

LIUPost

**UNDERGRADUATE
CATALOG**

2021-2022



LONG ISLAND UNIVERSITY

LIU Post

2021 - 2022 Undergraduate Catalog

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, 2021. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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 regulations.

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 Office of University Admissions. Registered students should speak with their Success Coach.

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Accreditation and Program Registration

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

ABOUT LONG ISLAND UNIVERSITY

Mission Statement

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

Vision

To become a nationally recognized, globally engaged, teaching and research university.

Motto

Long Island University's motto is *Urbi et Orbi* – "To the City and to the World."

Founding Date

Long Island University was founded in 1926.

Alumni

LIU has an active network of more than 275,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold

Mascot: Shark

Teams: 35

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

Campuses

Long Island University educates approximately 15,000 students each year across multiple campuses. Find out more at www.liu.edu.

LIU Brooklyn

1 University Plaza
Brooklyn, NY 11201
718-488-1000

www.liu.edu/brooklyn

LIU Post

720 Northern Boulevard
Brookville, NY 11548
516-299-2000

www.liu.edu/post

LIU Global

1 University Plaza
Brooklyn, NY 11201
718-488-1000

www.liu.edu/global

LIU College of Pharmacy

75 DeKalb Avenue
Brooklyn, NY 11201
718-488-1234

www.liu.edu/pharmacy

LIU College of Veterinary Medicine

720 Northern Boulevard
Brookville, NY 11548
516-299-2000

www.liu.edu/vetmed

LIU Hudson

735 Anderson Hill Road
Purchase, NY 10577
1800-GRAD-LIU

www.liu.edu/hudson

LIU Riverhead

121 Speonk-Riverhead Road
Riverhead, NY 11901
631-287-8010

www.liu.edu/riverhead

University Policies

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

Title IX Coordinator

Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-3522

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

Student Support Offices & Resources

Department Name	Phone	E-Mail
Admissions, Office of <ul style="list-style-type: none"> • Undergraduate • Graduate • International 	516-299-2900	post-enroll@liu.edu
Alumni & Employer Engagement <ul style="list-style-type: none"> • Alumni Relations • Employer Engagement 	516-299-2263	LIUAlumni@liu.edu
Athletics	516-299-2289	Liuathletics.com
Bookstore	516-744-6778	liunet-brooklyn.bncollege.com/shop/liu-post
Campus Recreation <ul style="list-style-type: none"> • Recreation & Intramurals • Fitness Center • Pool 	516-299-3608	studentaffairs@liu.edu
Center for Healthy Living <ul style="list-style-type: none"> • Health Services • Immunizations • Student Counseling 	516-299-3468	post-healthyliving@liu.edu
Dining and Food Service	516-299-3668	reinhard-robert@aramark.com
Enrollment Services <ul style="list-style-type: none"> • Academic Advisement • Financial Aid • International Student Services • Transcripts 	516-299-2323	Post-enrollmentservices@liu.edu
Facilities	516-299-2277	
Learning Center <ul style="list-style-type: none"> • Tutoring Program • Writing Program • Disability Support Services 	516-299-3057	Post-learningssupport@liu.edu
Library	516-299-2305	post-Ref@liu.edu
LIU Promise <ul style="list-style-type: none"> • Academic Advisement • Career Success • Residence Life • Student Life • Student Veteran Resource Center • Study Abroad 	516-299-3737	liupromise@liu.edu
Public Safety, Department of	516-299-2222	Post-publicsafety@liu.edu
Student Affairs, Division of <ul style="list-style-type: none"> • Dean of Students • Diversity, Equity, and Inclusion • Commencement • Parent & Family Programs • Title IX 	516-299-1200	studentaffairs@liu.edu
Technology, Help Desk	516-299-3300	it@liu.edu
Tilles Center	516-299-3100	tillescenter@.liu.edu

Academic Colleges & Schools

Department Name	Phone	E-Mail
College of Arts, Communication, & Design	516-299-2395	post-cacd@liu.edu
<ul style="list-style-type: none"> • George Polk School of Communications • School of Visual Arts and Digital Technologies • School of Performing Arts 		
College of Education, Information & Technology	516-299-2210	post-CEIT@liu.edu
<ul style="list-style-type: none"> • School of Education • Palmer School of Library and Information Science 		
School of Health Professions & Nursing	516-299-2485	post-SHPN@liu.edu
College of Liberal Arts & Sciences	516-299-2233	post-CLAS@liu.edu
College of Management		
<ul style="list-style-type: none"> • Department of Digital Engineering • School of Business • School of Computer Science, Innovation & Management Engineering • School of Professional Accountancy 	516-299-2233	post-COM@liu.edu
Roosevelt School	516-299-2851	https://liu.edu/roosevelt-school
Honors College	516-299-2840	heather.butts@liu.edu
College of Veterinary Medicine	516-299-3679	vetmed@liu.edu
School of Professional and Continuing Education	516-299-2236	post-CE@liu.edu

ACADEMIC CALENDAR 2021-2022

Fall 2021

Labor Day-Holiday	September 6
Weekday Classes Begin	September 8
Registration and Program Changes (after 9/14 permission needed to enroll in Lab Science courses)	September 8-21
First Weekend Session Classes Begin	September 11-12
Registration and Program Changes End	September 21
Spring 2022 Registration Begins (tentative)	October 11
Columbus Day - No Classes in Session	October 11
Last Day to Apply for January Degree	October 29
Second Weekend Session Classes Begin	October 30-31
Election Day - Classes in session	November 2
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 12
Thanksgiving Holiday	November 24 - 28
Classes Resume	November 29
Semester Classes Meeting Monday through Friday End	December 13
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 2022

Intersession Classes Begin	January 3
Final Class Meeting/Final Exam	January 14

Spring 2022

Martin Luther King Day-No Classes	January 17
Weekday Classes Begin	January 18
Registration and Program Changes (after 1/24, permission needed to enroll in Lab Science courses)	January 18-31
Awarding of January Degrees	January 14
First Weekend Session Classes Begin	January 22-23
Registration and Program Changes End	January 31
Summer/Fall 2022 Registration Begins (tentative)	February 14
Presidents' Day-No Classes	February 21
Tuesday Follows a Monday Schedule	February 22
Last Day to Apply for May Degree	February 25

First Weekend Session last classes/final exams	March 5-6
Spring Recess Begins	March 7
Classes Resume	March 14
Second Weekend Session Classes Begin	March 19-20
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	April 1
Semester Classes Meeting Monday through Friday End	April 26
Class Make-up/Study Days	April 27-28
Final Examinations-Undergraduate and Graduate	April 29-May 5
Commencement Ceremony (tentative)	May 6
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 the minimum contact hours required by NYSED.

Summer 2022

SUMMER SESSION I

Weekday classes begin (1st Five Week, 10 week and 12 Week sessions)	May 16
Registration and program changes end for 5 Week Session	May 17
Registration and program changes end for 10 & 12 Week Sessions	May 21
Memorial Day-NO CLASSES - Make up class date June 3	May 30
Make-up day for Memorial Day	June 3
Last day to withdraw (or Opt P/F) from courses	June 9
Last day of class/Finals for 1st Five week Session	June 16

SUMMER SESSION II

Classes Begin - 2nd Five Week Session	June 27
Registration/Programs Changes for 2nd Five Week Session ends	June 28
Independence Day - Holiday - No Weekend Classes	July 2-4
Last day to withdraw (or Opt P/F) from 10 & 12 week session	July 7
Last day to Apply for September Degree	July 8
Last day to withdraw (or Opt P/F) from 2nd Five week session	July 21
Last day to withdraw (or Opt P/F) from 12 week session	July 21
Last Class/Finals for 2nd Five week and 10 week sessions	July 28

SUMMER SESSION III

Classes Begin - 3rd Five Week Session	August 1
Registration/Programs Changes for 2nd Five Week Session ends	August 2
Last Class/Finals for 12 week session	August 4
Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session	August 25
Last day of class/Finals for 3rd Five week Session	September 1
Summer Degrees Conferred	September 1

*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 2021-2022

WEEKEND COLLEGE

SESSION I, FALL 2021

1st Sat. Seven Week Session	September 11 - October 23
Intensive weekends - Post	September 11-12; October 2-3; October 16-17
Intensive weekends - Brentwood	September 18-19; October 9-10; October 23-24
1st Sunday Seven Week Session	September 12 - October 24

WEEKEND COLLEGE

SESSION II, FALL 2021

2nd Sat. Seven Week Session	October 30 - December 18 (no class November 27)
Intensive weekends - Post	October 30- 31; November 20 - 21; December 11-12
Intensive weekends - Brentwood	November 6-7; December 4-5; December 18-19
2nd Sunday Seven Week Session	October 31-December 19 (no class November 28)

No Classes: November 27-28

WEEKEND COLLEGE

SESSION III, SPRING 2022

1st Sat. Seven Week Session	January 22 - March 5
Intensive weekends - Post	January 22-23; February 19-20; March 5-6
Intensive weekends - Brentwood	January 29-30; February 26-27; March 12-13
1st Sunday Seven Week Session	January 23 - March 6

WEEKEND COLLEGE

SESSION IV, SPRING 2022

2nd Sat. Seven Week Session	March 19-April 30
Intensive weekends - Post	March 19-20; April 9-10; April 30-May 1
Intensive weekends - Brentwood	March 22-27; April 16-17; May 7-8
2nd Sunday Seven Week Session	March 20-May 1

WEEKEND COLLEGE

SESSION V, SUMMER 2022

Saturday Seven Week Session	June 25 - August 13 (No class July 2)
Intensive weekends - Post	June 25-26; July 23-24; August 13-14
Intensive weekends - Brentwood	July 9-10; July 30-31; August 20-21
Sunday Seven Week Session	June 26 - August 14 (No class July 3)

No Classes: July 2-3

ADMISSION

Online application: www.liu.edu/post/apply
 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
 Email: post-enroll@liu.edu
 Website: www.liu.edu/post/admissions

General Information

The Office of Admissions invites applications from motivated candidates. The Admissions Committee seeks evidence that applicants are academically and intellectually prepared to pursue college-level work.

Freshman applicants are considered through a review of the transcript, grades, curricula, and standardized test scores.

Freshman admitted students are required to provide proof of successful completion of high school or its equivalent before 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 before 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. Non-degree option (for a student not enrolled in a degree program) is available to visiting students.

Notification of Application

Status

Students are notified promptly of the receipt of their applications and are advised of any credentials that 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.

1. **Acceptance:** For students whose credentials meet admissions standards of LIU.
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, they are 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 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 the 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

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 of \$50 (via credit card or check/money order, payable to Long Island University).
3. High school transcript: Applicants must submit official secondary school transcripts.
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
 Iowa City, Iowa 52243-0414
www.act.org

Application materials are to be submitted directly to LIU Post:

Long Island University
 Office of Admissions
 720 Northern Blvd.
 Brookville, NY 11548

Early Admission Program

Highly qualified, academically motivated, and mature high school juniors who wish to accelerate their education may apply to LIU 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 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. The 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.

Advanced Standing

International Baccalaureate Program (IB) Credit

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

Advanced Placement (AP) Credit

Advanced Placement credit is awarded to entering students who meet required scores in an Advanced Placement Examination of the College Board. The number of credits and course equivalents, as determined by LIU, varies according to the 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 the Office of Admissions. For more information about advanced standing credits, contact the Office of Admissions at 516-299-2900.

High School Scholars Program

The High School Scholars Program is a cooperative program between LIU 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 secondary school. Upon completion of the senior year in high school, students may apply to continue their degree study at any campus of LIU.

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. 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.

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 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 based on their college work. However, students with fewer than 24 credits of previous college work, or those who enrolled in college courses before completing high school, must 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. Once

enrolled at LIU, permission is required to take any additional coursework at other institutions.

Students should consult with their Success Coach for additional information.

Applicability of transfer credits and actual length of time required to complete a bachelor's degree are finalized in consultation with a Success Coach, depending on the 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 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 and demonstrate knowledge equivalent to what would be learned in a specific LIU Post undergraduate course for such credits to be awarded. Life experience credits are not awarded for accountancy or criminal justice courses.

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 two 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.

Academic Residence Requirements

To complete a bachelor's degree, students must be in academic residence at LIU 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

Any student who has been out of attendance for one or more regular semesters (fall or spring) who wishes to return to LIU must file an application for readmission.

- Applications for readmission can be obtained from the Office of Admissions and online at www.liu.edu/brooklyn/admissions
- Students who have attended another college or university since their last attendance at LIU must submit an official transcript from any colleges attended before readmission will be approved.
- Students who have been out of attendance for more than 5 years must reapply and may be required to resubmit official transcripts from their prior colleges/high school if original documents are no longer on file.
- If readmission is approved, students return to LIU subject to the academic requirements as listed in the bulletin in effect at the time of readmission.
- Students who are out of attendance for one or more regular terms and are not on an approved leave of absence will be reviewed during the readmission process for institutional aid via the Scholarship Appeals Committee if they have not attended another college/university after leaving LIU.
- Students who attended another institution after leaving LIU are considered transfer students and will be reviewed for transfer scholarship eligibility based on current guidelines.
- Students wishing to be readmitted into a new program will be advised through the admissions process and evaluated for eligibility for the new program of study.
- Readmission into cohort based programs require the program director's approval.
- Probationary students:
 - Students who left on probation are readmitted with the same probationary status that was in place during the last term of attendance
 - Students who were suspended or dismissed academically must comply with the readmission criteria outline the by the Academic Standing Committee (post-academic-standing@liu.edu)

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

International Students

LIU 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 December 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 have also been 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) or acceptable proof of English language proficiency (see below).
4. Recommended but not required: SAT or ACT (for freshmen) for native English speakers or those educated in the United States; one letter of recommendation.
5. Portfolio or video audition (required for admission into the appropriate department and for scholarship consideration in particular programs).

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 before enrolling at LIU. 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 maintain a record of each student's response to the meningococcal disease and vaccine information. Students can access the forms and submit their completed immunizations via www.liu.edu/newstudenthealth. Students will be required to complete and sign their documents and upload them directly to the portal. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgment of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For further information regarding compliance with this law, please visit www.liu.edu/newstudenthealth or contact the Division of Student Affairs.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2020, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2014 was 50.3 percent.

HONORS COLLEGE

The Long Island University 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 was officially rededicated as the Long Island University Honors College. Students in the Honors College take courses designed to broaden their education and engage them in research culminating in a thesis. Honors College students enjoy priority registration, small classes, challenging courses not offered through regular departments, and a special citation on the diploma at graduation. Study/travel courses abroad are also popular options for Honors College students who may earn up to six (6) honors advanced elective credits through LIU Global. 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 most prestigious 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 the Honors College Village, located in the historic Winnick Mansion--the original home of the Post family and founders of the Post Cereal dynasty. Students are encouraged to use the Village to study, meet with friends, and hold gatherings. 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. Courses are divided into those that fulfill Core requirements, Advanced Electives, and Tutorials, followed by the Thesis. Students may also apply to take a maximum of two courses (six credits) abroad and have them substitute for Advanced Electives.

ADMISSION REQUIREMENTS

High school students are admitted with an average of 95 or above with a combined SAT score of 1300 or higher or an ACT score of 28 or higher.

PARTICIPATION REQUIREMENTS:

Four-Year Participant

27-29 credits total distributed over four years.

Freshman and Sophomore Years

12 - 14 credits

3 credits: Honors Elective

Junior year

3 credits: Honors Elective

3 credits: Tutorial

Senior year

3 credits: Thesis

3 credits: Honors Elective

Merit Scholarship

Students in the Honors College are awarded the Honors College Scholarship. Students attend events, lectures, poetry readings, concerts, theater performances, field trips, and student service activities.

Honors Core Courses

ART 301 Pottery & Ceramic Sculpture - Honors

This course is a hands-on study of the methods of creating ceramic art. You will develop skills in crafting important and unique objects made with an understanding of chemistry, physics and the material science of ceramics. Ceramics is a multi-cultural field and its study provides multi-cultural awareness. This course fulfills the creativity, media and the arts thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 3

Every Fall

ART 302 High Impact Art-Make, Do, Effect Social Change

This course examines art, not as a commodity, but as a change-maker. Students will develop skills to use tools to build structures that are both artful and useful. Students will learn to design imagery and actions that inspire people to question the world as it is, imagine a better future, and work together for good.

Must be in Honors College

Credits: 3

Every Spring

ART 303 Survey of World Art 1

This course is 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 that personal connections to art during travel and study abroad are greatly enriching.

Must be in Honors College

Credits: 3

Every Fall

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

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

Annually

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. 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 or is used as the honors equivalent of ENG 1.

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. 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 or may be used as the equivalent of ENG 1.

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 in 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

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

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

Not open to students who have taken Psychology 101 or 102.

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

ENG 359 The Invention of Laughter

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.

Students will be asked to assess a wide variety of cultural objects 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

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 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.

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 360 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

ACADEMIC POLICY

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

Undergraduate Degrees

LIU Post awards the following bachelor degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science.

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.

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 their success coach and major department chair. For any credits taken above 18, students will be charged additional tuition at the per-credit rate.

Following 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.

Class Standing is identified as: Freshman: 0-29 credits earned, Sophomore: 30-59 credits earned, Junior: 60-89 credits, and Senior: 90+ credits earned

Grading

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 they have 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 they have 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 of any student who fails the same required course twice.

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

Pass/Fail Option

Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes winter, summer, weekend sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the P/F

basis. A grade of "P" will be posted on the student's transcript only if the actual grade earned is a "D" or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis. "P" grades are not calculated into the GPA, but credits are earned for the course. "F" grades are calculated into the GPA.

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

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

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

Students may choose the P/F option up to the 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.

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.

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.

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 before 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 List and Honor's List

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 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 August or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: August, January, and May. Candidates for graduation are required to notify the University Registrar of their intended date of graduation by filing an online degree application at least three months in advance. Please consult the Academic Calendar, which is available on the campus website for deadline dates.

Assuming they are 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 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)
- core and major requirements fulfilled
- 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. Responsibility for class attendance rests with the student.

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 their instructors or 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
1. the student's major average falls below the minimum required by the major;
 2. the student does not complete at least half of the credits for which they originally registered in any given semester.

A student who remains on probationary status for two semesters may 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, may 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 and the Vice President for Academic Affairs. Students who are suspended/dismissed after exhausting all options 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.
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.

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 the dismissal of a student from a class. A student who is dismissed 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.

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. The appropriate dean will also be notified of the incident. The 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, subject to appeal by the Vice President for Academic Affairs.

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 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 Code of Conduct, found in the

LIU Student Handbook.

Academic Conduct Standards

- Academic Respect for the Work of Others
- Academic Self-Respect
- Academic Honesty
- Academic Originality
- Academic Fairness

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 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 their 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 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.

Appeals Process

Level One

A student accused of any academic violation has the right to appeal.

1. If the student disputes the instructor's decision, they can seek a solution from the chair of the department involved.
2. If still not satisfied, the student meets with the 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 their 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 Division of Student Affairs
7. The student may appeal the decision to the Vice President for Academic Affairs.

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 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.

Major

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

Students who wish to change a major may do so with the written approval of their success coach.

Change of Major) forms are submitted to Enrollment Services once approved. Changes in major forms 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 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.

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.

Course Numbers

Courses numbered from 1 to 499 are for undergraduates only.

Courses numbered 300 to 399 are Honors College courses.

Courses 500 and above are for graduate students and are described in the graduate bulletin.

Course Frequency

If a course is not offered or is canceled, it may be taken as an 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.

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 affect student grades.

Public Information Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provide 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 the 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

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, contribute to society in meaningful ways, and 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 the 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 the 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 differences 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 an 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. The 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 treats 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 success coach to develop a plan of study.
3. Transfer students only: Previous college coursework may substitute for core courses with the success coach'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 as 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 are 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	5	Introduction to Basic Drawing	3	ANT	2	Human Society	3
ART	31/30 1	Ceramics and Ceramic Sculpture in World History and Culture	3	ANT	35	Global Cultures	3
ART	101	Interpreting Art in the 21st Century	3	ART	1	Intro to Visual Arts: What Humans Make	3
CMA	4	Media Literacy	3	ART	52	Inspired: Where Art and Academics Intersect	3
CMA	9/303	Introduction to Media	3	ART	53	Perspectives on World Cultures: Polyrhythms	3
CIN	10	Screenwriting II	3	CIN	5	The Art of Documentary	3
CIN	11	History of World Cinema	3	ENG	7	World Literature I: From Antiquity to the Renaissance	3
DNC	104	Contemporary Hip Hop	3	ENG	8	World Literature II: From the Enlightenment to the Present	3
DNC	109	Current Dance in New York	3	ENG	13	The Short Story	3
ENG	21	Shakespeare: Comedies, Histories, Non-Dramatic Poetry	3	ENG	16	The Modern Novel	3
ENG	22	Shakespeare: Tragedies, Romances	3	ENG	62	Love in the Western World	3
ENG	59	Autobiographical Transformations: How a Writer Makes Life into Art	3	ENG	66	Growing Up in Another Country	3
ENG	69	From Fiction Into Film	3	ENG	71	Animate Nature	3
ENG	165	Creativity and Nature	3	ENG	102	Literature of Africa	3
ENG	182	Introduction to Short Fiction	3	ENG	144	Empathy and the Human Imagination	3
ENG	186	Writing in the Digital Age	3	ENG	156	Irish American Fiction	3
ENG	189	Experimental Fiction	3	ENG	201	The English Language	3
ENG	190	Writing with Sound	3	ENG	202	Varieties of English	3
ENG	193	Young Adult Fiction Writing	3	ENG	303	World Literature I: From Antiquity to Renaissance	3
ITL	72	Contemporary Italian Art and Media through the Lens of Fashion	3	ENG	304	World Literature II: From the Enlightenment to the Present	3
MUS	1	Introduction to Musical Concepts	3	GGR	2	Geography and the Global Citizen	3
MUS	2	Elementary Musicianship	3	GGR	61	Geography of Africa	3
PHI	16	Aesthetics: The Philosophy of Art and Beauty	3	GGR	70	Geography of the People's Republic of China and Taiwan	3
PHI	29	Dreams and the Philosophy of the Unconscious	3	GGR	303	Human Geography: Man, Environment, Technology	3
PHI	33	Philosophy and Film	3	GGR	304	Human Geography: Cultural/Demographic Environment	3
THE	1	The Art of Theatre	3	GGR	304	Model UN	3
THE	143	Shakespeare in Performance	3	FRE	1	Elementary French: Language and Culture I	3
THE	101	Introduction to Drama	3	FRE	2	Elementary French: Language and Culture II	3
THE	193	Devised Theatre	3	FRE	3	Intermediate French: Language and Culture I	3
THE	360	The Art of Theatre	3	FRE	4	Intermediate French: Language and Culture II	3
(6) Perspectives on World Cultures (3 credits)				HIS	1	The West and the World to 1750	3
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.				HIS	2	The West and the World since 1750	3
Credits				HIS	3	American Civilization to 1877	3
				HIS	4	American Civilization since 1877	3
				HIS	16	Policing History and Controversies	3
				HIS	17	Climate of Change: Energy, Society, and the Humanities	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	European 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
NTR	16	Cultural and Social Aspects of Food	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
SOC	72	People in Crisis	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	98	Psychological Perspectives in Teaching and Learning	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	6	History of Gender and Sexuality	3
HIS	15	The End of Rome	3
HIS	20	The Cold War in History, Fiction, and Film	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
- Science - 4 credits
- Humanities and Arts - 3 credits
- Social Sciences - 3 credits
- 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 the 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.

A student who takes eight or more writing-intensive courses (including the first-year composition) and achieves 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 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 success coach.

