	1299	MS
Clinical Laboratory Science	1299	MS
Dietetics (Dietetic Internship)	1306	Adv.Crt.
Family Nurse Practitioner	1203.1	MS
Food, Nutrition & Wellness	1306	BS
Forensic Social Work	2104	Adv.Crt.
Health Administration	1202	MHA
Health Care Administration	1202	BS
Health Sciences	1201	BS
Nursing	1203.1	BS
Nutrition and Dietetics	1299	BS
Nutrition	0424	MS

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