The Division of Student Affairs disseminates registration communications to all students via their LIU email before the start of the summer/fall and the winter/spring semester registration periods. Registration dates are also noted on the academic calendar and the My LIU account under "Enrollment Dates".

Students are encouraged to meet with their Success Coach before the start of the registration period to plan their academic semester schedule.

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 their success coach 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 success coach, 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 their 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 their intention to take graduate courses and reserve them for a subsequent graduate degree while being concurrently registered for undergraduate courses needed to complete their undergraduate degree,
4. Have their registration card signed by both the undergraduate and graduate success coach and by the appropriate department chairperson and dean.

Individual Instruction Classes

Only fully matriculated students can enroll in individual instruction-based classes. 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 before 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 following 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 they were initially admitted.

A student who wants to interrupt their studies at the University for a temporary period may maintain degree status and ensure that their 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 before the beginning of the Leave of Absence
- Be in good academic standing, on probation, or continuing probation with their 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 before the start of the term for which the leave is being requested.

Leave of Absence is granted for future terms only and is 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 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 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 their 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 before the withdrawal deadline without officially withdrawing from the 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 or during the start of the term to remove a course from their transcript. Students may drop one, some or all of their classes through the drop/add period without receiving any grade. However, students who fail to drop a course or wish to withdraw from a course after the designated drop/add period for a term but before the designated withdrawal deadline must follow the Official Withdrawal procedures. See Withdrawal Policy for details on Withdrawals.

Students can drop full-semester classes up through the second week of the term with no penalty as follows:

- Drop one or more courses online using their MyLIU portal
 - Drop courses at Enrollment Services
 - Drop courses through their Success Coach
- The drop period for classes that meet for less than the full semester is as follows:
- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
 - Sessions meeting 3 to 6 weeks: courses can be dropped up through the 2nd day of the session
 - Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid canceled 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 cancellation of enrollment. Financial aid for future terms will also be canceled. See Appeals Policy for Student Withdrawals and

Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from, or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part-time to below half-time, 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 of these cases via writing.

Drops after the drop/add period must be processed as a partial or full withdrawal.

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.
- **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 canceled 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 canceled. 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 LIU Promise 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 canceled through the LIU Promise. 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 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 success coach, academic dean, or 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, success coach, 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).

Student Withdrawal Appeals

Students may appeal for late drops, late withdrawals, and tuition and fee refunds/credits after the University's published deadlines. Students are required to complete and sign the Appeal for Student Withdrawal Form, which also requires submission of a written statement supporting the appeal request, desired outcome, and justification for any extraordinary circumstances that occurred. In addition, supporting documentation must also be attached, including official proof of attending another institution (schedules, unofficial transcripts, or emails will not be accepted), official proof of a hospital stay of two or more weeks accompanied by a signed doctor's note, death certificate or

official divorce decree, or other documentation supporting the requested appeal.

Appeals are processed based on the date the form is received. Students must submit the form no later than 30 days following the end of the appealed term(s) for consideration. Students are required to certify that all data and documents submitted are true and factual. The University has the right to deny any appeal, which may result in the student receiving grades, incompletes, or withdrawals, being liable for outstanding charges, and/or responsibility for loans taken during the appealed term(s). Approved appeals may result in a change to the student's academic record and financial aid being returned, reduced, or canceled. Once an appeal has been evaluated and a decision reached, it will not be reconsidered.

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, nor can any independent study/individual instruction classes.*

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested in writing. 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.

Transcript Fees and Processing Charges vary depending on the mode of delivery. All fees are listed on the Transcript Order website and must be paid prior to the release of the transcript.

[https://liu.edu/enrollment-](https://liu.edu/enrollment-services/registration/transcript-)

[services/registration/transcript-](https://liu.edu/enrollment-services/registration/transcript-)

Students have the following options to secure transcripts.

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online."

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online through Parchment at www.parchment.com. Students can submit a transcript request 24 hours/day, 7 days/week. Parchment uses current web encryption technology and student information is secure.

Option 3:

In-Person "On Demand" transcripts- Students may come to Enrollment Services, show picture ID, and official transcripts can be printed on-site.

If a student wishes to release their transcripts to a third party for pick up, they must provide

signature authorization for that request. The third-party will be required to show a 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 the 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. Students are asked 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 the completion of any courses in progress, processing will occur within 10 days after the grades are posted.

Please note: A transcript request may not be processed if there is an outstanding balance or if there is another block that is currently on the student's account.

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 before 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	18,963
Bachelor's Degree and Undergraduate Studies, per credit	1,183
Undergraduate Audit Fee, per credit	592
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	997
Less than 12 credits, per term	499
Testing and Lab Fee:	
Nursing B.S., per term	450
Nutrition & Dietetics B.S., per term	100
Course Fees (additional fee per class):	
MUS (Private Instruction)	475
PE 116, 117, 118, 167	600
RDT 155L	200
Academic Resource Center	2250
High School Scholars, per course	290
Other Fees:	
Orientation Fee (freshman fee; non-refundable)	275
Orientation Fee (transfer fee; non-refundable)	75
Late Registration Fee	50
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

Residence Life Rates

Fall/Spring Accommodations (per term)

Housing Deposit (non-refundable)	\$ 300
Single Room	7,484
Single Room*	7,714
Medical Single Room	5,856
Medical Single Room*	6,097
Double Room	4,763
Double Room*	4,993
Triple Room	4,556
Triple Room*	4,775

* Temperature Controlled

Intersession Rate:

Per week	329
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Summer Accommodations (per session)

Single Room	2,349
Double Room	1,749

Fall/Spring Meal Plans (per term)

Residential Plan 1 (unlimited meals/ \$300 dining dollars)	2,866
Residential Plan 2 (14 Weekly Meals/ \$300 dining dollars)	2,629
Residential Plan 3 (10 Weekly Meals/\$300 dining dollars)	2,381
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Plan 1 (25 meals & \$50 dining dollars)	253
Commuter Plan 2 (50 meals & \$50 dining dollars)	405

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

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	August 15
Winter	November 1	December 1
Spring	November 15	January 1
Summer	May 1	June 15

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment.

Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu and follow the following steps: Main Menu > Self-Service > Campus Finance > View Financial Aid. The payment gateway is a secure online terminal that allows students to make a deposit, pay a bill, or set up an online payment plan.

Late Payment Assessment

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

Liability Calendar

Students are responsible for their course registration, academic liability schedule, and payment deadlines. **Non-attendance and/or non-payment does not constitute official withdrawal from the University.**

Following the Tuition and Fee Liability Schedule, student financial responsibility will be determined based on the date they officially dropped or withdrew from the University.

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%

Students are responsible for formally canceling their assigned residence hall room and meal plan charges. Cancellations should be provided in writing to LIU Promise. Following the Room and Board Liability Schedule, student financial responsibility will be determined based on the date they officially canceled their residence hall room and meal plan.

Non-attendance and/or non-arrival to the Residence Hall does not constitute the official cancellation of a student's residence hall room and meal plan.

Payment Plans

Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over several payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, enroll in a plan, and make the necessary down payment. 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 Monthly Payment Plan	Spring Payment Plan
Enrollment Fee	\$35	\$35
Enrollment Dates	June 1 - September 15 (Late enrollment through October 31)	December 1 - February 15 (Late enrollment through March 31)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.	
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. Your last installment may not be due later than the last month of the semester.	
Down Payment	15%-50% (depending on date of enrollment).	
Late Payment Fee	\$25 if payment is not received within 7 days of the scheduled due date.	
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; 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 using their email account. You may have more than one authorized user.	

Student Health Insurance

Long Island University offers a cost-effective Student Health Insurance Plan that provides 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, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation.

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 a confirmation by the waiver deadlines listed below. If you require additional assistance, please contact your Success Coach.

Annual Rate: 2021-22 Academic Year

\$4,100 (may be adjusted prior to NYS rate approval)

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

FINANCIAL AID

Long Island University awards financial aid to help students meet the difference between their resources and the cost of education. All awards are subject to the availability of funds and the student's demonstrated need. Renewal of assistance depends on the 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 website at www.liu.edu/enrollment-services.

University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. 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 and to notify immediately of any changes or corrections in their 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 Enrollment Services if they subsequently decide to decline all or part of that award. Failure to do so may prevent the use of the award by another student. If a student has not secured their 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 their 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 permit 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 apply 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 Enrollment Services 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 a 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—a 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 can 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.

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

Handshake – Student Career & Job Portal

Many 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 bi-weekly basis and are normally used for educational expenses. On-campus and off-campus jobs and internships are available through Handshake at <http://handshake.liu.edu>. It is not necessary to be awarded work-study earnings to use Handshake.

Resident Assistantships

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation includes a residence hall room. The position information may be obtained from LIU Promise.

ALL OTHER SOURCES OF AID

STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although the 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 \$125,000 adjusted gross income. ETA recipients can receive up to \$6,000 through a combination of their TAP award, ETA award, and a match from LIU. Students are eligible to get an award for 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.

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 Enrollment Services in advance of registration.

FEDERAL GRANTS AND BENEFITS**Pell Grant Program**

The Federal Pell Grant Program assists 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.)

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 may be limited and are based on availability. To qualify, students are encouraged to submit their FAFSA by the University's established priority date.

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 participates in the Yellow Ribbon Program. Additional guidance may be obtained from Enrollment Services or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL

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 organization. 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.

Federal 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 Federal Direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov

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. PLUS loan disbursements are made payable 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.studentaid.gov

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 several 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.

Each student has the right to select the educational loan provider of their 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) 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. 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.

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 apply with Human Resources.

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 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 number 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 success coach 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 before 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 canceled, 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 affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been 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 evaluate 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 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 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) before being certified for a TAP payment. This average increases as the student progress 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.

STUDENT LIFE

Long Island University is an exciting and vibrant community that provides students with opportunities to become engaged on-campus, make life-long friendships, explore professional and career interests, or enhance their leadership skills and complement their in-the-classroom experience.

Through the Division of Student Affairs and LIU Promise, students can participate in over 70 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree.

Students can be informed on various campus life programs and opportunities through EXPERIENCE | Shark Nation, the University's student engagement platform. To learn more, visit liu-post.presence.io/events

Experience Shark Nation

Experience | Shark Nation is the University-wide student engagement platform. Powered by Presence, the engagement platform serves as the hub for student life and engagement at the University. Each student has access to Experience | Shark Nation and is encouraged to visit frequently for updates regarding campus events, programs, and activities. The platform is how students will join student organizations, learn about campus events, and mark their attendance using the Shark Points system.

In addition, a full listing of events is sent via email from LIU Promise each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit <https://liu-post.presence.io/>

Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 35 athletic teams on two campuses, LIU's NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have a combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit liuathletics.com.

Student Organizations

LIU seeks to educate, challenge, and cultivate students by providing services and promoting programs that encourage student involvement, and offer both personal and academic support for student growth. With more than 70 active student organizations, there is an opportunity for every

student. Students may also start a new student organization by working with LIU Promise and the Student Government Association.

Students may participate in academic, social, media, leadership, and special interest organization. In addition, many honor societies recognize outstanding student accomplishments. For a full list of student organizations, visit <https://liu-post.presence.io/>

Greek Life

Fraternity and Sorority Life represents a large part of the campus life experience at LIU. 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 their academic and leadership endeavors through the Greek honor societies. LIU is one of the fastest-growing Greek communities in the region and is home to many of the nation's largest fraternities and sororities.

Students can join a fraternity or sorority at any time during their career by participating in "Meet the Greeks" and by registering for the fall or spring recruitment process.

Fraternities:

- Theta Chi
- Phi Sigma Kappa
- Phi Delta Theta
- 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

Student Government Association (SGA)

The Student Government Association is the representative body of all students at Long Island University. 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 elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

SGA has weekly general meetings that are open for all students to attend.

LIU Cares

LIU 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 students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist.

Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year. For more information on service opportunities, contact liucares.org or visit LIU Promise.

Diversity, Equity and Inclusion

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. The University's educates the country and the world, drawing students from over 67 countries. The University is recognized as a top 100 national university for social mobility (U.S. News and World Report Best Colleges, 2021).

Diversity, Equity, and Inclusion (DEI) at the University, is facilitated by the Chief Diversity Officer and is supported by a University-wide DEI committee and a student-run council on Diversity. Programs and initiatives are held throughout the year to fulfil the University's mission. Visit the DEI page on the University's website to become engaged.

Residential Life

Resident students are part of an exciting college community that attracts students from all over the world. Residence halls are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows students to become totally immersed in college life. Students will enjoy the freedom of living on their own while meeting new people and making lasting friendships.

Living at LIU offers:

- Options for singles, doubles, triples, and suite-style
- All utilities, WiFi, and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Fitness 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

Residence Halls

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

Campus Recreation and Intramurals

The Department of Campus Recreation and Intramurals 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. Campus Recreation offers open gym and pool hours, access to the fitness center, and intramural and recreation programs for students.

Community Standards & Code of Conduct

The mission of the Division of Student Affairs' Community Standards program is to promote students 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 Code of Conduct.

A student who is allegedly in violation of the Code of Conduct is referred to the Division of Student Affairs to meet with a hearing officer or designee. They provide a fair and educational adjudication process for 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

The Code of Conduct affirms the University's 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 can develop in an atmosphere conducive to learning and personal

growth. The LIU 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 the University website and in the LIU Student Handbook.

FACILITIES

3D Simulation Laboratory

Long Island University's new 3D simulation laboratory featuring Dassault Systèmes' 3DEXperience platform is available for student use in multiple programs. The facility will allow students to utilize the revolutionary platform for design and research projects. The Dassault Systèmes technology is a key component to LIU's artificial intelligence, computer science, and healthcare degree programs and provides students in various fields of study the opportunity to engage in real-world solutions through digital simulations.

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.

Career Bar

Located in Hillwood Commons, the Career Bar offers a central location for students to access computers, print, and study. The Career Bar serves as the host for many Career Success workshops and events throughout the academic year.

Digital Art and Design Lab

The 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.

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, a flexible workspace, and professional-level software for all aspects of game development. This lab is located

in Humanities Hall room 206.

Dining and Food Service

Aramark is the official food service and dining provider for Long Island University. Foodservice is provided at several locations throughout the campus. Food may be purchased using meal plans, credit cards, or cash.

To view food options, locations, and hours of operations, students should visit, <https://liu.campusdish.com/>

Esports Arena

The Esports Arena is a state-of-the-art facility that houses the University's Division I Esports program. The arena, located in Hillwood Commons, has been recognized as one of the top facilities in the region. The 2,400 square foot venue is equipped with over 30 computer stations, large-screen viewing televisions, gaming stations, and custom game-day lighting.

Gold Coast Cinema

The Gold Coast Cinema is located in Hillwood Commons and is a 250+ seat venue. The Cinema hosts the Gold Coast Cinema series that provides free movie screenings for students each week. In addition, the Gold Coast Cinema serves as programming and events space for students, faculty, and staff.

Hillwood Commons

Hillwood Commons is the student and community hub of LIU Post. The Commons features multiple dining options, Blue Fit Peloton Studio, Fraternity and Sorority Life Pavillion Center, Bookstore, ESports Arena, Multicultural Student Lounge, and various student-run businesses. Hillwood is also home to LIU Promise and the Dean of Students.

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.

Interprofessional Simulation Center (ISC)

Interprofessional Simulation Center (ISC) is a state of the art patient simulation center designed to improve health outcomes by providing programs that promote and enhance safe, quality healthcare through clinical competence, teamwork, and interprofessional collaboration.

The ISC occupies a vital role in enhancing students' preparedness to practice through an experiential and collaborative approach to learning, including simulation that combines faculty-directed and independent learning. In

addition, the ISC supports interdisciplinary and translational research to add to the body of knowledge on simulation, practice, technology, quality, and safety in the workplace. Using state of the art simulation equipment, students learn proper techniques, refine interprofessional skills, and build confidence in their abilities.

Honors Village

The Honors Village is located in the Winnick Mansion and is the home of the Long Island University Honors College. The village provides Honors College students with a space exclusively for their community.

The Village spans most of the historic mansion and offers a billiard room, game and TV rooms, a library, and meeting rooms. In addition, the Village hosts space for the Debate Club and Model UN.

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 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.

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. For more information visit the arboretum website at www.liu.edu/arboretum.

Music Technology Laboratory

The Music Technology Lab in Hillwood Commons features 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 on days, evenings, and weekends. 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.

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.

Student-Run Businesses

LIU students learn what it takes to run 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.

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 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 concert hall 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. 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.

Trading Floor

Featuring Bloomberg Terminals, the global benchmark for financial data and analysis, the Trading Floor gives students the tools to analyze financial markets, assess economic scenarios and interpret the key news developments that impact the global economy. All students in the school are encouraged to get Bloomberg Certified, a credential that can give them an advantage in the competitive job market.

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 Shark Bite; and, a student convenience store. The building is named for the father of LIU alumnus Gary Winnick.

STUDENT SERVICES AND RESOURCES

Division of Student Affairs

The Division of Student Affairs is a collaborative and innovative division dedicated to providing a highly individualized holistic student support and education that fosters student success, retention, and persistence; cultivates a community of belonging; encourages life-long learning; and develops global citizenship and future leaders. The Division is comprised of several student support services including LIU Promise, Enrollment Services, the Learning Center, and the Center for Healthy Living. In addition,

Student Affairs supports several programs including International Student Services and the Student Veteran Resources Center. The Division is led by the Dean of Students that can be reached at deanofstudents@liu.edu.

Student Success

Student Success Coaching is housed in LIU Promise and Enrollment Services. Student Success is our commitment to ensuring students have the right tools, guidance, and support to achieve their goals. When students apply to LIU, they will be assigned a Success Coach who will be there for them through graduation. The coach will be the point of contact for everything they need—from academic and career counseling to campus activities to financial aid. It's our promise to help each student chart their success!

Success Coach will work with students one-on-one to:

- Fast-track the enrollment process
- Help them select the right major
- Find the right scholarships for them
- Construct a financial plan to fund their education
- Introduce them to our vibrant campus life
- Identify internships and study-abroad opportunities
- Launch their career, connecting them with employers before graduation

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.

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**

The Learning Center

The Learning Center at Long Island University provides students with support services, strategies, information, and opportunities to help them achieve their personal, academic, and career goals through its individualized programs: Writing Program, Peer-Tutoring, Academic Success Workshops, Academic Resource Program, and Disability Support 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.

Tutoring Program

The 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 Tutoring Program is internationally certified by the College Reading and Learning Association. The tutoring schedule is disseminated at the beginning of each academic semester.

Writing Program

Writing is a powerful tool not only for communicating existing ideas but also for discovering new ones. The Writing Program is staffed by trained undergraduate and graduate students who work collaboratively with LIU students on a one-to-one basis to help them develop the strongest texts possible. Students come to the Learning Center because all writers can improve their writing through feedback. The Program can help you to brainstorm, plan, edit, revise and proofread your texts. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers.

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 the semester

- Mid-semester evaluations completed each semester
- Computer lab with assistive technology
- Testing and other reasonable accommodations

Disability Support Services

Disability Support Services (DSS)

Disability Support Services, housed in the Learning Center, provides advocacy and coordination services at no charge to students with all types of disabilities including physical, neurological, emotional, social, 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 the Americans with Disabilities Act As Amended (ADAAA).

Policy for Students with Disabilities

In compliance with federal and state laws, LIU 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 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. All disability-related 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 specialists that establish 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 accommodation.

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 appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by the Learning Center 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 may not be the most appropriate accommodation. 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 has 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 specialists.

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 the Learning Center determination of eligibility or accommodation is encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

Student Veterans Resource Center

Long Island University has a proud and distinguished history of serving its nation's military veterans, active duty service members, and their families. The Long Island University Student Veterans Resource Center (SVRC), facilitated by LIU Promise, provides the resources that veterans need to pursue their education while balancing the demands of life both inside and outside the classroom.

For additional information and resources for veterans, please visit the Student Veterans

Resource Center (SVRC) in Hillwood Commons, Room 260. The Veterans School Certifying Official can be reached at 516-299-1200 or by email at studentaffairs@liu.edu.

Study Abroad

Students 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 the LIU Global programs. Students receive direct credits for courses and can apply most of their financial aid toward program costs.

Students who have completed at least two consecutive full-time semesters at LIU and have a minimum grade point average of 3.0 at the time of their application are eligible to apply for study abroad programs.

Students are encouraged to work with their success coach to explore Study Abroad opportunities and complete the application.

Career Success

Preparation for jobs and internships begins as soon as a student begins at the University. Students will work with their success coach to build their resume, practice job, and interview skills, and apply for various opportunities. LIU Promise holds dozens of career-related workshops each semester and hosts Career Weeks that provide individual appointments with coaches to review resumes, cover letters, and LinkedIn Profiles.

As part of student success coaching, students will complete the following with their coach:

- Explore majors and career options
- Plan your curriculum
- Prepare for the job search
- Write résumés and cover letters
- Identify internships and jobs in your field
- Build a network and find mentors
- Research and apply for graduate school

Handshake

Students are encouraged to utilize Handshake, the University's job and internship portal. Students have access to thousands of positions, can upload their resumes, and begin their career search while at LIU. Each student automatically has an account and can log in using their MyLIU credentials at handshake.liu.edu.

Big Interview

The University's Big Interview platform provides students with the tools to conduct video interviewing to prepare for jobs and internships. Big Interview introduces students to essential life skills needed to excel in the interview process including, communication skills, self-confidence, negotiation, and other vital workplace-readiness competencies.

To access Big Interview, students should visit liu.biginterview.com and use their MyLIU credentials.

International Student Services

The University is home to international students from countries around the globe. The Division of Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within Enrollment Services, coordinates international student orientation, programming, and resources. The Primary Designated School Official (PDSO) and Designated School Officials (DSOs) work with each international student on all immigration and related matters during their time enrolled as a student. These staff members are also a source of reference for international students on F-1, M-1, and J-1 visas.

Bookstore

The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is conveniently located on campus where students can purchase or rent their textbooks. In addition, the store carries Long Island University and Shark Nation apparel, 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 bookstore.

Visit the bookstore at liunet.bncollege.com.

Public Safety

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.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Emergency Management

In event of an 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.

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.

Information Technology

Information Technology's (IT) role includes academic and administrative computing services that facilitate 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 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 promote 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, the staff is available to facilitate the 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.

My LIU

MyLIU is the university's portal that 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 visit <https://it.liu.edu>.

Alumni Engagement

Long Island University has an active network of over 275,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Brentwood, Riverhead, Rockland, and Westchester Counties, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

ACADEMIC HONOR SOCIETIES

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

Purpose: 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.

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 a 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 a 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 the 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. 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. 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.

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 the 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 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 post-secondary 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 a 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 an 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 the outstanding ability and achievement of students and faculty in foreign languages, literature 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 a 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 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. They 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.

LIBRARY

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 340,000 online journals; 200 online databases; 266,000 electronic books; and 18,000 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 13,000 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 interlibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loans 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, health sciences, 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 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. A print collection of the Instructional Media Center (IMC) is also housed on the main floor.

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.

Located on the lower level, the IMC's collections of multimedia items as well as K-12 curriculum resources reflect the diverse learning styles of today's learners. The Center'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 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.

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 high-quality teaching within a liberal arts environment. Its faculty and staff are dedicated to inspiring the next generation of creative makers, thinkers, and entrepreneurs. As the College 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.

The College attracts 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. 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, students gain a competitive advantage by engaging in internships at some of the world's top arts, entertainment, public relations, and news organizations.

POLK SCHOOL OF COMMUNICATIONS

Named for intrepid CBS correspondent George Polk, the George Polk School of Communications at Long Island University builds on the extraordinary history and unparalleled reputation of the prestigious George Polk Awards in Investigative Journalism. Graduates of the Polk School will carry forth the highest standards of professionalism and integrity represented by the extraordinary Polk Laureates, a list that includes Bob Woodward and Carl Bernstein, Walter Cronkite, Edward R. Morrow, Christine Amanpour, Peter Jennings, Dian Sawyer, Norman Mailer, Seymour Hersh, Jane Ferguson, Glenn Greenwald, Anna Deveare Smith, and other journalists of distinction.

Led by an interdisciplinary faculty and practitioners who excel in the professional world and/or who are accomplished scholars, the Polk School innovates on the cutting edge of media, communications, film, broadcast, public relations, and journalism.

Guided by LIU's pioneering spirit, the Polk School attracts students from around the region, country, and world to a vibrant campus community located in Long Island near the heart of the media capital of the world, New York City. Students engage in experiential learning opportunities that maximize the enriching environment and continuous dynamism that surrounds them.

Undergraduate degrees offered through the Polk School include bachelor's degrees in Journalism, Broadcast, Communications, and Film.

DEPARTMENT OF COMMUNICATIONS AND FILM

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 in-depth practical experience with technologies currently used in the industry, along with a strong foundation in theory, ethics, aesthetics culture, and history. The Department of Communications and Film 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.

Each degree program emphasizes writing skills, development of creative thinking, and mastery of critical technologies to prepare students for fruitful careers in the 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.

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
JOU 5	Writing for Radio, TV and the Web	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
CIN 24	Intro to Documentary Production	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 30	Producing: Concept to Audience	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 52	Interviewing Skills for the Media	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
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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:

JOU 41	Newspaper Laboratory	3.00
BDST 27	Applied television	3.00
BDST 30	Producing television	3.00
BDST 34	Advanced digital Audio	
PR 38	Social Media Tools	3.00
CIN 9	Screenwriting	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 87	Internship	3.00
BDST 88	Internship	3.00
BDST 89	Advanced Independent Study in Electronic Media	1.00

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
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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
CIN 9	Screenwriting I	3.00

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

BDST 27 Applied TV

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 36	Marketing for Media	3.00

Communications Capstone Requirements (6 credits)

COM M 91	Capstone 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, photojournalism, 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 majors study in small classes with professors who have extensive professional experience. They sharpen their skills with reporting for The Pioneer, the LIU Post student newspaper; PTV, the campus television station, and at WCWP, the campus radio station. 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.

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
CIN 24	Intro to Documentary Production	3.00
BDST 11	Digital Tools: Audio	3.00
BDST 12	Digital Tools : Video	3.00

Required Journalism Courses: (42 credits)

JOU 3	Basic Reporting	3.00
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JOU 4	Beat Reporting	3.00
JOU 20	Photojournalism	3.00
JOU 5	Writing for Electronic Journalism	3.00
JOU 52	Interviewing for Media (Fall only)	3.00
JOU 41	Newspaper Laboratory**	3.00
JOU 56	Electronic Newscast	3.00
PR 38	Social Media Tools	3.00
BDST 25	Video Field Production	3.00
BDST 46	Web Video Production	3.00
JOU 91	Senior Research (Fall of Senior Year)	4.00
JOU 92	Senior Thesis & Portfolio (Spring of Senior Year)	4.00
JOU 89	Independent Study - special interest reporting	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.

BDST 63	Applied Radio 63	3.00
JOU 12	Investigative Journalism	3.00
JOU 40	Topics in Journalism	3.00
JOU 6	Feature Writing	3.00
CIN 5	History of Documentary Film	3.00
BDST 34	Audio - Podcasts	3.00
JOU 87	Internship	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.

Along with a comprehensive, widely respected education in film, you will study a well-rounded liberal arts-based core curriculum with lifelong personal and professional values. You will be a member of a diverse, vibrant learning community in one of the region’s most inspiring academic settings.

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	24	Video Documentary Workshop	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- Directing	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	14	Cinema and the Arts	3.00
BDST	4	Intermediate Sound Projects	3.00
JOU	52	Interviewing Skills for Media	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

Broadcasting Courses

BDST 4 Digital Audio Production

This course is designed to familiarize the student with digital audio production of ADR (Automated Dialogue Replacement) and Foley. Students will gain the ability to separate visual and sound information; develop a critical ear for recreated post production sound, and cultivate a creative process for layering tracks in Adobe Audition. These topics have applications in the fields of radio, television, film, multimedia, broadcast journalism and web production, and 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

The purpose of this course is to build skills in the disciplines and techniques of producing television in a studio environment. This course covers basic and intermediate production concepts including: project development, script writing, production proposal preparation, equipment operation, teamwork, and, most importantly, professional behavior. These topics have applications in all forms of media production and provide important opportunity for creative collaboration.

Pre requisites: BDST 11 and BDST 12

Credits: 3

Every Spring

BDST 11 Production Essentials: Audio

This course introduces the student to the basics of digital audio production. Students are introduced to the principles of sound, analog and digital recording, and the basics of sound editing. These topics have application in all forms of journalism, broadcasting, film, and on the internet.

Credits: 3

Every Semester

BDST 12 Production Essentials: Video

This course introduces the student to basic skills in video and web production. Skills covered include: basic pre-production, three camera switched shoot, blocking, soundboard operation, creating a show rundown, single camera production, shot composition, and camera movement, as well as preproduction, post-production, storyboarding and scripting. These topics are essential in fields of tv, internet production, and digital journalism.

Credits: 3

Every Semester

BDST 25 Intermediate Television: Field Production

Students explore non-studio television production techniques to create short video projects. Topics include single-camera shooting, project development, script writing, pre-production, and

basic editing. This class is important preparation for work in fields of news, documentary and narrative storytelling. Prepares students for upper level projects in field production.

Pre requisites: BDST 12 and BDST 57

Credits: 3

Every Fall

BDST 27 Applied Television

This course is a learning laboratory where students work on Post Television productions. Each student becomes a member of PTV and is responsible for creating programs for the PTV television and Youtube channels. Focus includes responsible television production, self-reflection, and personal initiative.

This class helps students prepare for internships in fields of television, film, and digital journalism.

Pre requisites: BDST 11 and BDST 12

Credits: 3

Every Semester

BDST 30 Producing: Concept to Audience

This course explores the fundamentals of creating, developing, pitching, producing, promoting, managing, and airing all genres of television. Topics include concept creation, testing the viability of a show idea, developing and presenting a pitch with supporting materials, pre-production planning, scheduling and budgeting, securing locations, talent, staff and crew, working with network executives, photo, video and music research and rights, post-production planning, involvement and impact of supporting departments including affiliate relations and promotions, and understanding television ratings. The class approach is participatory and students gain skills that are essential to today's media businesses.

Credits: 3

Every Fall

BDST 34 Advanced Digital Audio Production

This course gives students the opportunity to learn advanced digital audio recording and editing techniques with the goal of creating podcasts and sophisticated radio productions. Topics include sweepers, jingles, promos, underwriting announcements, and documentaries. These productions can air on the university radio station, The Wave. This class prepares students for work in fields of news, and in the growing world of podcasting and digital audio production.

Prerequisite of BDST 4 is required.

Credits: 3

Annually

BDST 46 Web Video Production

Students develop skills required to merge video production and web design. Topics include how to design, edit, export and display video for the web, and how to create a website. 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. These topics provide students important

experience in all areas of internet based media, including journalism, public relations, television, and film.

Prerequisite of BDST 12 or permission of instructor is required.

Credits: 3

Every Spring

BDST 52 Interviewing Skills for Media

This class focuses on the elements of good interviewing skills across different media platforms. Topics include emerging forms of media, the new multi-media landscape, effective storytelling, and our responsibilities as storytellers. Students will conduct interviews for the web, radio and television. This class prepares students to become thoughtful interviewers across all media platforms. Cross-listed with Jou 52

Credits: 3

Every Spring

BDST 54 Producing The Television Newscast

This is a hands-on digital media news production course where students in journalism and broadcasting collaborate to create news programs for television and digital platforms. 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. This course prepares students for work in news production across multiple media platforms. Cross-listed with JOU 56

Prerequisite of BDST 25 or a Journalism major is required.

Credits: 3

On Occasion

BDST 57 Advanced Digital Editing

This course provides an in-depth look at the aesthetics and techniques of digital video editing. Topics include First, the history and evolution of motion picture editing, and visual grammar of storytelling. Hands on exercises will explore ways individual shots combine with sound to create a narrative, and methods of manipulating filmic time and space, as well as advancing non-linear editing skills to include a working knowledge of special effects and graphics. Knowledge and experience gained in this course prepares students for work across all multi-media platforms.

Prerequisite of BDST 12 or permission of instructor is required.

Credits: 3

Every Spring

BDST 63 Applied Radio: Newsroom

This course is a practicum for students with radio experience who wish to refine their skills in news writing and anchoring for a news broadcast. This is a hands-on course and students produce news programming with the University radio station. Students gain experience that will help prepare them for internships in digital audio settings, as well as develop material for their portfolios

Pre requisites: BDST 11 and BDST 12

Credits: 3

On Occasion

BDST 65 Applied Radio: On-Air

This course is a practicum for students with previous radio experience who wish to produce recorded audio content utilizing studio equipment. Topics and practice in a wide range of recorded programming such as music, sports or talk shows. Students also gain experience engineering live programming that will air on the University radio. The work produced in this course is included in the student's portfolio and provides entry into fields of digital audio and digital journalism.

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 allows Broadcasting students to supplement classroom instruction with experience in professional settings. Goals and student deliverables are agreed upon between the student and faculty advisor. Faculty advisor coordinates with organization's on-site supervisor, and also assures organization adheres to agreed upon educational goals. Meetings with the faculty mentor and a final project 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 course is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor. The student meets each week 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 Capstone - Research & Writing

The Senior Capstone - Working with a faculty advisor the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester. Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables. Topics include research, pre-production planning, writing treatment and script, interview preparation and schedule etc. Students must earn a B- or better in this course in order to proceed to BDST 92.

Seniors only.

Credits: 3

Every Semester

BDST 92 Senior Project

This is the second semester of the capstone project and is when the media project is produced. This project builds on the research and development done in the first capstone semester. This can be a piece produced in a single media or multi-media formats, and is a major piece for the student's portfolio. Students continue to meet each week with their faculty advisor and develop a work-plan for the production and initial distribution of their media project. BDST 91 and BDST 92 may not be taken in the same semester.

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 1 Cross-Media Communications: Introduction to Research Models

This course introduces students to research methods in communications, with particular attention to issues of race, ethnicity, class and sexuality that arise in the media professions today. The goal is to provide a forum for organized discussion and a framework for developing the students' research approaches. Students will work individually or in pairs to create class presentations to discuss and analyze current issues in communications. This leads to them developing critical perspective they can apply to their future research projects. Additional topics includeL

historical, socioeconomic, and institutional influences on media, including print, film, video, radio and online content.

Credits: 3

Annually

COMM 2 Communications Research Methods

This course develops students' skills in research methods in communications, with a focus on issues of race, ethnicity, class and sexuality that arise in the media professions today. Equal emphasis will be placed on research and production methodologies for creating media in relationship to key topics. Each Student will develop a project based on these discussions which will serve as a stand-alone piece in their portfolio, or lead to a larger project which can become their capstone work.

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. Working with a faculty advisor the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester.

Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables

Pre requisites: Senior status, B+ GPA in major

Credits: 3

Every Semester

COMM 92 Capstone 2

This is the second semester of the capstone project and is when the media project is produced. This project builds on the research and development done in the first capstone semester. This can be a piece produced in a single media or multi-media formats, and is a major piece for the student's

portfolio. Students continue to meet each week with their faculty advisor and develop a work-plan for the production and initial distribution of their media project.

Prerequisites: COMM 91 and B+ average in the major.

*Credits: 3
Every Semester*

COMM 389 Honors Thesis

See Honors Program information for description and procedures.

Honors students only.

*Credits: 3
On Demand*

COMM 390 Honors Thesis

See Honors Program information for description and procedures.

Honors students only.

*Credits: 3
On Demand*

Film Courses

CIN 1 The Art of the Film/1900-1940

This course studies the birth and development of film as an art form and commercial venture from its original silent era to films produced in the years leading up to World War II. The Focus will primarily be on work produced in the United States, Europe Russia, and Japan. Topics include film aesthetics, technical innovations, consolidation of U.S. industry in Hollywood, and impact of this consolidation on women and people of color.

*Credits: 3
Every Fall*

CIN 2 The Art of the Film/1940 to Present

This class looks at cinema as it emerges from the postwar years. Spurred by the industrial world's new affluence and restless perspectives new forms of film storytelling emerge. Topics include Neo-Realism, the European films of the '60s-'70s, the Asian films of the '80s-'90s, or the "Third World" films of the new century. Through this course students will gain greater cultural awareness and the stronger tools for analysis.

*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. Students develop critical writing technique, skills of narrative and visual analysis, and an understanding of how film themes and techniques may reflect cultural and psychological concerns.

*Credits: 3
Annually*

CIN 4 Major Figures in the Cinema

The personal styles and influences of major directors are covered in this course. Subject changes each semester. Students develop critical writing technique, skills of narrative and visual analysis, and an understanding of how film themes and techniques may reflect cultural and psychological concerns. May be taken for a maximum of three semesters.

*Credits: 3
Annually*

CIN 5 The Art of the Documentary Film

This course looks at major contributors to documentary film from the 1890's to the present. The focus of the class will be on representing reality, and the issues that come into play when a media-maker sets out to do so. Topics include film themes, aesthetics, how perspective is revealed, and issues of race, class and gender

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

*Credits: 3
Alternate Fall*

CIN 6 Basic Motion Picture Production

A workshop style class where students learn basic narrative visual communication skills through motion picture photography and production sound. Students will gain skills in working as a team member of motion picture production crew. Topics will also include Lens optics of 35mm, 16mm, HD motion picture, and the operation of lavalier and shotgun microphones.

*Co-requisite of CIN 12 is required.
Credits: 3
Every Fall*

CIN 7 Intermediate Motion Picture Production

Workshop style class that develops students' ability to create a short film from a three page script with sound. Students will learn standard scene coverage and sound sync production.

Topics include: Film concept and short treatment, Production scheduling, and introduction to directing.

*Prerequisite of Cin 6 is required.
Credits: 3
Every Spring*

CIN 8 Advanced Motion Picture Production

This workshop style course develops further the techniques of filmmaking and application of professional practice. Students have gained sufficient mastery of writing, shooting, lighting and editing to make a film that could be part of their portfolio. Topics include story and structure, new approaches to lighting and sound for film. Students work in small crews and produce a film to be shown at our end of year film festival.

Prerequisites of CIN 6 and 7 are required.

*Credits: 3
Every Spring*

CIN 9 Screenwriting I

By the end of the course, each student will complete a screenplay of approximately 15 pages in length, develop her/his ability to work as part of a writing team, give valuable criticism to classmates that assists in improving everyone's writing and critical thinking. Topics include: character, theme, structure, visual storytelling, Students will produce a screenplay that they can make as a film in Production Lab, as their thesis or an independent study. This is a WAC class and thus also provides new opportunities for students to write in ways they may never before have, even if they do not turn their screenplays into films.

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

*Credits: 3
Every Fall*

CIN 10 Screenwriting II

This goal of this course is to write the first draft of a feature length screenplay. A hands-on intensive writing class, students tackle the unusual medium of the feature screenplay as its own distinct creative challenge. It is unusual because it is neither a finished piece of writing nor a movie, but instead the primary building block upon which a movie is to be built. Analysis of films and scripts make up the other work of this class.

This course is a WAC class and 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

From its humble origins as a curious invention in the 1890's, movies have become one of the most influential mediums in American culture, and throughout the world. Silent and sound films from around the world will be screened and discussed each week. Topics include how films are constructed, how they make meaning, influence society, and reflect culture. 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 workshop course is designed to give students basic skills in digital picture and sound editing, sound recording, and post production sound and mixing. Hands on exercises give students the opportunity to edit up to 14 scenes each, gaining sufficient skill to be able to move on to more complicated construction in the following semester. The skills taught in this class are foundational to work in film, television, digital journalism and internet-based media organizations.

Co-requisite of CIN 6 is required.

Credits: 3

Every Fall

CIN 13 Intermediate Editing & Sound

A workshop course designed for students to develop editing and sound skills in digital picture and sound editing, sound recording, and sound mixing. The skills of editing and post production sound are among the most sought-after in the media world today. Students are engaged in weekly exercises, and by the course's completion have attained skill levels to cut short films, and to compete for internships successfully.

Prerequisite of CIN 12 is required.

Credits: 3

Every Spring

CIN 15 Cinematography

This workshop class is an intensive study of the motion picture camera and lighting technology. Students experiment with different lighting styles, camera composition and movement by doing weekly exercises. These are two of the essential areas of film and media production, but often understudied. Students completing this class will have specialized knowledge that will enhance their opportunities of finding work on the many film and media sets and studios that make up the core of the production world.

Prerequisites of CIN 6 and 7 are required.

Credits: 3

Alternate Fall

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 Intro to Documentary Production

Students learn the basics of producing a short documentary film production. Topics include research, interviewing, budgeting, shooting styles, documentary editing, and initial engagement and distribution strategies. Non-fiction productions are widely seen in today's media world, and learning these types of skills enhances students' ability to find work.

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 28 Film Theory

This course is an analysis of theories related to realism, montage, narrative and non-narrative films. Writings by Eisenstein, Vertov, Bazin and others are examined and films are viewed and discussed. This class helps students gain skills of critical

analysis and greater awareness of global cultures.

Prerequisite of CIN 1 or 2 is required.

Credits: 3

On Occasion

CIN 35 Production Laboratory

This workshop class gives students the opportunity of an intensive production experience, culminating in group-made professional-style films. Special emphasis in this course is on Producing, contracts, budgeting and the art of Production Design. Guests provide valuable first-hand experiences for the students, and they start to learn how to build relationships with working media professionals. This is at the core of building a successful post-college career in the media world.

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 workshop course is an opportunity to have an intensive production experience, culminating in group-made professional-style films. In this course the focus is on building engagement and distribution for projects. Case studies and guests provide source materials along side the process of students working together to create their own projects. A goal for this class is that students enter the films they make in Production Lab in outside the school film festivals. This class provides essential experiences for students to see themselves building lives after college.

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 workshop class gives students the opportunity of an intensive production experience, culminating in group-made professional-style films. In this semester teams of students write, learn producing skills, budgeting, pre-production organization, script breakdown, production design skills. Special emphasis on putting your strongest skills to work in a project you may not have originated. This is at the core of building a successful post-college career in the media world.

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 workshop class is when the Production Lab scripts are realized as films. Producing, directing, cinematography, production design, sound, and editing take place. Visual materials and distribution proposals are created. Projects are viewed by other faculty in formal reviews before all elements are locked. This class gives students the opportunity to develop their skills and work successfully in a group to the level where they are able to work in

professional settings.

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

The Senior Thesis Research semester is the first part of a producing a major piece for the student's portfolio. Working with a faculty advisor, the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester. Students have wide range to develop a project that meets their interests. Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables. Topics include research, pre-production planning, writing treatment and script, interview preparation and schedule etc. The skills and self-discipline required in this class are what is needed as students go out into the many media worlds. Students must register for two consecutive semesters. The second semester is devoted to the production of the project. Students maintain weekly meeting with advisor and they work closely to develop the project.

Credits: 4

Every Semester

CIN 89 Advanced Individual Study in Cinema

This course is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor. The student meets each week 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. 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. Only students in good standing will be considered for this course.

Credits: 1 to 4

Every Semester

CIN 99 Film Internship

This course allows Film students to supplement classroom instruction with experience in professional settings. Goals and student deliverables

are agreed upon between the student and faculty advisor. Faculty advisor coordinates with organization's on-site supervisor, and also assures organization adheres to agreed upon educational goals. Meetings with the faculty mentor and a final project are required.

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
On Occasion

CIN 385 Honors Tutorial

The research semester of the two semester Honors Thesis requirement.

Must be in Honors College
Credits: 4
On Demand

CIN 386 Honors Tutorial

The research semester of the two semester Honors Thesis requirement.

Must be in Honors College
Credits: 4
On Demand

CIN 389 Honors Thesis

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

Must be in Honors College
Credits: 4
On Demand

CIN 390 Honors Thesis

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

Must be in Honors College
Credits: 4
On Demand

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 to the present, and how the changes have impacted individuals and groups in society. This course provides an opportunity to think critically and gain understanding of global changes that impact worldwide culture.

Credits: 3
Annually

CMA 4 Media Literacy: Behind the Message

The main objective of this class is to foster an analytical approach in each student to media and to her or his own media consumption. The class will study the technologies and processes that create our media experiences and shape our responses to them, both as individuals and as a society. It will analyze the intentions of those who create and deliver the media content we consume, and the technological and financial choices the media producers make. We can describe this as becoming "media literate". This course gives the student the critical and analytical skills needed to interpret media messages and understand their effects on audiences. This course is an opportunity to understand global trends and gain the tools to analyze them.

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
Annually

CMA 10 Media Law and Ethics

This course is an opportunity for students to gain an understanding of the media environment, media law, ethics, its history, its present and its prospects. The goal is to acquaint students with the American Government System, Supreme Court Cases, mass media and their social structures. Case studies lead to discussions about the role of media ethics, freedom of expression, transnational communication and social media worldwide. The class ends with exchanges about future challenges in the field. By engaging in this work, students gain essential knowledge about cultural and global trends.

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

curriculum.

Credits: 3
Every Spring

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
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.

Credits: 3
Every Fall

JOU 4 Beat Reporting

This is a skills based course in beat journalism, a system of assigning reporters full time responsibility for covering specific topics such as crime, politics, education, the environment or education. Students will choose a beat (in consultation with their teacher), and through that beat, they will expand basic reporting and writing skills, learning how to recognize stories on a beat and research them to the point where they become stories that matter to the public they serve. Within their beats, students will explore how to develop a variety of sources, distinguish between spin and facts, search through documentary material to inform their writing, use math to tell their stories and develop charts, and create other images that will enhance their story telling skills.

Credits: 3
Every Spring

JOU 5 Writing for Radio, TV and Web

What are the elements of good web-based journalism? Radio? TV? This course will explore emerging forms of media, and cultivate the skills needed to succeed in the new digital multi-media landscape, and how to write for different platforms, including web, radio and television.

This course aims to familiarize students with what

makes for effective storytelling. By the end of this course, we will know what our responsibilities are as storytellers in 2021, and have experience telling stories effectively.

Credits: 3

Every Fall

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 using photography. The class will analyze professional work in the media to discover what holds public attention. Students produce weekly assignments, a simple photo essay and the a photo essay project with text. These are all excellent pieces for each student's portfolio.

Credits: 3

Every Spring

JOU 40 Topics in Journalism

This course is an opportunity to offer students special topics in journalism with a focus on contemporary developments in the field. The course may be led by an invited professional in the field.

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 digital media news production course where students in journalism and broadcasting collaborate to create news programs for television and digital platforms. 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. This course prepares students for work in news production across multiple media platforms. Cross-listed with Bdst 54

Credits: 3

On Occasion

JOU 63 Applied Radio News

This course is a practicum for students with radio experience who wish to refine their skills in news

writing and anchoring for a news broadcast. This is a hands-on course and students produce news programming with the University radio station. Students gain experience that will help prepare them for internships in digital audio settings, as well as develop material for their portfolios

Credits: 3

On Occasion

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. 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 faculty mentor and devote 120 hours during the semester to the independent project. The student and faculty mentor agree on a plan of study and the deliverables. 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, or a journalistic media project. Independent work is guided in regular meetings with a faculty mentor. An annotated bibliography, evidence of research conducted, outline and production plans must be completed by the end of the semester. This course is followed by JOU 92 in the following semester. This represents a major piece for the student's portfolio.

Senior status required.

Credits: 3

Every Semester

JOU 92 JOURNALISM: Senior Thesis & Portfolio

After successful completion of JOU 91, the student produces the work. This is a substantial investigative piece, a research paper, or a media-based journalistic project, and serves to advance the student's interests and skills. Independent work is guided through regular conferences with a faculty mentor. JOU 91 and 92 may not be taken in the same semester. At the end of JOU 92, the student submits the completed senior thesis project as well as a portfolio that features a current resume and

samples of professional multimedia work, including writing, audio and video work. This becomes the student's portfolio of work.

Senior status required.

Credits: 4

Every Semester

JOU 385 Journalism Honors Tutorial

See Honors Program information for details.

Honors students only.

Credits: 3

On Demand

JOU 390 Honors Thesis

See Honors Program information for details.

Honors students only.

Credits: 4

On Demand

Oral Communication Courses

ORC 1 Public Speaking

Principles of speech composition, public address, and role that public speaking plays in communication settings are the focus of this course. Students gain self-confidence as they prepare and deliver short speeches to their peers. They learn to use technological tools designed to enhance oral presentations in our digital age. Three credit in discovering an enhanced confidence in effective public speaking by providing an overview of the speechmaking process, its importance, and role that public speaking plays in communication settings. This course will also examine ethics and culture as integral to effective strategies and skills for research, planning, executing, and evaluating public speaking.

This course 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

Public Relations Courses

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 various written public relations instruments.

Co-requisite of PR 1 is required.

Credits: 3

On Occasion

PR 36 Digital Marketing Tools

Using case studies of actual scenarios, students learn how businesses and non-profits apply strategic online tactics to increase engagement, bring new ideas into the public sphere, drive traffic and provide prospective members of the public and consumers with a service or information. This course provides an understanding of a wide variety of internet operations, such as search engine optimization, search engine marketing, email marketing, customer relationship management, promotions, viral marketing, networking and other innovative strategies. These marketing strategies are applicable to cultural projects such as films, plays, books and fine art, making this course valuable for all students interested in the Arts.

For PR majors, a co-requisite of PR2 or for FM majors, FM30 is a prerequisite.

Credits: 3

Every Spring

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 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 Demand

PR 89 Advanced Independent Study in PR

This independent course is an individual, faculty-guided study of a topic chosen by the student in consultation with the faculty mentor, only when the student cannot fulfill credit requirements through scheduled classes. The student meets regularly with the faculty mentor to discuss progress.

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

Credits: 1 to 3

On Demand

PR 91 Capstone I

The first of two capstones in the major, this course reflects on the student's breadth of knowledge in the development, concepts, principles and practices of public relations. Students design a project in coordination with a faculty mentor that utilizes two forms of media. This is the research semester for this project, and student and mentor meet weekly as the planning and research are undertaken. By the end of the semester, the student is ready to produce the project, and will register for PR 92 the following semester.

Prerequisites: Senior status in Public Relations, PR 20, PR 25, PR70 and director permission. 3 credits.

**PR 91 and PR 92 may not be taken in the same semester NO LONGER a WAC course.*

Credits: 3

On Demand

PR 92 Capstone II Project & Portfolio

During this semester the capstone project that has been researched and organized by the student, and approved by the faculty member will be produced by the student. The student and advisor will continue to meet each week during the semester. When complete, the student will present the project to a group of students and faculty members. Additionally, the students will compile content and produce a digital portfolio of their course and experiential work. This is an important step in the transition from school to the world of work.

Prerequisites: Senior status in Public Relations, PR 91, and permission of the Program Director. 4 credits

**PR 91 and PR 92 may not be taken in the same semester*

Credits: 4

On Demand

SCHOOL OF VISUAL ARTS AND DIGITAL TECHNOLOGIES

Dedicated to professional training within a liberal arts environment, the School of Visual Arts & Digital Technologies prepares students for careers in many of today's fastest growing visual, print, and digital design industries. 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, video games, art therapy and other visual 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

The Department of Art is dedicated to providing training that develops your creative voice and fortifies your passion with professional practices, so you become the driving force of your 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, sculpture (wood, 3D printing, laser cutting, CNC fabrication), and ceramics, you can combine traditional art practices with the latest digital imaging and production techniques. Collaborate with peers, exhibit your work in the dedicated student art gallery, 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 or B.S. in Art Therapy. 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.

Take advantage of the rich variety of

opportunities offered in the Department of Art, and you will emerge with the capacity to solve complex problems, think critically and creatively, and 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 complete a B.S. degree in Art Therapy can find work in the field or continue 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

- **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/>
 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.
- More information on portfolio reviews may be found by calling the Department of Art.

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
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 the latest creative technologies with training in the traditional studio arts, and 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.

Drawing and painting, printmaking, sculpture (with 3D-printer, laser cutter, and CNC router), wood shop, and ceramic studios; gallery 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

- **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) 299-2385 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 516-299-2385.

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
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
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

Art Department Courses

ART 1 Introduction to Visual Arts

This course covers world art from the beginnings of human culture to today. Topics include why art is the product not only of its creator, but also of the historical, political, economic and social forces that shaped the artist. These topics will be taught by introducing the language and concepts of visual analysis and historical contextualization. This course will help students to gain 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 skills in Adobe Photoshop. Students will gain foundational skills in digital imaging including color models, image resolution, photo editing, retouching, and the ability to create original digital artworks.

Credits: 3

Annually

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

Credits: 3

Every Fall and Spring

ART 6 3D Visualization & Production

This course introduces students to 3D modeling, design, and fabrication techniques revolutionizing the production and distribution of objects world wide. Emphasis is 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 covers photographic processes within the larger context of contemporary art, photography and digital media. Students will develop skills to utilize advanced techniques and to process photos

in a digital darkroom with an emphasis on composition and creativity. These skills will be taught by emphasizing individual criticism and instruction.

Prerequisite of ART 2 or ART 19 or permission of instructor is required.

Credits: 3

Every Fall

ART 21 Printmaking

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

Credits: 3

Every Spring

ART 22 Intermediate Printmaking

This course covers contemporary print concepts and materials including photo screen printing, etching and photo etching with mixed techniques. Students will develop skills to integrate them into painting, photography, digital and installation art. These topics will be taught through demonstration, discussion and critique in an intense workshop environment.

Credits: 3

Every 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

This course is a hands-on study of the methods of creating ceramic art. You will develop skills in crafting important and unique objects made with an understanding of chemistry, physics and the material science of ceramics. Ceramics is a multi-cultural field and its study provides multi-cultural awareness. 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

This course is an advanced hands-on study of the methods of creating ceramic art. You will develop skills in crafting important and unique objects made with an understanding of chemistry, physics and the material science of ceramics. Ceramics is a multi-cultural field and its study provides multi-cultural awareness. This course fulfills the creativity, media and the arts thematic cluster requirement in

the core curriculum.

Prerequisite of ART 31 is required.

Credits: 3

Every Semester

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 of sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on contemporary practices.

Prerequisite of ART 35 is required.

Credits: 3

Every Fall

ART 59 Survey of World Art I

This course is 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. These topics will be taught through lectures, discussions, films, quizzes, group presentations as well as exams. This course will help students will gain a deeper understanding of and appreciation for the arts.

Credits: 3

Every Fall

ART 60 Survey of World Art 2

This course covers 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. These topics will be taught through lectures, discussions, films, pop quizzes, group presentations as well as exams. This course will help students will gain a deeper understanding of and appreciation for the arts.

Pre requisite of ART 59 or instructor permission is required.

Credits: 3

Every Spring

ART 72 Contemporary Art

This course covers the continuing impact of early 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 the art market and the impact of new technologies and media on art-making and receptions. This course will help students gain a deeper understanding of and appreciation for contemporary art.

Credits: 3

Every Spring

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 forms of arts in terms of mutual influence. Students will develop skills to examine the relationship of technique to photographic form as seen in daguerreotypes, ambrotypes, calotypes, wet plates, tin types and 35mm photography.

Credits: 3

Alternate 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

Alternate 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

On Occasion

ART 91 Independent Study in Art History

This course offers an opportunity for individual, supervised research into a specific art history 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 history 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. NOTE: Variable Credits (Min: 1, Max, 3). Be sure to enter correct number of credits when registering.

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 99 Independent Study

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

Credits: 3

On Demand

ART 101 Interpreting Art in the 21st Century

This course covers traditional and new theories of art criticism and aesthetic awareness of the relationship between works of art, cultural concepts and human experience. These topics will be taught through critical discourse as students respond to image-based lectures, readings, websites, exhibition visits and a sampling of reflexive exercises in the visual arts. This course will help students to gain an understanding of artistic expression and practice that 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 for 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 course covers resume and cover letter writing, exhibition opportunities, documentation management, grant writing and research residencies. This course will be taught through 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. This course will help students to develop the business aspects of their profession.

A pre requisite of ATUT 1 is required.

Credits: 1

Every Spring

ART 177 High Impact Art-Make, Do, Effect Social Change

This course examines art, not as a commodity, but as a change-maker. Students will develop skills to use tools to build structures that are both artful and useful. Students will learn to design imagery and actions that inspire people to question the world as it is, imagine a better future, and work together for good.

Credits: 3

Every Spring

ART 303 Survey of World Art 1

This course is 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 that personal connections to art during travel and study abroad are greatly enriching.

Must be in Honors College

Credits: 3

Every Fall

ARTH 1 Introduction to Art Therapy

This course covers the origins, historical development and application of art therapy principles and skills specific with regard to diverse populations. These topics will be taught using a variety of case studies on art therapy theories and will help students gain greater awareness of art therapy approaches and practices from a cultural perspective.

Credits: 3

Every Fall

ARTH 2 Art Therapy with Special Populations

This course covers the theoretical framework for the use of art therapy practices with the developmental disabled, emotionally disturbed, physically challenged, neurologically impaired children and adolescents. These topics will be taught through using a variety of case studies and art therapy experiential. Students will develop practical skills to design art therapy protocols for special populations.

Prerequisite or Co-requisite of ARTH 1 is required.

Credits: 3

Every Fall

ARTH 3 Art Therapy Workshop: Clinical Methods

This course covers diverse art-based assessments in the field of art therapy as well as the diagnostic and therapeutic value of those assessments. These topics will be taught through explorations of these assessments with a variety of case studies and art therapy experiential. This course will help students to gain awareness of inter-cultural and social perspectives of art-based assessments.

Prerequisite of ARTH 1 or ARTH 2 is required.

Credits: 3

Every Spring

ARTH 4 Art Therapy Practicum 1

This course covers experiential learning that integrates art therapy theories learned in the classroom with practical applications in a clinical or community setting. This course will be taught through students' direct experience (150 hours) in using art therapy techniques as well as class presentations of case studies. Student will develop clinical skills both to design appropriate art therapy protocols and participate in individual or group art therapy services.

Prerequisites of ARTH 1, 2, and 3 are required.

Credits: 3

Every Semester

ARTH 5 Art Therapy Practicum II

This course covers experiential learning that

integrates art therapy theories learned in the classroom with practical applications in a clinical or community setting. This course will be taught through students' direct experience (150 hours) in using art therapy techniques as well as class presentations of case studies. Student will develop clinical skills both to design appropriate art therapy protocols and participate in individual or group art therapy services.

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 in the student's field of specialization. Students will develop skills to conduct effective art therapy literature review. This course will help students gain understanding of performing the basic steps to examine the breadth of knowledge and analyze it in a synthesized way.

Prerequisites of ARTH 1, 2, 3, and 4 are required.

Credits: 3

Every Spring

ARTH 8 Survey in Creative Arts Therapies

This course is an overview of the creative arts therapies: music, movement/dance and drama therapy. This course will be taught through a variety of case examples, experiential and reflective writings and will help students gain awareness of 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

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

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

On Occasion

PHOT 101 B&W Silver Gelatin Printing

This studio course teaches traditional methods of B&W film development and silver gelatin darkroom techniques and aesthetics.

Credits: 3

Rotating Basis

DEPARTMENT OF DESIGN AND DIGITAL TECHNOLOGIES

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 that pursue studies in the Digital Arts and Design program have numerous career paths available to them. The 120-credit Bachelor of Fine Arts in Digital Arts & Design is structured to prepare students for successful careers in print design, Web design, interaction design, motion graphics, and animation. The mission of the program is to convey the knowledge, as well as nurture the technical and creative skills, that are required for graduates to secure employment as digital designers. Courses cover a range of areas including desktop publishing, vector-based illustration, digital imaging, web design, interactive multimedia, 3d animation, and desktop video. An established plan of study provides students with a foundational structure in a range of design software and media applications that introduce them to the different career paths they can pursue within the field of digital design. Some of our students go into advertising, while others pursue interactive design, Web design, or publishing. As students move through the plan of study, they begin to develop interests that help determine which area of design they might pursue professionally. The program also includes internship opportunities that demystify the work experience in a design department. Students in the B.F.A. in Digital Arts and Design program have interned at, and have been hired by, world-class media companies including 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 and participate in a Senior Exhibition.

Classes are small and students work in a fully networked suite of computer labs equipped with over 70 Macintosh workstations, large format color printers, and related peripheral technology.

Our faculty is comprised of design professionals and authors in the fields of graphic design, Web design, integration design, 3d animation, and digital video production.

ADMISSION REQUIREMENTS Students wishing to transfer into the digital art and design program must submit a portfolio of design work.

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: (70 credits)

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 8	Digital Illustration 2	3.00
CGPH 9	Digital Typography	3.00
CGPH 10	Digital Graphics Production Lab	3.00
CGPH 11	Interaction Design 1	3.00
CGPH 12	Desktop Video	3.00
CGPH 14	Interaction Design 2	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 4	Digital Industries: Student Agency	3.00
VISL 98	Portfolio Preparation	4.00
PROJ 3	Senior Project	3.00

Elective Directed Art Studio Courses: (3 credits)

With approval of Professor or free elective.

CGPH 97	Internship	3.00
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Required Art History Courses: (6 credits)

ART 1	Introduction to the Visual Arts	3.00
CGPH 85	History of Visual Communications	3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

Minimum Major Credits: 79

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

B.F.A. 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	Senior 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

Design and Digital Technologies Courses

CGPH 5 Computer Layout 1

This course introduces students to Adobe InDesign software for creating various forms of page layout designs. Students gain technical and aesthetic knowledge of print design, including the use of typography, color, and photography in page layout. The vocabulary of print design is emphasized.

Credits: 3

Every Fall

CGPH 6 Advanced Computer Layout 2

This is an advanced course in page layout design using Adobe InDesign. Students gain advanced skills in creating complex page designs and learn to integrate elements created in Adobe Photoshop and Adobe Illustrator into their design projects. Emphasis is placed on developing technical proficiency, accuracy, and individual design style.

Prerequisite of CGPH 5 or equivalent is required.

Credits: 3

Every Spring

CGPH 7 Digital Illustration 1

This course introduces students to digital illustration using Adobe Illustrator. Students acquire knowledge of the tools and techniques commonly used in digital illustration. The focus of the course is to provide students with fundamental technical skills for using Adobe Illustrator. Students then apply these skills to create a variety of graphic design and illustration projects. Emphasis is placed on technique, style, and accuracy.

Credits: 3

Every Fall

CGPH 8 Digital Illustration 2

This advanced digital illustration course covers more sophisticated techniques using Adobe Illustrator. The course will reinforce and encourage the use of basic design principles that students have been previously exposed to. As they continue to enhance their technical and conceptual illustration skills, students will create complex design projects including event logos, technical renderings, and editorial illustrations.

Prerequisite of CGPH 7 or equivalent is required.

Credits: 3

Every Spring

CGPH 9 Digital Typography

This advanced typography course provides students with a comprehensive understanding of the use, design, and aesthetics of type through a series of projects that incorporate both traditional and digital techniques. The objective of the course is to provide the student with a technical and aesthetic foundation for creating successful typographic designs. The history of typography is also covered.

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 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 focus on using Adobe XD and Adobe Creative Suite to design mobile app prototype wireframes. Students will learn how to create artwork components necessary to complete an interaction design concept containing audio, video, animation, and basic scripting techniques. Emphasis is placed on developing an understanding of the user experience.

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 Adobe Premiere. Emphasis is placed on the design and integration of motion graphics, text, and audio to create compelling visual communication.

Prerequisite of CGPH 16 or permission of instructor is required.

Credits: 3

Every Fall

CGPH 14 Interaction Design 2

This course covers advanced techniques in Interaction Design and User Interface Design. Course instruction will focus on using Adobe XD and Adobe Creative Suite to design mobile app prototypes. Students gain knowledge of a variety of interactive publications and presentations in information, education, promotion, and entertainment spaces. Students will compose a variety of sample interactive presentations.

Prerequisite of CGPH 11 is required.

Credits: 3

Every Spring

CGPH 15 Desktop Video II

This course covers advanced skills in digital video production and motion graphic. Students will be introduced to stop-frame animation, intermediate and advanced video editing, and compositing techniques using Adobe Premiere and Adobe After

Effects. Students will create finish projects with original video, motion graphics, text, and audio for distribution across various media platforms.

Pre requisite of CGPH 12 is required.

Credits: 3

Every Fall and Spring

CGPH 16 Digital Imaging

This course introduces the student to Adobe Photoshop for creating graphic designs and digital imagery. Students learn how to use Adobe Photoshop as a graphic design tool for various image editing and manipulation applications. The course also covers standards on resolution and color models. Emphasis is placed on technical proficiency and creative expression.

Credits: 3

Every Fall and Spring

CGPH 18 Digital Imaging Synthesis

This course explores advanced aesthetic and technical concepts in Digital Imaging using Adobe Photoshop. Creation and assembly of image elements, complex montage making, and development of personal design style are emphasized. Advanced photo-retouching and typographic special effects are also covered.

Prerequisite of CGPH 16 or PHOT 23 or permission of instructor is required.

Credits: 3

Every Fall and Spring

CGPH 20 3-D Modeling & Animation 1

This is an upper-level course in 3d modeling and animation using Autodesk Maya 3d software. Students build 3d models and render them as digital animations. Emphasis is placed on principles of 3d design for animation and illustration as well as 3d character development for motion pictures and digital game design.

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 3d modeling and animation with Autodesk Maya 3d and Adobe After Effects. Emphasis is placed on 3d character development, complex modeling, and surface mapping, lighting, 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 HTML and CSS editor to code and publish Websites. Students will leverage an HTML and CSS framework to develop a professional mobile responsive portfolio Website. The course also

covers using Adobe Photoshop to develop and prepare content for Websites

Prerequisites: CGPH 5, CGPH 7, CGPH 16, VISL 1

Credits: 3

Every Fall

CGPH 24 Website Development

This course provides students the opportunity to further advance their skills in Web design and development. Students will learn how to use WordPress to develop and publish interactive mobile responsive Websites. Advance CSS topics, aesthetics trends of Web design, and basic Website promotion techniques are also explored.

Prerequisite of CGPH 22 is required.

Credits: 3

Every Spring

CGPH 25 Independent Study

The course offers the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum or as a substitution for a course that is not currently offered. Topics of study will include digital art and design, and digital game design.

Credits: 1 to 4

Every Semester

CGPH 26 Web Design for Everyone

This is an introductory course in Website design. The course is intended for non-design majors who want to create basic Websites without extensive knowledge of HTML and CSS or graphic design software. The course introduces the student to Wordpress as an authoring tool for Web development. Basic Web page layout techniques and digital image preparation methods are 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 overview of the field of digital design, multimedia, and interactive media. The course analyzes the relationships between new media and traditional art and design. The course explores innovations in photography, cinema, radio, television, computer graphics, and the Internet as they relate to the evolution of our digital culture.

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 offers the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum or as a substitution for a course that is not currently offered. Topics of study will include digital art and design, and digital game design.

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 non-digital game every two weeks. Students create card games, board games, and physical games. Students will play each other's games and give one another constructive feedback. Students 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. Students will critically play the games examined, enabling them to gain a critical understanding and appreciation of canonical games.

Credits: 3

Every Spring

DGD 3 Game Studies

This course provides students to opportunity to read and write about games from an academic perspective. 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. 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

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

This course teaches students how to program digital game designs. Students are expected to have an understanding of basic game programming principles to take this class. 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

This course explores advanced topics in digital game development and programming. 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 52 Programming Movement

Programming Movement is an intense programming course focused on creating dynamic and lifelike movements with programming. 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 to create a major final project. The Senior Game Project allows students to work as individuals or in groups of any size. 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

This is a basic graphic design studio course that explores the elements and principles of design through the use of type and image. Students will begin by hand sketching designs and then utilize Adobe CC software to make digital versions. The course focuses on the student's development in

introductory concepts of graphic design and digital media.

Credits: 3

Every Fall

VISL 2 Publication Design

This is an advanced design course in 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 and components of publication design. Emphasis will be placed on designing clear and interesting page layouts for a variety of publications.

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. The course focuses on the elements and principles of design including color, shape, composition, thematic design, and effective use of typography. Students will develop project work through sketching first and then create digital versions with Adobe CC software. Students will develop a body of Advertising designs intended for both print and social media.

Prerequisite VISL 1 is required.

Credits: 3

Every Spring

VISL 98 Portfolio Preparation

This class provides design students the opportunity to produce a professional portfolio to present their design skills to potential employers after graduation. Students will spend the entire semester reworking and enhancing design projects from all their other studio classes. Students will output their design work as a traditional printed portfolio and as an electronic .pdf portfolio. The course also covers resumes, cover letter writing, and employment search strategies.

Prerequisite of Senior status is required.

Credits: 4

Every Semester

VISL 385 Honors Tutorial

Consult Honors catalog for course description.

Must be in Honors College

Credits: 3

On Occasion

VISL 386 Honors Tutorial

Consult Honors catalog for course description.

Must be in Honors College

Credits: 3

On Occasion

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.

DEPARTMENT OF MUSIC

The Department of Music provides a dynamic, intensive, and supportive environment that nurtures students' talents as music educators, scholars, performers, songwriters, and music industry entrepreneurs. Our conservatory-style program, within a liberal arts university, brings a diverse array of performance and academic opportunities. We offer a full curriculum of bachelor's and master's degree programs taught by more than 40 nationally and internationally recognized performers, conductors, composers, researchers, and music educators. The Department of Music offers a variety of public performance opportunities to showcase students' skills and talents, including solo student recitals, workshops, masterclasses, and concerts both on campus and at major concert halls in New York City and abroad.

Undergraduate degree programs include the B.S. in Music, the B.F.A. in Music Technology, Entrepreneurship & Production, and in conjunction with the College of Education, Information and Technology, the B.M. in Music Education (Birth to Grade 12).

Music

The growing understanding of music theory and literature must be accompanied by increasing skill in some performing medium. Participation in Music Making Fundamentals such as performing ensembles, lessons, combos, and coaching is required in all undergraduate programs of study. Ensembles are offered for zero, one-half, or one credit per semester. Transcripts will reflect all participation in performing ensembles. All music majors must register for Convocation (MUS 4)

each semester. Convocation meets at the designated activity hour and may include artist presentations and masterclasses. All music majors are also required to attend at least three Department of Music concerts/recitals per semester.

All music majors taking studio lessons are required to sing or play before a jury at the end of each semester of instruction.

The results of the jury performance will be reflected in the final grade.

All undergraduate music students are required to successfully complete (pass) the Music Theory Comprehensive Examination at the end of their junior year. Those seeking the Bachelor of Music in Music Education or the Bachelor of Science in Music are also required to successfully complete (pass) the Music History Comprehensive Examination. Students are permitted to pursue remedial coursework, as suggested by music faculty, and retake the comprehensive exams if the first attempt proves unsuccessful.

All music majors must achieve a grade of "C" or higher to be given degree credit for any MUS course. Students may not move on to the next level of any sequentially based series of MUS courses unless a grade of "C" or higher is achieved.

In order for music majors to maintain music major standing, and thereby have access to courses in their program, students pursuing the B.S. in Music and the B.F.A. in Music Technology, Entrepreneurship & Production (MTEP) must maintain a grade point average of 2.00 in their major (MUS courses for the B.S. in Music; MUS, ARM, CGPH, MKT and PR courses for the B.F.A. in MTEP) and a grade point average of 2.0 overall. B.M. Music Education students must maintain a 2.75 in their major (MUS, EDI, and EDS courses) and a grade point average of 2.50 overall. Should a student fall below the minimum grade point averages, the student will be considered on academic probation (see the section at the beginning of this bulletin on Academic Probation).

Professional Conduct

Students in our music programs are required to rehearse and perform. Professional behavior dictates attending scheduled rehearsals, performances, and other meetings of a performing group. Being on time and prepared for all such activities is essential.

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 masterclasses 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

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.

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 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	ConductingII	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 masterclasses 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.

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: (24 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI 19	Culturally Responsive-Sustaining (CR-S) Education	3.00
EDI 38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI 35G	Methods and Materials in Teaching Secondary Methods: Music	3.00
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
 Curriculum and Assessment for Pre-service Teachers

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

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 (15 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 (16 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 (9 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

Required Culminating Experience (6 credits)

MUS 299 Capstone 3.00

MUS 298 Senior Thesis 3.00

Electives (3 credits)

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 32-33

Required Credits in Major: 91 (include 6 credits which satisfy Core Liberal Arts requirements)

Minimum Overall GPA: 2.00

Minimum Major GPA: 2.00

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 3

Every Fall

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. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Co requisites: MUS 5, MUS 6 OR MUS 7 for students in the following plans:

Music B.S.

Music Education B-12 B.M.

Instrumental Performance B.M.

Credits: 0

Every Fall and Spring

MUS 5 Chorus

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 5A Women's Choir

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain

greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 5C Vocal Jazz Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6 Wind Symphony

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6A Jazz Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6B Merriweather Consort

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6C Percussion Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain

greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6D Guitar Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 6E Brass Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 7 Orchestra

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 7A Flute Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

Credits: 0 to 1

Every Fall and Spring

MUS 7B Contemporary Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain

greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
On Occasion

MUS 7C Wind Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 7D String Ensemble

Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 13 Vocal Diction

This course centers on the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 2
On Occasion

MUS 14A Introduction to Music Technology

This course introduces students to digital music production, digital audio editing, sequencing and music notation at the computer. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Open to students in the following plans: Music B.S., Music Education B-12 B.M. or Music Tech, Ent & Prod B.F.A.
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. Topics will be taught

using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1
Every Spring

MUS 16 Workshops in Music Education

Workshops in Music Education. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 2
On Occasion

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 1

Every Spring

MUS 19E Vocal Methods

This course leads to a basic level of singing competence. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning.

Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 2

Every Fall

MUS 20 Conducting I

This course covers the elements of conducting. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 3

Every Fall

MUS 28 History of Jazz

This course centers on the musical and historical

evolution of Jazz and its many styles, performers and composers. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 3

Every Spring

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 2

Alternate Fall

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 1

Every Fall and Spring

MUS 40 Conducting II

This course is a continuation of Conducting I. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

Prerequisite of MUS 20 is required.

Credits: 2

Every Spring

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain

greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning.

Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Prerequisite of MUS 40 is required.

Credits: 2

Every Fall, Spring and Summer

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 2

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the

music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in

this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in

this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in

this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 2

Every Fall, Spring and Summer

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 3

Every Fall

MUS 95K Jazz Composition and Arranging II

A continuation of the work done in MUS 95J. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends. *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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 2

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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 Pierrot Consort, the program includes: Chamber Ensembles, Chamber Orchestras, Faculty and Student Concerts, Master Classes and a Conducting Program and Concerto Competition. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Pre requisites: MUS 107A, MUS 107B, MUS 107C, MUS 107D, MUS 21, MUS 22, MUS 23, MUS 46

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.

Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 0 to 1

Every Fall and Spring

MUS 105 Jazz Combo

Audition may be required. 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. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at:

www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater

awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 2

Every Fall

MUS 108B Aural Skills II

This course is a continuation of Aural Skills I. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics

in this course will help students gain greater awareness of cultural and global trends.

Prerequisite(s): MUS 108A & MUS 108B

Credits: 2

Every Fall

MUS 108D Aural Skills IV

This course is a continuation of Aural Skills III. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 2

Every Fall

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. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 1

Every Spring

MUS 150 Junior Recital

Requires permission of studio instructor. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction.

Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using

Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction.

Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Prerequisites: MUS 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. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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.

Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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 SO-page, written thesis is required. Student collaboration within the cohort is encouraged, but not required. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Credits: 3

Every Fall

MUS 385 Honors Tutorial

The first semester of preparation for an Honors Thesis. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Must be in Honors College

Credits: 3

Every Fall

MUS 386 Honors Tutorial

The first semester of preparation for an Honors Thesis. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Must be in Honors College

Credits: 3

Every Spring

MUS 389 Honors Thesis

The second semester of preparation for an Honors Thesis. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Must be in Honors College

Credits: 3

Every Fall

MUS 390 Honors Thesis

The second semester of preparation for an Honors Thesis. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.

Must be in Honors College

Credits: 3

Every Spring

DEPARTMENT OF THEATRE, DANCE AND ARTS MANAGEMENT

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 with concentrations in Acting, Design, and Production, Directing and Playwriting; the B.F.A. in Theatre Arts, with concentrations in Acting and Musical Theatre; the B.F.A. in Arts Management; and the B.F.A. in Dance Studies.

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 (THE 143 required)	3 credits
Perspectives on World Cultures (THE 142 required)	3 credits
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 for Performance area of focus (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	3.00

Required Introductory Theatre Arts Courses for Directing/Playwriting area of focus (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 145	Playwriting	3.00
THE 151	Beginning Suzuki Technique	3.00
THE 193	Theatre Research/Performance Workshop (Devising)	3.00

Required Directing Course (3 credits)

THE 131	Directing	3.00
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Required Introductory Theatre Arts Courses for Production/Design area of focus (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 103	Design Concepts for Visual Artists	3.00
THE 110	Stage Management	3.00

Choose one of the following:

THE 113	Scenic Design	3.00
THE 115	Lighting Design	3.00
THE 171	Costume Design	3.00

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

Performance & Production/Design Concentration Required Dance OR Directing Course (3 credits)

DNC 1	Beginning Movement 1	3.00
OR		
THE 131	Directing	3.00

Required Theatre Contract Courses

THE 204	Department Contract	0.00
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Three courses from the following:

THE 201	Department Contract	0.00
THE 202	Department Contract	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 the 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 516-299-1000 to schedule an audition slot. The 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 and are held in the Little Theatre on Mainstage unless otherwise posted. Check the call board 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 projects.

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.

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 the 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 516-299-1000 to schedule an audition slot. The 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 call board 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 further specialization through graduate studies. The 120-credit curriculum includes pre-professional training, the 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 516-299-1000 to schedule an interview.
- The 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 **(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

Required Theatre Contract Courses

THE 204	Department Contract	0.00
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Three courses from the following:

THE 201	Department Contract	0.00
THE 202	Department Contract	0.00

Acting Concentration Requirements

Required Acting Courses (24 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

THE 192 Senior Acting Studio 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 Theatre Movement	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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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: Musical Theatre Voice	1.00
MUS 88B	Studio Lessons: Musical Theatre Voice	2.00

Elective Theatre and Dance Courses

Any THE or DNC courses (13 credits)

Musical Theatre Concentration

Requirements

Required Acting Courses (21 credits)

THE 121	Basic Acting I	3.00
THE 122	Basic Acting II	3.00
THE 123	Intermediate Acting I	3.00
THE 124	Intermediate Acting II	3.00
THE 125	Advanced Acting I	3.00
THE 126	Advanced Acting II	3.00

THE192 Senior Acting Studio 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 Theatre Movement	3.00

Required Additional Theatre History and Literature Courses (3 credits)

THE 148	The History of American Musical	3.00
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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	Studio Lessons: Musical Theatre Voice	1.00
MUS 88B	Studio Lessons: Musical Theatre Voice	2.00

Dance Electives 9 credits.

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
MUS 88B	Studio Lessons: Musical Theatre Voice	2.00

Theatre Electives (9 electives)

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

Elective Theatre courses:

Any THE course(s): 6 credits

Required Voice Music Lessons

Two credits taken from of the following:

MUS 88A	Studio Lessons: Musical Theatre Voice	1.00
MUS 88B	Studio Lessons: Musical Theatre Voice	2.00

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

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
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THE 162	Intermediate Design Seminar	3.00
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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)

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)

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)

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
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THE 128	Sound Technology	3.00
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THE 150	Stage Combat	3.00
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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

A blockbuster exhibit opens in a museum. A world-famous singer packs a concert hall for a magical night of music. A local arts council offers instruction in the arts to children. Arts managers make all these things happen! In government agencies and service organizations, galleries, museums, theatre, and dance companies, orchestras, performing arts centers, and many other organizations, arts managers connect artists with audiences – enriching society by enabling creativity and making it possible for artists and performers to realize their dreams.

The Bachelor of Fine Arts in Arts Management provides competency in the fine arts with a solid foundation in business. The 120-credit program develops skills in critical thinking, leadership, management, planning, and finance. Specialized courses apply these aptitudes to arts institutions. A concentration is established in one area of the arts (visual arts, music, theatre, or dance). Each area of arts concentration includes history and theory classes as well as applied work. The additional arts management coursework includes classes in accounting, economics, management, marketing, law, and public relations, communications, public speaking, and computer graphics.

The program of study culminates with an internship in a professional arts organization. Internships are available both on and off-campus. Students have been placed at DreamWorks Theatrical Productions, Stomp, SONY Music, Alvin Ailey American Dance Theatre, Parsons Dance, Nassau Coliseum, Island Def Jam Recordings, Heckscher Museum, and other venues in the New York City metropolitan area. Independent study options and work at Tilles Center for the Performing Arts and Hillwood Art Museum also are available in selected aspects of a student's concentration.

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 3.0 is required to transfer into the Arts Management Program. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements

Candidates for admission to the Bachelor of Fine Arts in Arts Management interview with the program director and identify a primary area of interest. They will be officially admitted by the major area department according to the individual program requirements.

B.F.A. Arts Management

{Program Code: 79015} {HEGIS: 1099.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.F.A. Arts 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	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

Major Required Courses (34 credits)

ARM 1	Arts Management Practicum	1.00
ARM 54	Introduction to Arts Management	3.00
ARM 55	Arts Management Practices	3.00
ARM 57	Development, Fundraising and Grant Writing	3.00
ARM 58	Accounting In the Arts	3.00
ARM 59	Marketing The Arts	3.00
ARM 99	Internship in Arts Management	3.00
MAN 11	Principles of Management	3.00
MAN 12	Organizational Behavior	3.00
ORC 1	Public Speaking	3.00

PR 62 Arts & Entertainment Promotion 3.00

ARM 68 Legal Aspects of the Arts & Entertainment Industry 3.00

Computer Graphics Required Courses

Choose 1 course (3 credits) from the list below:

ART 4 Introduction to Computer Graphics 3.00

CGPH 16 Digital Imaging 3.00

Communication Required Courses

Choose 1 course (3 credits) from the list below:

CMA 5 Writing in the Digital Age 3.00

MAN 16 Business Communication 3.00

PR 2 Writing and Editing for Public Relations 3.00

Computer Required Courses

Choose 1 course (3 credits) of the following:

CGPH 5 Computer Layout 1 3.00

PR 30 Using Business Software in Public Relations/Advertising 3.00

Music Concentration

Music Required Courses (21 credits)

ARM 62 Principles and Practices of the Music Industry 3.00

MUS 11 Introduction to Music Literature 3.00

MUS 14A Introduction to Music Technology 3.00

MUS 21 Music in Western Civilization I 3.00

MUS 22 Music in Western Civilization II 3.00

MUS 23 Music in Western Civilization III 3.00

MUS 24 History of Rock Music 3.00

Music Elective Courses

9 credits of any Music courses:

History Elective Courses

Choose 2 courses (6 credits) from the list below:

ART 59 Survey of World Art I 3.00

ART 60 Survey of World Art 2 3.00

ART 61 Ancient Art: The Western Tradition 3.00

ART 64 Medieval Art 3.00

ART 65 Italian Renaissance Art 3.00

ART 66 Northern Art of the 15th and 16th Centuries 3.00

ART 67 The Art of the Baroque 3.00

ART 68 The Art of the 18th and 19th Centuries 3.00

ART 70 Modern Art 3.00

ART 72 Contemporary Art 3.00

ART 75 American Art 3.00

ART 77 Pre-Colonial Arts 3.00

ART 78 Asian Art 3.00

ART 79 History of Photography 3.00

ART 80 Concepts & Issues in Contemporary Photography 3.00

ART 85 History of Visual Communications 3.00

ART 91 Independent Study in Art History 3.00

ART 92 Independent Study in Art History 3.00

ATE 3 The Art Museum as Educator: Interpreting Art for Education 3.00

DNC 108 History of Dance 3.00

DNC 109 Current Dance in New York City 3.00

THE 101 Introduction to Drama 3.00

THE 141 Classical Theatre History 3.00

THE 142 Modern Theatre History 3.00

Theater Concentration

Required Theatre Management Courses:

Must complete one course (3 credits) from the following:

ARM 64 Theatre and Dance Management 3.00

THE 111 Theatre and Dance Management 3.00

Required Technical Theatre Practices: (6 credits)

THE 104 Technical Theater Practices 1 3.00

THE 105 Technical Theater Practices 2 3.00

Required Department Contracts

THE 204 Department Contract 1 0.00

THE 205 Department Contract 2 0.00

Required Department Contract

Must be taken 6 times

THE 201 Department Contract 0.00

THE 201 Department Contract 0.00

Theatre Elective Courses

(24 credits) of any Theatre courses:

Theatre History Courses

Must complete the following 9 credits:

THE 101 Introduction to Drama 3.00

THE 141 Classical Theatre History 3.00

THE 142 Modern Theatre History 3.00

Theatre 141 & 142 satisfy Perspectives on World Cultures Cluster (3 credits)

Dance Concentration

Dance Required Courses (26 credits)

ARM 2 Arts Management Contract 0.00

ARM 64 Theatre and Dance Management 3.00

DNC 101 Critical Thinking in Dance 2.00

DNC 105 Modern Dance 3.00

DNC 108 History of Dance 3.00

DNC 109 Current Dance in New York City 3.00

DNC 111 Composition and Choreography I 3.00

DNC 115 African Dance I 3.00

THE 104 Technical Theater Practices 1 3.00

THE 105 Technical Theater Practices 2 3.00

THE 204 Department Contract 1 0.00

THE 205 Department Contract 2 0.00

Ballet Requirement (6 credits)

DNC 123 Intermediate & Advanced Ballet I 3.00

DNC 124 Intermediate & Advanced Ballet II 3.00

History Electives

Choose one course (3 credits) from the list below:

ART 59 Survey of World Art I 3.00

ART 60 Survey of World Art 2 3.00

ART 61 Ancient Art: The Western Tradition 3.00

ART 64 Medieval Art 3.00

ART 65 Italian Renaissance Art 3.00

ART 66 Northern Art of the 15th and 16th Centuries 3.00

ART 67 The Art of the Baroque 3.00

ART 68 The Art of the 18th and 19th Centuries 3.00

ART 70 Modern Art 3.00

ART 72 Contemporary Art 3.00

ART 75 American Art 3.00

ART 77 Pre-Colonial Arts 3.00

ART 78 Asian Art 3.00

MUS	21	Music in Western Civilization I	3.00
MUS	22	Music in Western Civilization II	3.00
MUS	23	Music in Western Civilization III	3.00
MUS	24	History of Rock Music	3.00
THE	101	Introduction to Drama	3.00
THE	141	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00

Dance Elective 1 credit

General Arts Concentration

General Arts Group (6 credits)

Choose two courses (6 credits) from the list below:

ARM	61	Anatomy of a Museum	3.00
ARM	62	Principles and Practices of the Music Industry	3.00
ARM	64	Theatre and Dance Management	3.00
ARM	61	Anatomy of a Museum	3.00
ARM	62	Principles and Practices of the Music Industry	3.00
ARM	64	Theatre and Dance Management	3.00
BDST	58	Television Station Management	3.00
THE	111	Theatre and Dance Management	3.00

24 credits from any of the following areas are required:

- Music
- Theatre
- Art
- Computer Graphics
- Photography
- Communications and Media Arts
- Public Relations
- Oral Communications
- Arts Management
- Dance
- Cinema
- Art Education

General Arts Concentration Elective Courses Required

Choose two courses (6 credits) from the list below:

ART	59	Survey of World Art I	3.00
ART	60	Survey of World Art 2	3.00
ART	61	Ancient Art: The Western Tradition	3.00
ART	64	Medieval Art	3.00
ART	65	Italian Renaissance Art	3.00

ART	66	Northern Art of the 15th and 16th Centuries	3.00
ART	67	The Art of the Baroque	3.00
ART	68	The Art of the 18th and 19th Centuries	3.00
ART	70	Modern Art	3.00
ART	72	Contemporary Art	3.00
ART	75	American Art	3.00
ART	77	Pre-Colonial Arts	3.00
ART	78	Asian Art	3.00
ART	79	History of Photography	3.00
ART	80	Concepts & Issues in Contemporary Photography	3.00
ART	85	History of Visual Communications	3.00
ART	91	Independent Study in Art History	3.00
ART	92	Independent Study in Art History	3.00
ATE	3	The Art Museum as Educator: Interpreting Art for Education	3.00
BDST	1	Introduction to Broadcasting	3.00
CIN	1	The Art of the Film/1900-1930	3.00
CIN	2	The Art of the Film/1931 to Present	3.00
CIN	3	Major Forces in the Cinema	3.00
CIN	4	Major Figures in the Cinema	3.00
CMA	1	Introduction to Mass Communication Theory	3.00
DNC	108	History of Dance	3.00
DNC	109	Current Dance in New York City	3.00
MUS	21	Music in Western Civilization I	3.00
MUS	22	Music in Western Civilization II	3.00
MUS	23	Music in Western Civilization III	3.00
MUS	24	History of Rock Music	3.00
THE	101	Introduction to Drama	3.00
THE	141	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00

THE	143	Shakespeare in Performance	3.00
THE	149	History of Style	3.00

Visual Arts Concentration

Visual Arts Required Courses (18 credits)

ARM	61	Anatomy of a Museum	3.00
ART	59	Survey of World Art I	3.00
ART	60	Survey of World Art 2	3.00
ART	70	Modern Art	3.00
ART	72	Contemporary Art	3.00
ATE	3	The Art Museum as Educator: Interpreting Art for Education	3.00

Visual Arts Elective Courses List 1

Choose 3 courses (9 credits) from the list below:

ART	5	Introduction to Basic Drawing	3.00
ART	11	Life Drawing I	3.00
ART	13	Painting 1	3.00
ART	19	Photography	3.00
ART	19A	Photography	3.00
ART	21	Printmaking	3.00
ART	31	Pottery and Ceramic Sculpture 1	3.00
ART	35	Sculpture 1	3.00
ART	43	Watercolor	3.00

Visual Arts Elective Courses List 2

Choose any 1 ART courses (3 credits):

Other History Elective Courses

Choose two courses (6 credits) from the list below:

BDST	1	Introduction to Broadcasting	3.00
CIN	1	The Art of the Film/1900-1930	3.00
CIN	2	The Art of the Film/1931 to Present	3.00
CIN	3	Major Forces in the Cinema	3.00
CIN	4	Major Figures in the Cinema	3.00
CIN	11	History of World Cinema	3.00
CIN	303	Film & Society	3.00
CIN	304	Film & Society	3.00
CMA	1	Introduction to Mass Communication Theory	3.00
DNC	108	History of Dance	3.00
DNC	109	Current Dance in New York City	3.00

MUS	21	Music in Western Civilization I	3.00
MUS	22	Music in Western Civilization II	3.00
MUS	23	Music in Western Civilization III	3.00
MUS	24	History of Rock Music	3.00
THE	101	Introduction to Drama	3.00
THE	141	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00
THE	143	Shakespeare in Performance	3.00
THE	148	The History of American Musical Comedy	3.00
THE	149	History of Style	3.00

Credit and GPA Requirements

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

B.F.A. 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 REQUIREMENT

Applicants must arrange for an audition and interview with the program director.

Auditions

To Audition for the Dance Studies Program:

Save Changes
 Apply to LIU Post at
www.liu.edu/cwpost/onlineapp.
 • Call 516-299-1000 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 (DNC 104 or DNC 109)	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 or DNC 359	Ballet	3.00
DNC 124 or DNC 360	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 Course (must be taken in conjunction with THE 104)

THE 204	Department Contract 1	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

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

Development and Fundraising explores 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. This is a lecture-based course that discusses trends in arts philanthropy and fundraising, 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. This is a lecture-based course that surveys relevant principles of arts management accounting. Students will gain a comprehensive understanding of accounting for 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. This lecture-based course will provide students with an understanding of basic marketing principles for 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. Students will gain an overall understanding of the complexities involved with managing an arts organization. Cross listed as THE 111.

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, the 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

An introduction to basic technique within one of the following dance forms: African Fusion, Ballet, Modern, Jazz, Tap, Hip Hop, or Floor Barre. Students will gain awareness of body alignment and elementary technique, 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 and leading to further technical growth. Students will gain increased awareness of body alignment and elementary technique in their chosen form.

Prerequisite of DNC 1 is required.

Credits: 3

On Occasion

DNC 44A Beginning Musical Theatre Jazz

A beginner level Jazz dance class designed for the student with minimal or no previous training. Emphasis is on learning and strengthening the fundamentals of jazz technique while incorporating style and storytelling. Students will gain awareness of placement, body awareness, strength-building, and coordination, leading to preparation for continued study.

Credits: 3

Every Fall

DNC 101 Critical Thinking in Dance

An introduction to critical thinking about performance and history for the incoming dance studies major. Students will gain awareness of the many approaches to dance literacy. 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. Students will gain awareness of 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. Students will gain awareness of one of the following modern dance techniques: Horton, Taylor, or Cunningham and an understanding of their historical contexts. 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. Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space. Students will also gain an understanding of their historical contexts. May be repeated for three

semesters for credit. 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

A history of Western dance from the Greeks to the present. Students will gain an awareness of 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 and gain an awareness of the many facets of dance today. 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 storytelling through dance and improvisation. Students develop a personal voice and gain a new awareness of themselves as creative artists.

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

Credits: 3

Every Fall

DNC 112 Composition and Choreography II

This course studies new and individual modes of expression and the process of storytelling through dance and improvisation. Students develop a personal voice and gain a new awareness of themselves as collaborative and creative artists by 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

An introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and gain a new awareness of 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

A continuation of the study of 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. Students gain an awareness of the contributions African dance has made to American culture. 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. Students gain an awareness of alignment, healthy dance techniques. 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. Students gain an awareness of the ballet form as 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. Students gain an awareness of the ballet form as it applies 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. Students gain an awareness of the ballet form as it applies 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 and in partnering situations. Students gain an awareness of balance, gravity, and alignment are explored.

Dancers work in both classical and contemporary repertory. 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.

Students gain a new awareness of their own body through implementation of the Zena Rommett Floor Barre Technique®.

Credits: 2

Every Spring

DNC 132 Applied Technique II

This course offers the advanced dancer or choreographer the opportunity to develop an original composition with the instructor and culminates in public performance. The student gains a new awareness of the process of production.

Dance majors only.

Credits: 1

On Occasion

DNC 139 Repertory

An intensive experience in dance performance including rehearsal, performance, and evaluation for the Post Concert Dance Company. Students gain an opportunity to work with with nationally and internationally known guest artists. 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

An intensive experience in dance performance including rehearsal, performance, and evaluation for the Post Concert Dance Company. Students gain an opportunity to work with with nationally and internationally known guest artists. 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

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. Students gain an understanding of the many applications of Jazz as an art form. May be repeated for two semesters for credit.

Credits: 3

On Occasion

DNC 144 Jazz

A skills approach for theatrical performers. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. Students gain an understanding of the many applications of Jazz as an art form. 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 student gains an understanding of advanced tap 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. The student gains an understanding of how to live a more healthy life as a performer, and important information for prospective teachers.

Credits: 4

Every Fall

DNC 151 Professional Skills: Showcase

A practicum with guest choreographers leading to a New York City showcase performance. Required for participation in the Showcase. The students gains the opportunity to work with cutting edge choreographers from NYC and elsewhere. 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. Students gain the opportunity to work one-on-one in a guided project situation. 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 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. The student

gains practical and marketable skills in a variety of areas. Required for all majors in residence.

Credits: 0

Every Fall

DNC 202 Department Contract

This is a dance major service contract offering the 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. The student gains practical and marketable skills in a variety of areas. Required for all majors in residence.

Credits: 0

Every Spring

DNC 211 Choreography Practicum

Dance majors and musical theatre majors choreograph in a mentored situation for the Post Concert Dance Company. Students meet regularly with faculty in a rehearsal and production environment to explore their creative voice. Students gain valuable insight into working in a creative leadership role. DNC 211 is required for all student choreographers.

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 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. Students gain an understanding of the many applications of Jazz as an art form. 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. Students gain an awareness of the ballet form as it applies 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 101 Introduction to Drama

This course is an introduction to textual and performance analysis in theater through critical, historical and dramatic readings. Introduction to Drama is a lecture-based course with an integral discussion component that may include group projects; 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. Students will gain a comprehensive understanding of the components of design across a range of theatrical disciplines.

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. This course is a lecture-based course that includes a strong practical component. 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 and Spring

THE 105 Technical Theater Practices 2

This course is a comprehensive survey of the theoretical and practical aspects of technical theater production including organization, equipment, materials, methods and vocabulary. This course is a lecture-based course that includes a strong practical component. The course is intended to provide the student with a working vocabulary and the basic knowledge necessary to function effectively in the theater.

Prerequisite: Theater or Dance or Arts Management majors or Theater Minor and Theater audition.

Co requisite: THE 205

Credits: 3

Every Fall and 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. This is a practical course that imparts the skills necessary for working with blueprints and design renderings in order to read and interpret a designer's vision.

Prerequisites of THE 104 & 105 or permission of the instructor are required.

Credits: 3

Alternate Fall

THE 109 Advanced Drafting

This course builds upon the introductory level to introduce advanced aspects of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings. This is a practical course that imparts the skills necessary for working with blueprints and design renderings in order to read and interpret a designer's vision.

Prerequisite of THE 108 is required.

Credits: 3

On Occasion

THE 110 Stage Management

This course covers the basic principles and skills of stage management, including: script analysis, preparation of prompt book, rehearsal organization, production coordination and running of productions. Instruction will include both lecture-based and experiential components. Students will gain the skills necessary to execute the job of a stage manager or assistant stage manager. 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. Students will gain an overall understanding of the complexities involved with managing an arts organization. Cross listed as ARM 64.

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. This course is both lecture-based and practical in nature. Students will gain an understanding of the art and craft of scenic design.

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; it 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. This course is both lecture-based and practical in nature. Students will gain an understanding of the art and craft of scenic design.

Credits: 3

On Occasion

THE 115 Lighting Design

This course is an introduction to lighting design, theory and practice, with considerations of light plots, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. This is a practice-based course with lecture components. Also included is the application of theatrical lighting techniques in related fields, such as television and film. Students will gain an understanding of how to design lighting for a variety of mediums.

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 technology, 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. Students will gain a strong understanding of the various facets of lighting technology in order to execute tasks related to theatrical lighting.

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. This is a practice-based course. Students will leave with the skills necessary

to execute basic scene construction.

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. This is a practice-based course. Students will leave with the skills necessary to execute advanced scene construction.

Credits: 3

On Occasion

THE 121 Basic Acting I

Basic Acting I is an introductory studio course focused on acting exercises, improvisations, and basic scene work. Through practical explorations, the course intends to develop the student's imagination and ability to identify intentions and given circumstances. Students can expect to leave with the necessary vocabulary and practical skills to undertake the work of the actor working with contemporary material.

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. Basic Acting II is a practice-based studio course. Students can expect to leave with the necessary vocabulary and practical skills to undertake the work of the actor working with contemporary material.

Prerequisite of THE 121 is required.

Credits: 3

Every Spring

THE 123 Intermediate Acting I

Intermediate Acting I introduces voice, speech, and movement techniques to the actor's process, to build upon the skills developed in Basic Acting I and II. This is a practice-based course, with a focus on strengthening the connection to given circumstance and character development. Students can expect to integrate acting tools with more complex texts.

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.

Intermediate Acting II continues to integrate voice, speech, and movement techniques into the actor's process, to build upon the skills developed in Basic Acting I and II and Intermediate Acting I. This is a practice-based course, with a focus on strengthening the connection to given circumstance and character development. Students can expect to integrate

acting tools with more complex texts, particularly those of early modern realism.

Prerequisite of THE 123 is required.

Credits: 3

Every Spring

THE 125 Advanced Acting I

This course offers two different options, both are practice-based studio courses:

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. Co-requisite of THE 542.

Option II focuses on scene and monologue study within Shakespearean text with emphasis on original performance practices. Co-requisite of THE 168.

Students can expect to leave with a variety of new tools to apply with heightened texts.

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 Laban technique and the use of Elliptical Energy theory in practice. Students will develop an awareness of kinesthetic awareness, a sense of playfulness, collaboration, and openness. This provides tools to heighten creativity and physical expressiveness.

Students in both options will leave with strong physical presence that supports strong acting both in theatre and in other mediums.

Prerequisite of THE 125 is required.

Credits: 3

Every Spring

THE 127 Meisner Technique

This is a practice-based 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. Students will leave with an understanding of how

to respond to their partners in the present moment in performance.

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. Students can expect to leave with the skills for basic sound recording, editing, communications systems, enhancement and repair.

Credits: 3

Alternate Spring

THE 129 Sound Design

This course is an introduction to sound design, theory and practice. This course includes both lecture and practice-based components and include design projects related to historical references, with an emphasis on the source needed for such a design. Students will gain an understanding of the art and craft of scenic design.

Credits: 3

Alternate Fall

THE 130 Makeup & Mask

This course explores the techniques involved with theatrical makeup and mask making. This practice-based course covers instruction in makeup techniques taking into account factors of age, temperament, production style. Students can expect to leave with the basic skills required to execute theatrical makeup application and basic mask making. 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. Students can expect to gain the skills necessary for directing short plays. 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 Fall and 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. Students can expect to gain the skills necessary for directing plays.

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 lecture-based course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. Students can expect to gain an understanding and historical perspective of theatre history from ritual through the Restoration.

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 performance. The stylistic analysis of selected plays, performance techniques and theatrical conventions, including contemporary and non-traditional approaches, is examined. Students can expect to gain an understanding of the historical trends of Shakespeare in Performance, and read Shakespeare as performance texts in addition to literary works. This lecture-based 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. This lecture-based, practical course includes intensive writing and rewriting, which leads to the creation of a one-act play, with critical evaluation and individual attention. Students can expect to gain the basic dramaturgical tools involved in writing plays. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters.

Prerequisites of ENG 1 and 2 and Sophomore status is required.

Credits: 3

Every Fall and Spring

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. Students will gain more advanced skills for theatrical writing. May be repeated for a maximum of four semesters.

Prerequisite of THE 145 is required.

Credits: 3

On Occasion

THE 148 The History of American Musical

This lecture-based 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. Students can expect to gain an appreciation for musical theatre and an understanding of the evolution of the art from throughout history.

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

This course introduces actors to the technique of stage combat. This is a practice-based studio course that emphasizes safety as well as integrates staged fighting and movement into the actor's process. Students can expect to gain the basic physical vocabulary and technique of stage combat.

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 is a practice-based studio course that develops rigorous physical training that enhances the actor's concentration and focus, discipline, and ability to create theatrical presence. Students will learn the basic principles of the Suzuki technique and its applications.

Prerequisite of THE 121 is required.

Credits: 3

Every Spring

THE 152 Professional Skills: The Business of Acting

This course introduces the business practices of the

acting profession, and introduces students to the current trends in the field. This course includes both lectures and experiential components, and is required for any actor participating in the Senior Showcase. Students can expect to gain an understanding of audition techniques, material selection, marketing, and strategies to engage 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

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

On Occasion

THE 166 Beginning Voice and Speech I

This practice-based 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. Students will gain an understanding of the vocal instrument and an ability to speak clearly and effectively.

The pre requisite of THE 167 is required.

Credits: 3

Every Fall

THE 167 Beginning Voice and Speech II

This practice-based studio course is a continuation of THE 166., which teaches the fundamentals of voice and 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. Students will gain an understanding of the vocal instrument and an ability to speak clearly and effectively in performance.

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

Credits: 3

Every Spring

THE 168 Advanced Voice and Speech I

This practice-based studio course is a Voice and Speech studio practicum integrating Laban technique and elliptical energy work with the vocal practices established in THE 166 & 167. This course is a co-requisite of THE 125, Option II. Students can expect to gain an advanced understanding of the application of voice/speech to heightened text, as a tool of the actor's process.

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. This is a lecture-based course with practical components. Students can expect to gain an full understanding of the process of costume design, including its historical applications.

Prerequisites of THE 104 & 105 or permission of the instructor are required.

Credits: 3

On Occasion

THE 180 Contemporary Musical Theatre Practices

This studio-based course is a practicum in musical theatre performance techniques with emphasis on developing a clear process for performing in musical theatre. Musical theatre repertoire and movement are also included in the course work. Students can expect to gain a working understanding of the vocabulary of musical theatre performance.

Pre requisites: THE 121, 122, MUS 88A or MUS 88B

Credits: 3

Every Fall

THE 188 Thesis

This course is an advanced performance or production project, including all appropriate research and written analysis on the creative process. This is a practice-based tutorial, that is offered on an individual basis. Students can expect to undertake a thesis project and document their process to provide an analysis of their investigation through practice.

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. This is a practice-based studio course. Students can expect to develop 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 Semester

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

Musical Theatre Practices II is an upper level, practice-based studio course that develops advanced performance techniques in musical theatre. Students can expect to build an extensive musical theatre repertoire in preparation for the profession. *The pre requisite of THE 180 is required.*

Credits: 3

Every Spring

THE 201 Department Contract

This course is a practicum for theatre majors; a service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or another position in support of the department and the Post Theatre Company. Required for all upperclass majors in residence. Students will gain practical experience in the area in which their contract is executed.

Credits: 0

Every Fall and Spring

THE 202 Department Contract

This course is a practicum for theatre majors; a service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or another

position in support of the department and the Post Theatre Company. Required for all upperclass majors in residence. Students will gain practical experience in the area in which their contract is executed.

Credits: 0

On Occasion

THE 204 Department Contract 1

This is a theatre major service contract, a required practical lab for first year students. Students will gain practical experience in the area in which their contract is executed. This is a co-requisite for THE 104.

Credits: 0

Every Fall and Spring

THE 239 Production Laboratory

This course is an intensive experience in theatrical production for public performance. This practical experience synthesizes acting, design, technical and managerial elements in a theatrical production. Production concepts, process, rehearsal, and performances are evaluated by the director and advisor. Students will gain the practical experience of mounting a professional performance for public viewing. 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. This practical experience synthesizes acting, design, technical and managerial elements in a theatrical production. Production concepts, process, rehearsal, and performances are evaluated by the director and advisor. Students will gain the practical experience of mounting a professional performance for public viewing. 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

COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY

The College of Education, Information and Technology (CEIT) offers undergraduate and graduate degrees, including doctoral programs, in teacher education (Pre-K, elementary education, adolescent education, special education, and teaching English to speakers of other languages (TESOL), educational administration and leadership, educational technology, mental health counseling, school counseling, and library and information science. In addition, the CEIT offers graduate-level advanced certificates in such specialties as archives and records management, public library administration, and school district leadership. Programs in the CEIT are nationally accredited by ALA, 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 the 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 CEIT is dedicated to preparing students for leading roles in some of the world's fastest-growing and most rewarding fields.

*Teacher Education and Educational Administration and Leadership programs, most recently accredited by Council for Accreditation of Educator Preparation (CAEP), have decided to pursue accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). As per NYS Commissioner of Education Regulation §52.21, these continue to meet the NYS accreditation requirement while pursuing accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP).

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning offers one of the most comprehensive teacher preparation programs in New York State. The Department's bachelor's degree programs focus on the different stages of child development from infancy through early childhood, childhood, middle and high school. Successful completion of the teacher education programs qualifies a prospective educator for New York State teacher certification. The College of Education offers bachelor's programs in early childhood/childhood education (birth-Grade 6), early childhood/special education (birth-Grade 2), childhood education/special education (grades 1-6), adolescence education (grades 7 to 12) in English and Students with Disabilities, Social Studies and Students with Disabilities, Mathematics and Students with Disabilities, Mathematics, Biology, Health/Physical Education, and collaborates with the College of Art, Design, and Communication to provide programs in Music Education (see the CACD section of this Bulletin for the Music Education program information). Candidates enrolled in programs leading to a single certification complete 100 hours of field experiences during their academic programs; those enrolled in programs leading to dual certification complete 150 hours. Student teaching is a culminating experience for all undergraduate education programs.

The programs, most recently accredited by the Council for Accreditation of Educator Preparation (CAEP), are now currently pursuing accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). As per NYS Commissioner of Education Regulation §52.21, the Teacher Education programs at LIU continue to meet the NYS accreditation requirement while pursuing accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP).

All undergraduate programs in the Department of Teaching and Learning include five state-required workshops: EDUX 100 Project S.A.V.E.: Safe schools against violence in education act; EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention; EDUX 300 Preventing Alcohol Tobacco, and Other Substance Abuse; CATX 100 Child Abuse Identification and Reporting; and DASX 100 Dignity in Schools Act. Two of these workshops are at cost, the others are free and presented online.

After candidates complete all degree requirements (including coursework, field experiences, and student teaching), successfully pass New York State Licensure tests (Educating All Students (EAS), Content Specialty Test(s) (CST) in the chosen areas of specialization; edTPA) and have completed all required teacher certification workshops, the LIU Post Office of

Clinical and Professional Certification will help candidates process your application for certification.

It is important to note that although the GPA requirements for graduates are an overall GPA of 2.5, a GPA of 2.75 in Education courses, and a Content Area/Concentration Area GPA of 2.75, all teachers in New York must earn a Master's Degree for Professional Certification. At this time, NYS regulations require an entry-level GPA of 3.0 for Master's Degree programs. Thus, if your GPA falls below 3.0, even though you can graduate from LIU Post and become certified through NYSED, you may not be accepted to a graduate program or obtain a teaching certificate/license in another state. With respect to graduate programs, you would have to speak with representatives of the graduate program of your choice to learn whether any exceptions may be made. With respect to teacher certification reciprocity, you should confer with the Office of Clinical Education and Professional Certification to learn more about the licensing requirements in other states.

The New York State Education Department (NYSED) sometimes makes changes to degree requirements that could impact current candidates. Refer to <http://www.highered.nysed.gov/tcert/> for the most up-to-date information regarding certification requirements. During your programs, information will be communicated through the College of Education, Information, and Technology and in consultation with your academic advisors.

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

The 120-credit B.S. in Early Childhood Education/Special Education prepares teacher candidates to become knowledgeable, caring, and inspiring teachers of children with and without disabilities from birth to second grade.

In pursuing this undergraduate degree, teacher candidates examine theories of child development, motivation, and learning for young children from birth to 8 years of age. They master the skills needed to encourage students to learn new materials and to take responsibility for themselves and one another. As candidates work toward the degree, they gain an understanding and appreciation of subjects ranging from science to music to language arts. Candidates also acquire techniques to assess and evaluate a child's cognitive, socioemotional, and physical development, and they learn the basic principles of language and literacy development for a diverse student population. Throughout the program, candidates complete a minimum of 150 hours of field experience working with young children in schools. The program culminates in a semester-

long student teaching experience that allows candidates to practice their new skills in childcare facilities and classroom settings.

Undergraduates seeking teacher certification in Early Childhood and Special Education select a Liberal Arts and Sciences concentration. Current options are English, History, Mathematics, Political Science, Psychology, Sciences, Social Studies, and Sociology. For more information about the concentrations, see the LIU website.

This program qualifies candidates to pursue two NYS initial teaching certifications. After they complete all degree requirements, successfully pass New York State Licensure tests, and have completed all required teacher certification workshops, candidates will apply for and be awarded initial teaching certification by the New York State Department of Education (NYSED) in both Early Childhood Education and Special Education (birth-2nd grade).

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

LIU Post Thematic Core Curriculum (32-33 credits)

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:

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.

Major Requirements

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: English, history, mathematics, political science, psychology, science, social studies, or sociology. In addition, students may choose to double major in either English or history in lieu of the concentration.

Courses taken as part of the liberal arts concentration cannot be taken on a pass/fail basis.

Required Education Courses**

All of the following: (48 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum & Assessment for Pre-Service Teachers	3.00
EDI 19	Culturally Responsive Sustaining Education	3.00
EDI 40A	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction: Birth-Preschool	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 66A	Supervised Student Teaching and Seminar in Early Childhood Education/Special Education	6.00

EDS 60	Literacy Development: Birth-Grade 6	3.00
EDS 62	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDI 625	Observation and Assessment in Early Childhood Education: Birth-Grade 2	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
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings	3.00

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

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
PSY 98	Psychology Applied to Teaching and Learning	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 LA&S Concentration: 30 credits
 Minimum Education Major: 51 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 teacher candidates to become knowledgeable, caring, and inspiring teachers 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 their undergraduate degree, candidates examine theories of child development, motivation, and learning for children ranging from infants to Grade 6. Candidates master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As candidates work toward this degree they 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 develop creative ways to nurture children's multimodal literacies in an early childhood learning environment. They also 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. Throughout the program, candidates complete a minimum of 150 hours of field experience working with young children and children in grades 1-6. The program culminates in a semester-long student teaching experience that allows candidates to practice their new skills in a classroom setting. This degree qualifies candidates for two New York State Initial Teaching Certifications, one in Childhood Education and one in Early Childhood Education.

Undergraduates seeking teacher certification in Early Childhood and Special Education select a Liberal Arts and Sciences concentration. Current options are English, History, Mathematics, Political Science, Psychology, Sciences, Social Studies, and Sociology. For more information about the concentrations, see the LIU website.

This program qualifies candidates to pursue two NYS initial teaching certifications. After they complete all degree requirements, successfully pass New York State licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Childhood Education (grades 1-6) and Early Childhood Education (birth-grade 2).

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.

Major Requirements

Required Education Courses**
All of the following (48 credits):

EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	19	Culturally Responsive Sustaining Education	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	64A	Student Teaching, Childhood Grades 1-6/Early Childhood	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			
Co-Related Requirements			
MTH	16	Mathematics for Elementary Education II	3.00
PSY	98	Psychology Applied to Teaching and Learning	3.00

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: English, history, mathematics, political science, psychology, science, social studies, or sociology. 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. 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 teacher candidates to become knowledgeable, caring, and inspiring teachers of children with and without disabilities who are in the first through sixth grades.

In pursuing their undergraduate degree, candidates examine theories of child development, motivation, and learning for youngsters ranging in age from 6 to 12 years old. Candidates master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As candidates work toward this degree they gain an understanding and appreciation of subjects ranging from science to music to language arts. Candidates also 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. Candidates learn about a variety of educational approaches to special educations as well as practical applications across different educational settings. Throughout the program, candidates complete a minimum of 150 hours of field experience working with children in grades 1-6. The program culminates in a semester-long student teaching experience that will allow candidates to practice their new skills in actual classroom settings.

Undergraduates seeking teacher certification in Childhood and Special Education select a Liberal Arts and Sciences concentration. Current options are English, History, Mathematics, Political Science, Psychology, Sciences, Social Studies, and Sociology. For more information about the concentrations, see the LIU website.

This program qualifies candidates to pursue two NYS initial teaching certifications. After they complete all degree requirements, successfully pass New York State licensure tests, and have completed all required teacher certification workshops, candidates will apply for and be awarded Initial teaching certification by the New York State Department of Education (NYSED) in both Childhood Education and Special Education (grades 1-6).

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

LIU Post Thematic Core Curriculum (32-33 credits)

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:

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
Self, Society & Ethics	Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course	3
Power, Institutions & Structures	Must take one of 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.

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: English, history, mathematics, political science, psychology, science, social studies, or sociology. 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.

Major Requirements

Required Education Courses**

All of the following: (48 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI 19	Culturally Responsive Sustaining Education	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 64C	Student Teaching in Childhood and Special Education	6.00
EDI 69	Methods in the Teaching of Science in the Elementary School	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
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings	3.00

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

Please refer to the graduate bulescriptions for EDS 600, EDS 630, EDS 632, and EDS 633

Co-Related Requirements

MTH 16	Mathematics for Elementary Education II	3.00
PSY 98	Psychology Applied to Teaching and Learning	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 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. Adolescence Education (Grades 7-12)

The Adolescence Education undergraduate program prepares teacher candidates to teach students in grades 7 to 12 in a specific discipline.

After candidates complete all degree requirements, successfully pass New York State licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Adolescence (Grades 7-12).

The Bachelor of Science in Adolescence Education is a joint program between the College of Education, Information and Technology and the College of Liberal Arts and Sciences.

The Adolescence Education major requires a concentration in the liberal arts and sciences. A few of the programs provide the possibility of attaining a second certification should the candidate decide to pursue this by taking the appropriate state examinations.

The following options are available to students:

- Biology
- English (with the second certification in Students with Disabilities)
- Mathematics
- Mathematics (with the second certification in Students with Disabilities)
- Social Studies (with second certification in Students with Disabilities)

B.S. Adolescence Education: Biology (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Biology prepares a new generation of biology teachers to cultivate and enhance student success in biology comprehension and application. This program equips teacher candidates 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. Throughout the program, candidates will complete a minimum of 100 hours of field experiences working with young children in schools. The program includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to biology. This program is jointly offered by the Teaching and Learning Department and the Biology Department.

In the biology coursework, candidates will be prepared to introduce the science of living organisms to students in grades 7 to 12. Candidates will study the cellular and molecular mechanisms underlying processes fundamental to all life: energy utilization, growth, development and reproduction. They 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. They 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, candidates will strengthen their understandings of the disciplines that play a crucial role in biological investigations: math, chemistry and physics.

After candidates complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Biology.

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 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.

Required Education Courses**

All of the following: (303 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI 17	Psychology and Developmental of the Adolescent	3.00
EDI 19	Culturally Relevant Sustaining Education	
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
EDI 56	Literacy Acquisition for Second Language Learners	3.00
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
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****A grade of "C-" or higher is required in all education courses**

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

One of the following literacy courses (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

One of the following biology research courses (3 credits):

BIO	298	Undergraduate Research I	2.00
BIO	385	Honors Tutorial	3.00
BIO	386	Honors Tutorial	3.00

Required Co-Related Courses

All of the following: (27 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
PSY	98	Psychology Applied to Teaching and Learning	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 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)

The dual certification BS in Adolescent English and Special Education prepares teacher candidates to become knowledgeable, caring, and inspiring general education English and special education teachers of high school students (grades 7-12). This program equips candidates with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of the English language and to read and analyze texts in multiple literary genres. The program includes a minimum of 150 hours of fieldwork hours in middle and high school classrooms as part of required coursework and supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to understanding literature and the studying the English language. 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. This program is jointly offered between the Teaching and Learning Department and the English Department.

Mastering English is essential to success in today's world. The English content in this program prepares teacher candidates to help students in grades 7-12 read critically, write, and appreciate the world's most influential language. From decoding the mysteries of Shakespeare to shaping a straightforward declarative sentence, the study of English develops clear thinking and analytical skills, and deeper insights into the full range of human potential. In addition to required courses in grammar and the structure of language, Adolescent Literature, and British and American Literature, students are able to choose from a wide range of

electives.

This program qualifies candidates to pursue two initial teaching certifications. In pursuing these two certifications, candidates examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They 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 gain an understanding and appreciation of English literature and language, their major area of study. They 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 allow candidates to practice their new skills in both general and special education classroom settings.

After candidates complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, they will apply for and be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: English (grades 7-12) and in Special Education, 7-12 Generalist.

B.S. Adolescence English Education and Students with Disabilities (SWD) Generalist Grades 7-12 (dual initial certification)

{Program Code: 39910} {HEGIS: 1501.01}

Students who complete the Adolescent English Education and Students with Disabilities (SWD) Generalist program are eligible to have a double major listed on their record if they take 36 hours of English coursework. This can be helpful when applying to teaching positions. Students should confer with their academic advisors to declare English as a second major.

Core Curriculum Requirements
LIU Post Thematic Core Curriculum (32-33 credits)

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:

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 - Education**

Required Education Courses (45 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI 17	Psychology and Developmental of the Adolescent	3.00
EDI 19	Culturally Relevant Sustaining Education	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 75A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS 600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS 630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS 631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS 632	Instruction and Classroom Management for Children with Emotional and Behavior Disorders	3.00
EDS 713	Supervised Student Teaching and Seminar in Special Education	3.00

**A grade of C- or higher is required in all Education courses.

Required Co-Related Courses (3 credits)

PSY 98	Psychology Applied to Teaching and Learning	3.00
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Major Requirements - English

Required English Courses (15 credits)

All of the following:

ENG 3	Grammar and the Structure of English	3.00
ENG 10	Introduction to Literature	3.00
ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00
ENG 36	Adolescent 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 Shakespeare Course

(3 credits)

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 (15 credits)

Please refer to the English Department's requirements listed in the College of Liberal Arts and Sciences section of this bulletin for a specific list of options in each of the following categories:

Choose one course from the American Literature category (3 credits)

Choose one course from the Genre or Period of Literature category (3 credits)

Choose one course from the Writing category (3 credits)

Choose one course from the Diversity category (3 credits)

Choose one additional course from all ENG 100-level, 200-level (excluding ENG 207), 359, 360, 389, or 390.

To see a full list of the options for courses available in each of these categories, please visit the English Department's section in this bulletin.

As part of the requirements for this degree, students must complete an e-portfolio.

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: 45 credits
- Minimum English GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

**B.S. Adolescence Education:
Math (Grades 7-12)**

The 120-credit Bachelor of Science program in Adolescence Education: Mathematics prepares a new generation of math teachers to cultivate and enhance student success in mathematics. This program equips teacher candidates 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. Throughout the program, candidates complete a minimum of 100 hours of field experiences working with adolescents in middle and high schools. The program includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to mathematics. This program is jointly offered between the Teaching and Learning Department and the Math Department.

As a mathematics education major, candidates strengthen their knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Through the program, candidates acquire skills in problem solving and teaching strategies that can actively engage students in learning mathematics with texts of varying content level and difficulty.

In pursuing this degree, candidates examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As candidates work toward this degree, they gain an understanding and appreciation of Mathematics, their major area of study. Candidates 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.

After candidates complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Math (grades 7-12).

**B.S. Adolescence Education:
Mathematics**

{Program Code: 23173} {HEGIS: 1701.01}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Adolescence Education: Mathematics 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 Education Courses**

All of the following:

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-service Teachers	3.00

EDI 17	Psychology and Developmental of the Adolescent	3.00
EDI 19	Culturally Responsive Sustaining Classrooms	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 38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI 56	Literacy Aquisition 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

****A minimum grade of C- must be earned in all education courses.**

Mathematics Major Requirements

Required Mathematics Courses

All of the following: (24 credits)

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 51	Probability	3.00
MTH 71	Algebraic Structures	3.00

AND one of the following (1-3 credits)

MTH 90	Mathematics Seminar	1.00
MTH 389	Honors Thesis	3.00
MTH 390	Honors Thesis	3.00

Elective Mathematics Courses

At least two courses/six credits of the following (6 credits):

MTH 21	Differential Equations	4.00
MTH 23	Foundations of Statistical Analysis	3.00
MTH 31	Advanced Calculus I	3.00

MTH	32	Advanced Calculus II	3.00
MTH	61	Discrete Mathematical Structures	3.00
MTH	73	Fundamental Concepts of Geometry	3.00
MTH	81	Topology	3.00
MTH	82	Numerical Analysis	3.00
MTH	83	Complex Analysis	3.00
MTH	84	Introduction to Automata	3.00
MTH	85	Partial Differential Equations	3.00
MTH	91	Independent Study	3.00
MTH	95	Special Topics in Mathematics	3.00
MTH	385	Honors Tutorial	3.00
MTH	386	Honors Tutorial	3.00

Required Co-Related Courses

All of the following (14 credits):

CS	101	Introduction to Computers and Programming	3.00
PHY	3	University Physics I	4.00
PHY	4	University Physics II	4.00
PSY	98	Psychology Applied to Teaching and Learning	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 Mathematics: 31 credits
- Minimum Education Major: 30 credits
- Minimum Mathematics GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

B.S. Adolescent Math Education/Students with Disabilities 7 - 12

The dual certification BS in Adolescent Mathematics Education and Students with Disabilities prepares teacher candidates to become knowledgeable, caring, and inspiring general education Mathematics and special education teachers of high school students (grades 7-12) who cultivate and enhance student success in mathematics. This program equips candidates with the skills, knowledge and foundation to motivate general education middle and high school students at various skill levels to learn the fundamentals of problem-solving, logic and probability. The program includes a minimum of 150 hours of field experiences in middle and high school classrooms, typically completed in required education coursework. The program also includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to the study of mathematics. 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.

As a mathematics education major, candidates strengthen their knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Throughout the program, candidates acquire skills in problem solving and teaching strategies that can actively engage students in learning mathematics with texts of varying content level and difficulty.

This program qualifies candidates to pursue two initial teaching certifications. In pursuing this degree, candidates examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As they work toward this degree, candidates gain an understanding and appreciation of Mathematics, their major area of study. They 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.

After they complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, candidates will apply for and be awarded initial teaching certification by the New York State Department of Education

(NYSED) in Adolescence Education: Math (grades 7-12) and in Special Education, 7-12 Generalist.

B.S. Adolescence Math Education and Students with Disabilities (SWD) Generalist Grades 7-12 (dual initial certification)

{Program code: 40833} {HEGIS: 1701.01}

Core Curriculum Requirements

LIU Post Thematic Core Curriculum

(32-33 credits)

In addition to all major requirements, students pursuing the B.S. Adolescent English education and SWD Generalist (7-12) must satisfy all course requirements as follows:

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 - Education**

Required Education Courses (45 credits)

EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	17	Psychology and Developmental of the Adolescent	3.00
EDI	19	Culturally Relevant Sustaining Education	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 & Adolescent	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS	632	Instruction and Classroom Management for Children with Emotional and Behavior Disorders	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

****A grade of C- or better is required in all education courses.**

Please refer to the LIU Post Graduate Bulletin for

course descriptions for EDS 600, EDS 600, EDS 631, and EDS 632.

Major Requirements - Mathematics

Required Mathematics Courses (24 credits)

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	22	Applied Linear Algebra	3.00
MTH	51	Probability	3.00
MTH	71	Algebraic Structures	3.00

One of the following (1-3 credits):

MTH	90	Mathematics Seminar	1.00-3.00
MTH	389	Honors Thesis	1.00-3.00
MTH	390	Honors Thesis	1.00-3.00

Elective Mathematics Courses (6-7 credits)

At least 6 credits and two courses chosen from:

MTH	21	Differential Equations	4.00
MTH	23	Foundations of Statistical Analysis	3.00
MTH	31	Advanced Calculus I	3.00
MTH	32	Advanced Calculus II	3.00
MTH	61	Discrete Mathematical Structures	3.00
MTH	73	Fundamental Concepts of Geometry	3.00
MTH	81	Topology	3.00
MTH	82	Numerical Analysis	3.00
MTH	83	Complex Analysis	3.00
MTH	84	Introduction to Automata	3.00
MTH	85	Partial Differential Equations	3.00
MTH	91	Independent Study	3.00
MTH	95	Special Topics in Mathematics	3.00

Required Co-Related Courses (3 credits)

PSY	98	Psychology Applied to Teaching and Learning	3.00
PHY	3	University Physics I	4.00
PHY	4	University Physics II	4.00

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 Mathematics: 31 credits

Minimum Education Major: 45 credits

Minimum English GPA: 2.75

Minimum Education GPA: 2.75

Minimum Overall GPA: 2.50

B.S. Adolescent Social Studies

Education/Students with

Disabilities 7 - 12

The 120-credit dual certification Bachelor of Science program in Adolescence Education: Social Studies and Students with Disabilities prepares a new generation of social studies teachers to cultivate and enhance student success. This program equips candidates 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. This program includes a minimum of 150 hours of field experiences in middle and high school, typically completed within required fieldwork. Candidates also complete supervised practice teaching in actual classrooms at two grade levels, allowing them to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to understanding issues related to social issues. 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. This program is jointly offered between the Teaching and Learning Department and the Social Sciences Department.

As a social studies education major, candidates learn how to 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. Social studies courses in this 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. Candidates 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.

This program qualifies candidates to pursue two initial teaching certifications. In pursuing these two certifications, candidates examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As candidates work toward these certifications, they gain an understanding and appreciation of the social sciences, their major area of study. Candidates 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.

After candidates complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, they will apply for and be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: English (grades 7-12) and in Special Education, 7-12 Generalist.

B.S. Adolescence Social Studies Education and Students with Disabilities (SWD) Generalist Grades 7-12 (dual initial certification)
{Program Code: 40834} {HEGIS: 13.1318}

LIU Post Thematic Core Curriculum Requirements (32-33 credits)

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:

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 - Education**

Required Education Courses (45 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-service Teachers	3.00
EDI 17	Psychology and Developmental of the Adolescent	3.00
EDI 19	Culturally Relevant Sustaining Education	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 & Adolescent	3.00
EDS 630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS 631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS 632	Instruction and Classroom Management for Children with Emotional and Behavior Disorders	3.00
EDS 713	Supervised Student Teaching and Seminar in Special Education	3.00

****The minimum grade of C- is required in all Education courses**

Please see the LIU Post Graduate Bulletin for course descriptions for EDS 600, EDS 630, EDS 631, EDS 632, and EDS 713.

Major Requirements - Social Studies

Required Social Courses

One of the following:

HIS 3	American Civilization to 1877	3.00
HIS 4	American Civilization since 1877	3.00

Choose an additional **15 Credits** from History (HIS):

Pease refer to the Social Science Department's requirements listed in the College of Liberal Arts and Sciences section of this bulletin for a specific list of options in each of the following categories:

Choose 3 credits from Economics (ECO)
 Choose 3 credits from Political Science (POL)
 Choose an additional 3 credits from either
 Economics or Political Science (ECO or POL)
 Choose 3 credits in Geography (GGR)
 Choose 3 credits in Sociology (SOC)
 Choose an additional 3 credits from ECO, POL,
 GGR, or SOC

Required Co-Related Courses (3 credits)

PSY 98 Psychology Applied to Teaching and Learning 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 Social Studies: 36 credits
 Minimum Education Major: 45 credits
 Minimum English GPA: 2.75
 Minimum Education GPA: 2.75
 Minimum Overall GPA: 2.50

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.

Students will gain field-based experience by completing a minimum of 150 hours of fieldwork in schools before completing student teaching in local school districts.

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	1.00
First-Year Seminar	3.00
Writing I	3.00
Writing II	3.00
Quantitative Reasoning (MTH 3 or 19 required)	3.00-4.00
Scientific Inquiry & the Natural World (must take BIO 7)	4.00
Creativity, Media & the Arts	3.00
Perspectives on World Cultures (any elementary or intermediate foreign language course)	3.00
Ethics, Self & Society (recommend ENG 35) (or 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, POL 2, 3)	3.00

Additional course from one cluster (any HIS course in U.S. History or Western Civilization from 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

Education Core Courses**

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDS 60	Literacy Development: Birth Grade 6	3.00

Required Health & Physical Education

Courses**

HPE 106	Fitness and Conditioning (All Levels)	2.00
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
PE 299	Exercise Physiology	4.00

Health & Physical Education Pedagogy

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

Physical Education Content Courses**

HPE 201	Introduction to Physical Education	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

HPE	295	Measurement and Evaluation	3.00
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One of the following:

PE	138	Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball	3.00
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PE	139	Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee	3.00
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Health Education Content 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

Student Teaching in Health Education & Physical Education**

HPE	296	Student Teaching in Health Education and Physical Education	8.00
HPE	298	Student Teaching Seminar	2.00

A grade of C or better is required in all education courses (EDI, EDS, HE, HED, HPE, PE, PED)

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

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

LIU CERTIFICATE PROGRAMS

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). Candidates must pursue this exam and subsequent credential on their own.

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
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, PE, and HPE courses can be found in their respective sections below. For Biology courses, please refer to the Biology section of the Undergraduate bulletin.

*These courses are taught on demand when there are enough candidates interested in the certification. Please contact Cary Epstein

(cary.epstein@liu.edu) if you are interested in pursuing this extra certification as you complete your degree.

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.

SHARED CREDIT PROGRAMS

Several programs in the Department of Teaching and Learning require 12 credits of graduate coursework. In completing these 12 credits, candidates have the opportunity, in their senior year, to apply for a graduate program in Special Education and share those 12 credits of coursework toward a 30-credit master's degree allowing candidates to complete a master's degree in 18-24 credits beyond the bachelor's degree.

The shared programs offered in the Department of Teaching and Learning are Early Childhood Education/Special Education (1-6); Childhood Education/Special Education (1-6); Adolescence Education English Students with Disabilities/Students with Disabilities Generalist (7-12); Adolescence Education Mathematics Students with Disabilities/Students with Disabilities Generalist (7-12); and Adolescence Education Social Studies Students with Disabilities/Students with Disabilities Generalist (7-12).

The shared courses in each of these programs are listed below.

Early Childhood Education/Special Education

- EDS 600 *Introduction to the Study of the Exceptional Child and Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 632 *Instruction and Classroom Management for Children with Emotional and Behavioral Problems*
- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*

Childhood Education/Special Education

- EDS 600 *Introduction to the Study of the Exceptional Child and Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 632 *Instruction and Classroom Management for Children with Emotional and Behavioral Problems*

- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*

Adolescence Education English Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child and Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDI 631 *Curriculum-Based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels*
- EDS 632 *Instruction and Classroom Management for Children with Emotional and Behavioral Problems*

Adolescence Education Mathematics Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child and Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDI 631 *Curriculum-Based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels*
- EDS 632 *Instruction and Classroom Management for Children with Emotional and Behavioral Problems*

Adolescence Education Social Studies Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child and Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDI 631 *Curriculum-Based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels*
- EDS 632 *Instruction and Classroom Management for Children with Emotional and Behavioral Problems*

To learn more about the courses required for the Bachelor of Science degree in each of these areas, please reference that related section of this bulletin. To learn more about the courses required for the Master of Science in Special Education (grades 1-6), Special Education Generalist (grades 7-12), and Teaching English to Speakers of Other Languages (grades K-12), please refer to the LIU Post Graduate Bulletin.

Education Courses

EDI 10 Contemporary Issues in Education

This course explores 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 among 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.

Pre requisite: Freshman status

Credits: 3

Every Fall

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 trends. Emphasis is on the implications of the analyses for modern educational principles and practices so that students gain an understanding of educational foundations.

Credits: 3

Every Fall and Spring

EDI 19 Culturally Responsive-Sustaining (CR-S) Education

In alignment with the New York State CR-S Education Framework, this course offers a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning. Through an equity and inclusion lens that elevates historically marginalized voices, students will examine a complex system of biases and structural inequities; explore the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners and communities; and developing socio-politically conscious and socio-culturally responsive approaches to all facets of education.

A pre requisite of EDI 14 is required.

Credits: 3

Every Fall and Spring

EDI 16A Curriculum and Assessment for Pre-service Teachers

This course provides 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 is 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.

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 early adolescent with special needs, and the at-risk student.

A pre requisite of EDI 15A or PSY 98 is required.

Credits: 3

Every Spring

EDI 35 General Methods of Teaching Secondary Education

This course considers the objectives, scope, and programs of Adolescent education are considered in terms of the classroom teacher's commitment and responsibilities. The course is taken concurrently with the section of EDU 35 relating to the student's area of content specialization as listed.

Prerequisites of EDI 14, 16A, PSY 98 or EDI 15A and EDS 45 are required.

Pre or corequisite of EDI 19.

Credits: 3

Every Fall

EDI 35A Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science

This course offers a consideration of the principles and techniques of adolescent education. Relevant middle and high school curricula and related methods, materials, methods, and technology are examined and appraised in relation to current needs and practices. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization.

Prerequisite of EDI 14, 16A, EDS 45; PSY 98 or EDI 15A are required.

Pre or corequisite of EDI 35.

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, 16A, EDS 45; PSY 98 or EDI 15A are required.

Pre or corequisite of EDI 35.

Credits: 3

Every Fall and Spring

EDI 35C Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics

This course offers a consideration of the principles and techniques of adolescent education. The middle and high school curricula, methods, materials, and technology are examined and appraised in relation to current needs and practices.

This course will require a writing component and ten hours of fieldwork. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization.

Prerequisite of EDI 14, 16A, EDS 45; PSY 98 or EDI 15A are required.

Pre or corequisite of EDI 35.

Credits: 3

Every Fall and Spring

EDI 35D Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies

This course offers a consideration of the principles and techniques of adolescent education. The middle and high school curricula, methods, materials, and technology are examined and appraised in relation to current needs and practices. This course will require a writing component and twenty hours of fieldwork. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization.

Prerequisite of EDI 14, 16A, EDS 45; PSY 98 or EDI 15A are required.

Pre or corequisite of EDI 35.

Credits: 3

Every Fall and Spring

EDI 35G Methods and Materials in Teaching Secondary Methods: Music

This course offers a consideration of the principles and techniques of adolescent education. The middle, 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 and fulfillment of 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, 16A, EDS 45; PSY 98 or EDI 15A are required.

Pre or corequisite of EDI 35.

Credits: 3

Every Fall and Spring

EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12).

Students preparing to qualify as Adolescent school teachers are supervised during a student teaching experience in selected private and public secondary 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: 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 secondary 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 Play-based Curriculum and Instruction (Birth to Preschool)

The course provides pre-service teachers a broad overview of the complexities and approaches to multimodal learning in a play-based preschool classroom setting, with emphasis 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.

Pre requisites: EDI 14 and PSY 98 or EDI 15A.

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.

Pre requisites: EDI 14 and PSY 98 or EDI 15A or be active in the Speech Lang Path and Audio plan.

Credits: 3

Every Fall

EDI 42 Multimodal Approach to Early Childhood Play-based 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, 40A, 41A, and PSY 98 or EDI 15A 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.

Pre-requisites of MTH 15, EDI 14 and a pre or corequisite of MTH 16

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.

Pre-requisites of MTH 15, MTH 16, EDI 14, EDI 54, and PSY 98 or EDI 15A are required.

Credits: 3

Every Fall and Spring

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 with 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. The course 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.

Prerequisites of EDI 14, 16A, and EDI 15A or PSY 98 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.

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. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.

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.

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.

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.

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.

Credits: 6

Every Fall and Spring

EDI 69 Methods in the Teaching of Science in the Elementary School

This course addresses the content, methods, and materials relevant to teaching science in the elementary school.

Prerequisites of EDI 14,16A, and EDI 15A or PSY 98 are required.

Credits: 3

Every Fall and Spring

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

EDI 389 Honors Thesis

Honors Thesis.

Must be in Honors College

Credits: 3

On Occasion

EDI 390 Honors Thesis

Honors Thesis.

Must be in Honors College

Credits: 3

On Occasion

Physical Education and 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 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

HED 261 Methods of Teaching Health Education

Students taking this course will know the foundations of health education and will be able to practice the skills of a health educator in

preparation for student teaching. 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 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

HPE 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

HPE 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

HPE 202 Responding to Emergencies: Comprehensive First Aid/CPR/AED

Students will learn basic knowledge and procedures for first aid, cardiopulmonary resuscitation, and the AED through lecture, demonstration, and laboratory work. 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.

Credits: 2

Every Spring

HPE 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

HPE 295 Measurement and Evaluation

This course will focus on the purposes and principles of measurement and evaluation in physical education and health education. Students will learn appropriate measurement instruments to evaluate individual and group performance and 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

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

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 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 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. Cross listed with ECO 38.

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 offer hands-on practical experience in a planned program of research observation, study and participation in sports management field settings at the college professional level or in recreation advertising, marketing, facilities management, and manufacturing. Internships will be arranged by the student and approved by 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; the physiological role of the macronutrients (protein, fat and carbohydrate) in exercise; the energy systems required for physical activity; and micronutrients (vitamin/mineral) and water as related to physical fitness and sports performance. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to determine body composition.

Not open to students enrolled 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 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 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 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

PED 260 Curriculum Design in Physical Education

This course examines the process of curriculum design, including 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 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

Special Education Courses

EDS 45 Teaching Students with Disabilities in Inclusive Classrooms

This course introduces students to each of the 13 special education classifications as defined by the Individuals with Disabilities Education Act, addressing each disability category 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

This course addresses strategies and resources for childhood language acquisition and current principles and practices in teaching literacy. Relevant approaches and research findings that can be used in the classroom setting will be explored. Students have the opportunity to observe and explore various ways literacy is used in the classroom.

Credits: 3

Every Fall and Spring

EDS 62 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course focuses on acquainting students with current assessments used to identify reading issues including problems, levels and specific reading strengths and weaknesses of elementary school students in the classroom setting. Further emphasis is placed on the use of current principles, practices, strategies, techniques, and the effective integration of technology in evaluating and treating the elementary school classroom student. Case studies will be developed and discussed.

Credits: 3

Every Fall and Spring

EDS 75A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12

This course connects reading research and best practice for practical classroom application. Specifically, students will engage in discussions and assignments concerning assessment techniques that determine effective instructional strategies to develop and strengthen the literacy needs of the adolescent learner. Significant issues concerning literacy across the curriculum will be highlighted. Text reading and assignments involve approaches, experiences, techniques and materials relevant to broadening literacy skills of the adolescent learner.

Credits: 3

Every 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, 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 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.

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.

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, by the end of their freshman year and BIO 106, 107, 108, 110 by the end of their junior year. 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.

Pre-Medical Sciences students should 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 a 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 106	Research Methods	3.00
BIO 107	Genetics	4.00
BIO 108	Cell Biology	4.00
BIO 110	Evolution	4.00

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
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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 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 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 261	Comparative Vertebrate Anatomy	4.00
BIO 270	Animal Behavior	4.00
BIO 271	Marine Biology	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

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 205 Developmental Biology 4.00

BIO 240 Special Topics in 3.00-
Cell/Molecular Biology 4.00

BIO 250 Microbiology 4.00

Required Ecology/Evolution Course

Three of the following:

BIO 250 Microbiology 4.00

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 261 Comparative Vertebrate 4.00
Anatomy

BIO 270 Animal Behavior 4.00

BIO 271 Marine Biology 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 3.00-
Ecology/Evolution 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 3.00
Processes

Elective Anatomy/Physiology Course

One of the following:

BIO 200 Comparative Physiology 4.00

BIO 261 Comparative Vertebrate 4.00
Anatomy

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 3.00-
Cell/Molecular Biology 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 3.00-
Cell/Molecular Biology 4.00

BIO 261 Comparative Vertebrate 4.00
Anatomy

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

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.

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 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 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.

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 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 205 Developmental Biology

This course covers the developmental processes of animals from zygote to embryo 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 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 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 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: 1 to 3

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

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. Three hours lecture, three hours laboratory; fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 3.

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. Three hours lecture, three hours laboratory; fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 4.

Credits: 4

Every Spring

ERS 3 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; fulfills the Scientific Inquiry and the Natural World thematic cluster of the core curriculum.

Credits: 4

Every Semester

ERS 4 Environmental Sustainability Science

This course addresses the Earth systems that human

society depends 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; fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as EVS 4.

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. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

Same as GGR 12.

Prerequisite ERS 1 is required

Credits: 3 to 4

Every Spring

ERS 17 Introduction to Geographic Information Systems

This course is an introduction to the hardware, software, and operations of Geographic Information Systems (GIS), an important modern tool for the analysis of geographical data for the natural and social sciences. Students construct a GIS project and learn about: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for

four credits.

Same as GGR 17.

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. Three hours lecture when offered for three credits; three hours lecture, three hours fieldwork when offered for four credits.

Same as GGR 21.

Prerequisite of ERS 11 of GGR 11 is required.

Credits: 3 to 4

On Occasion

ERS 22 Natural Disasters

This course helps students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters, especially extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. 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 85 Literacy in the Experimental Sciences

This course introduces students how to approach and utilize texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables and will learn to present material in a variety of documentation styles used in the sciences. 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 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 with an emphasis on the influence of human activity on all of these aspects of the natural environment. Laboratory work includes 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; 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 with an emphasis on the influence of human activity on all of these aspects of the natural environment. Laboratory work includes 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; fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College

Credits: 4

Alternate Years

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. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum. Same as Ers 4

Credits: 4

Every Fall and Spring

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.

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 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 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 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 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 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 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 helps students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters, especially extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. 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 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 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 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 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 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 may 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

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 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 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 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 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 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

DEPARTMENT OF CHEMISTRY, MATHEMATICS AND PHYSICS

The Department offers a B.S. in Actuarial Science, a B.S. in Mathematics, a B.A. in Chemistry, and a B.S. in Forensic Science, as well as joint programs with the College of Education, Information and Technology. A bachelor's degree in chemistry is recommended as a double major with forensic science or biology. 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 is 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.A. Chemistry

Chemistry focuses on the fundamental understanding of substances – their structure, composition, properties, and transformations. Majoring in this science is ideal preparation for a broad variety of scientific careers, including medicine, dentistry, and other health fields; pharmaceuticals, forensic science, metallurgy, plastics, engineering, agriculture, biotechnology, and environmental science, among others.

B.A. Chemistry

{Program Code: 07067} {HEGIS: 1905.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. in Chemistry 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 required)	4 credits
Scientific Inquiry & the Natural World (CHM 3 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
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 Chemistry Courses

All of the following:

CHM 3	Principles of Chemistry I	4.00
CHM 4	Principles of Chemistry II	4.00
CHM 5	Inorganic Chemistry	2.00
CHM 21	Organic Chemistry I	4.00
CHM 22	Organic Chemistry II	4.00
CHM 30	Searching the Chemical Literature	1.00
CHM 37	Quantitative Analysis	4.00
CHM 55	Physical Chemistry I	4.00
CHM 56	Physical Chemistry II	4.00

Elective Chemistry Courses

Two of the following:

CHM 24	Spectroscopic Identification of Organic Compounds	3.00
CHM 38	Analytical Instrumentation	4.00
CHM 39	Forensic Instrumental Analysis	3.00
CHM 48	Advanced Inorganic Chemistry	4.00
CHM 71	Basic Biochemistry	4.00
CHM 85	Advanced Organic Chemistry	3.00

OR one course above and one of following:

CHM 98	Senior Research I	3.00
CHM 385	Honors Tutorial	3.00
CHM 386	Honors Tutorial	3.00

AND one of the following:

CHM 99	Senior Research II	3.00
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CHM 389	Honors Thesis	3.00
CHM 390	Honors Thesis	3.00

Required Co-Related Courses

All of the following:

MTH 7	Calculus and Analytic Geometry I	4.00
MTH 8	Calculus and Analytic Geometry II	4.00
MTH 9	Calculus and Analytic Geometry III	4.00
PHY 3	University Physics I	4.00
PHY 4	University Physics II	4.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

B.S. Forensic Science

Forensic science is an 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.

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**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

FSC 256	Forensic Concepts in Biochemical Diagnostics	4.00
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CHM 37	Quantitative Analysis	4.00
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CHM 71	Basic Biochemistry	4.00
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Required Forensic Science Courses**All of the following:**

FSC 51	Forensic Anthropology	3.00
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FSC 71	Introduction to Criminalistics	3.00
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FSC 255	Toxicology	3.00
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FSC 257	Applications of Forensic Biology	4.00
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FSC 271	Forensic Science Internship	2.00
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FSC 39	Forensic Instrumentation	4.00
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CACJ 76	Criminal Procedure	3.00
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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, FSC 359

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
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First-Year Seminar	3 credits
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Writing I	3 credits
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Writing II	3 credits
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Quantitative Reasoning (MTH 7)	4 credits
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Scientific Inquiry & the Natural World	4 credits
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Creativity, Media & the Arts	3 credits
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Perspectives on World Cultures	3 credits
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Self, Society & Ethics	3 credits
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Power, Institutions & Structures	3 credits
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Additional course from one cluster	3-4 credits
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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
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MTH 8	Calculus and Analytic Geometry II	4.00
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MTH 9	Calculus and Analytic Geometry III	4.00
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MTH 20	Introduction to Sets, Logic, and Mathematical Structures	3.00
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MTH 22	Applied Linear Algebra	3.00
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MTH 23	Foundations of Statistical Analysis	3.00
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MTH 29	Applied Statistical Methods	1.00
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MTH 51	Probability	3.00
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One of the following:

MTH 90	Mathematics Seminar	1.00
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MTH 389	Honors Thesis	3.00
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MTH 390	Honors Thesis	3.00
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Additional Actuarial Requirements

ACC 11	Accounting Principles I	3.00
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ACC 12	Accounting Principles II	3.00
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ECO 10	Introduction to Microeconomics	3.00
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ECO 11	Introduction to Macroeconomics	3.00
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FIN 11	Principles of Finance I	3.00
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FIN 12	Principles of Finance II	3.00
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FIN 33	Derivative Markets	3.00
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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

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.

Chemistry Courses

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 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 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; scientific hypothesis; experiential design; experimental execution; data processing and interpretation; 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 advisor. The adviser must be selected during the first week of the semester.

Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 98.

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

Forensic Science Courses

FSC 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

FSC 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

FSC 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

FSC 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

FSC 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

FSC 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

FSC 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

FSC 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

FSC 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

Mathematics Courses

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.

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 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 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 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 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 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 96 Internship for Financial Engineering

Supervised off-campus placement in a financial engineering organization involving the application of academic skills in a professional environment. Internships will be arranged by the Office of the President of LIU, in consultation with the department chair, and will be supervised by a mathematics faculty member. At the end of the semester, the student will submit a report to the supervising faculty member on the activities and accomplishments of the internship.

Open to students who have received an A- or above in MTH 9, MTH 22, MTH 53, FIN 81, CS 113 or with permission of chair.

Credits: 2

On Demand

MTH 97 Actuarial Science Internship

Knowledge gained from coursework is applied through immersion/internship in actuary related professions such as insurance companies, consulting firms, investment banks, government regulatory organizations, and government insurance programs.

Credits: 1

On Occasion

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

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 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 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 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 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

DEPARTMENT OF ENGLISH, PHILOSOPHY AND FOREIGN LANGUAGE

The Department of English, Philosophy, and Foreign Languages offers a 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).

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 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.

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; understand difficult texts and ideas; and 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 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, organize, and communicate your thoughts and feelings, and 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.

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 are regularly offered to 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 a 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.

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
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 25	Major Figure	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 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 58	The Victorian Period	3.00
ENG 67	Classical Literature in Translation	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 109	American Slave Narratives	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 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 51	Greek Drama	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 68	Mythology	3.00
ENG 69	From Fiction Into Film	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 108	African-American Literature of the Twentieth Century	3.00
ENG 109	American Slave Narratives	3.00
ENG 138	Gender, Sexuality and Literature	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 154	American Poetry	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 164	American Drama	3.00
ENG 165	Creativity and Nature	3.00
ENG 166	American Rebels	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, 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 four courses/twelve credits of the following:

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 192	Technical Writing	3.00
ENG 193	Writing Young Adult Fiction	3.00
ENG 195	History of the Genre	3.00
ENG 389	Honors Thesis	3.00
ENG 390	Honors Thesis	3.00

Required Rhetoric/The English Language Courses

Any two courses/six credits of the following:

ENG 3	Grammar and the Structure of English	3.00
ENG 201	The English Language	3.00
ENG 202	Varieties of English	3.00
ENG 204	Theories of Persuasion: Ancient and Modern	3.00
ENG 389	Honors Thesis	3.00
ENG 390	Honors Thesis	3.00

Required English Literature Courses

Any two courses/six credits of the following:

ENG 7	World Literature I: Antiquity to Renaissance	3.00
ENG 8	World Literature II: From the Enlightenment to the Present (must be WAC format)	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 100	Seminar in English	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

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.

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.

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 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. Students will learn to use sources and resources effectively and ethically, including library holdings and databases, in service of scholarly arguments grounded in research. No Pass/Fail option.

Prerequisite of ENG 1 is required.

Credits: 3

Every Fall, Spring and Summer

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.

Prerequisites of ENG 1 and ENG 2 are required.

Credits: 3

Annually

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. 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 are selected both for their stylistic innovations and their insights into basic social issues that still confront us today. 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 purpose is to examine literary masterpieces for their insights into human nature and society. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. 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. 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. 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. 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. 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 16 The Modern Novel

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. 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 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. 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. The sequence of readings 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. 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 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. 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 35 Childhood and Literature

The class will read and discuss works of recognized literary quality which trace the development of a child or adolescent. 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 lectures, 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 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 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. 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 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 the 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, tone, and ambiance of the fiction. Students will develop their critical faculties when reading fiction and watching films. 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.

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. 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. 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 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.

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

Credits: 3

On Occasion

ENG 138 Gender, Sexuality and Literature

Gender and sexuality are - and always have been - culturally constructed. 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.

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. 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. 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. 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. Each work will be examined for the way it dramatizes leadership in action. 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

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 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 151 Survey of American Writers to the Civil War

This course examines works representative of various movements within American literary-intellectual history including the poetry and personal narratives of the Puritans, the satires and the autobiography of Benjamin Franklin, as well as the slave narrative of Oludah Equiano. We then address the romantic writings of Emerson, Fuller, Thoreau, and Whitman. Finally, we see how other American writers used Gothic motifs to represent their 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 that 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 Fennimore 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 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?

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. 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. Literature participated in and responded to the changes taking place in time, 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. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

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. 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 styles. 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. 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. 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

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. 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 186 Writing in a Digital Age: Multimodal Rhetoric and Composition

This course will explore the theories of multimodality and give students experience composing in online, digital, and multimodal environments. 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. 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.

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. 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. 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. 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. 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. 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 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. 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 and will not only

make connections across the boundaries of social class, gender, race, and culture, but 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 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 situations, 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 303 World Literature I - Honors Core

This course is an Honors version of the same material covered in ENG 7 with additional writing assignments. 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 or is used as the honors equivalent of ENG 1.

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. 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 or may be used as the equivalent of ENG 1.

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

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.

Students will be asked to assess a wide variety of cultural objects 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

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

German Courses

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

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.

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 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

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

Linguistics Courses

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 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 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 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

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 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

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 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 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 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

The key question addressed within this course is: what responsibilities or duties do companies and their employees have to society as a whole? 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 do business ethically. 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)? 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. Substantial attention will be devoted to methods of critiquing arguments, constructing sound arguments and spotting and avoiding 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? 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 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? This course raises these and other questions, exploring the varieties of religious and spiritual experiences. 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?” The course considers multiple philosophical and theological treatments of the problem of evil.

Credits: 3

On Occasion

PHI 25 The Birth of Philosophy in the Ancient

World

An introduction to classical Greek philosophy: the pre-Socratics, Plato, Aristotle, and others. The ideas of these thinkers are among the most exciting in the history of philosophy and lie at the foundation of Western culture itself. This course demonstrates that their writings are as relevant to life today as they were two thousand years ago. The philosophers studied in this course challenge our commonsense perceptions of reality, and our views about the good life and the good society. This course makes an ideal historical introduction to philosophy. 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. 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? This 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 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? 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”? What are rights, and how do we know that we have them? What is law, and how are laws 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. This was the period that followed the middle Ages, when the dogmatism of the Church often had a stifling effect upon science and philosophy. 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).

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. 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 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 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? 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 45 Secret Teachings: The Mystical Dimension of World Religion

Mysticism claims to be the inner truth of religion, accessible only to the very few. 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 47 Philosophy of Mythology

Mythology has been defined as “other people’s religion.” 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? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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. 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. 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

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 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, and Kant). 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

Must be in Honors College

Credits: 3

Every Spring

INTERDISCIPLINARY STUDIES PROGRAM

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 before 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 to 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.

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

DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences includes four main disciplines:

Political Science. 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.

History. History courses 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 contribute to the B.S. in Adolescence Education: Social Studies.

Sociology and Anthropology. Undergraduate courses in sociology and anthropology provide 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.

Psychology LIU Post offers a B.A. in Psychology. Undergraduate courses encompass child and adult psychology, abnormal behavior, therapy, and psychological testing. The curricula explore 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.

Since several students are interested in teaching social studies, the Department offers courses that 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).

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).

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 student's 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

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.

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) 3-4 credits

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

Major Requirements

Required Political Science Courses

All of the following:

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

Elective Political Science Courses

Six courses/eighteen credits from all POL courses excluding POL 95

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

B.A. in 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 survey 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 allowed 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.

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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Two of the following:

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
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PSY 121	Human growth and development	3.00
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PSY 130	Neuroscience	3.00
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PSY 131	Sensation and Perception	3.00
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PSY 140	Social Psychology	3.00
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PSY 150	Cognitive Psychology	3.00
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PSY 160	Learning and Memory	3.00
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PSY 170	Abnormal Psychology	3.00
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Elective Psychology Courses

If PSY 101 is taken, six additional credits in psychology are required. If PSY 102 is taken, five 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

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

Shared Credit B.A. in Psychology/MHA in Health

Administration

The Shared Credit Bachelor's/Master's program allows students to earn the Psychology Bachelor of Arts degree and the Master of Health Administration degree in 10 fall/spring semesters plus one summer semester.

- During each of the fall and spring semesters of their fourth year in the BA program, students take 6 credits of graduate coursework in Healthcare Administration.

- During each of the fall and spring semesters of their graduate work, students take 12-15 credits of coursework.

- During the summer semester, students take 6 credits, 3 of which are thesis credits.

The shared courses in this program are:

- ADM 501 (Principles of Administration)
- ADM 502 (Organizational Theory and Behavior)
- ADM 503 (Economic Environment and the Public Sector)
- ADM 506 (Performance Management and Information Systems)

To learn more about the courses required for the Bachelor of Arts degree in Psychology and the Master of Health Administration degree, please reference those related sections of this bulletin and the graduate bulletin. Students who are interested in the program should apply for the Master of Health Administration in their junior year. Admissions requirements include a 3.0 overall GPA.

Healthcare is the number one industry on Long Island. The combination of Psychology and Health Administration allows students to seek a broad range of administrative, management, and social and personnel positions in the public, nonprofit, healthcare, and private sectors.

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 firms,s, and legal publishers. These internships often result

in invaluable 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. Same as SOC. 35. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

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.

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 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 on 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 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 course will place gender and sexuality in the context of globalization increasing of ideas, capital, and people around the world. 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 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 15 Social Change

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. 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, 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 20 Sociology of Aging

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 examines children and childhood from a cross-cultural and historical perspective, looking at how childhood is both a contested and changing cultural construction and a stable structural form in society. We will look at how sociologists think about and study children in distinct ways, and we will look at what researchers learn by immersing themselves in children's worlds—from preschool playtime and families' day-to-day life, to the middle-school lunch table and college parties. We will

investigate the lives and experiences of children of all ages, especially in relation to social inequalities like gender, social class, and race/ethnicity, and forces of social change like technology and globalization. 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 do gender, race, and ethnicity impact our everyday lives? Sociologists argue that these categories are interconnected and socially constructed their meanings change 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 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. The course explores 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 it 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 gender 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 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. Pre-requisite of SOC 1 is required.

Pre-requisite of SOC 1 is required.

Credits: 3

Every Fall

SOC 55 Population Problems

This course uses a sociological lens to explore immigration in the United States and around the world. We will read and discuss social science research on the demographics of immigrants, immigration policies 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

Drawing on sociological theory and research, the course takes a critical look at how manhood and masculinity are 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, and 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 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 global level. Meets Core Curriculum requirements when combined with Sociology 1 or Anthropology

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. Contexts of personal crisis, such as families, communities, and broader social institutions, and the collective experience of community-level crises, such as those caused by natural disasters and epidemics. The crises studied may include health divorce, suicide, the readings 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. 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.

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

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.

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 a 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. A prerequisite of SOC 53 is required. A 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.

Prerequisite of Sociology major or minor or Anthropology minor and permission of Department are required.

Credits: 3

Every Semester

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, and 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

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

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 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 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 6 History of Gender and Sexuality

This course introduces students to some of the most important historical studies focusing on women, masculinity, sexuality, and gender. Some key topics explored include: how the body is sexed and gendered in different times and places; how gender, race and class work in historical context; how gender influences the state and the state regulates the body; and how experiences of gender and sexuality intersect with other social constructs of difference, include race/ethnicity, class, and age. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, and

reproductive rights. Satisfies the Core requirement for the Power, Institutions and structures Thematic Cluster.

Credits: 3

On Occasion

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 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 15 The End of Rome

The end of the Roman Empire has captured historical imaginations in ways that few other events have. The idea of a technologically advanced and culturally sophisticated civilization dramatically collapsing into an era of dark barbarism is one that has trickled out from historical discourse and influenced artists, novelists, and filmmakers. In this radically interdisciplinary course, students will study the events surrounding the end of the Roman

Empire, the historical debates surrounding it, and representations of it in modern art, film, and literature. Satisfies the Core requirement for the Perspectives on World Cultures Thematic Cluster.

Credits: 3

On Occasion

HIS 16 Policing History and Controversies

This course will explore the modern theory of policing in democratic states through texts and films concerned with such topics as policing protest, the concept of discretion, police brutality, women and minorities in police forces, and reform programs ranging from "broken windows" to community policing, rapid response versus foot patrol, and the use of big data. Key The course will explore policing history and controversies through texts include short stories, news articles, and television shows. Satisfies the Core requirement for thematic cluster Power, Institutions, and Structures.

Credits: 3

On Occasion

HIS 17 Energy, Society, and the Humanities

This course introduces students to the fundamental role that the humanities and the social sciences play in how humans understand energy in the Anthropocene - broadly defined as the period following the Industrial Revolution in which man's reliance upon fossil fuels has altered the climate, environment, and plant and animal ecosystems. Following recent scholarship on the "energy humanities," this course puts front and center the human values, habits, institutions, and power structures often missing from the treatment of these complex issues in the natural sciences and technological realms. Topics include early industrialization, slavery, the advent of the automobile era, the nuclear age, and the environmental perils of coal, petroleum, and natural gas extraction. Satisfies the core requirement for the thematic cluster Self, Society, and Ethics

Credits: 3

On Occasion

HIS 20 Cold War in History, Fiction, and Film

With an emphasis on social and cultural history, this course introduces students to the broad themes surrounding the intense geopolitical conflict that raged around the globe from 1945-91 and continues to shape the Western imaginary today. When World War II ended, sole superpowers Russia and the United States sought friends and allies in a frantic global proxy war that was anything but "cold" in Korea, Vietnam, Afghanistan, Central America, and many other regions where military conflict was hot. Beyond national security lay efforts to achieve victory for a particular ideology: market-driven democracy vs. authoritarian socialism and communism. This course exposes students to different interpretations of the conflict and how regions beyond the United States and Russia navigated their place in a new world order. Satisfies

the Core requirement for the thematic cluster Perspectives on World Cultures.

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.

Prerequisite of Adolescent Education Social Studies major is required.

Credits: 3

Every Fall

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 of urban spaces.

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 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 162 Age of Catastrophes: Europe 1914-1945

The World War of 1914-18 – The Great War, as contemporaries called it – was the first man-made catastrophe of the 20th century. 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 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 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

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 courses 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 form the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification. 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

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

Credits: 3

Every Fall, Spring and Summer

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

Credits: 3

Every Fall, Spring and Summer

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 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 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 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 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 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 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 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 47 American Foreign Policy II

This course covers contemporary issues in the formulation and implementation of American foreign policy.

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 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 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 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 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 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 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 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 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 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

Psychology Courses**PSY 98 Psychological Perspectives of Teaching and Learning**

This WAC course, designed for prospective teachers, explores teaching and learning through the lens of psychological theories. The course addresses individual differences in intelligence, cognitive development, and socioemotional development, focusing on the importance of ascertaining students' backgrounds and individual strengths and weaknesses. The course emphasizes various perspectives of how people learn, concentrating on how to apply learning theories to the design of independent and cooperative learning environments. For education majors only.

Open to Education Majors only

Credits: 3

Every Fall and Spring

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? 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.

Pre requisite: Freshman status

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 103 Neuroethics

Neuroethics is a field of inquiry that requires critical thinking about the advancements in neuroscience and medicine. 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. 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 Fall and 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 Fall

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 Psychopathology I

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.

Pre-requisites: of PSY 101 or PSY 102 and a C- or better in PSY 110

Credits: 3

Every Fall and 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-requisite of PSY 110 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. This course is not open to students who have taken EDI 17.

Not open to students who have taken EDI17

Credits: 3

Every Spring

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 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

Every Spring

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

Not open to students who have taken Psychology 101 or 102.

Credits: 3

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

On Occasion

**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. In addition to addressing theory through textbook readings, this course focuses on reading and discussing current research in adulthood and aging.

A pre requisite of PSY 211 or instructor permission is required.

Credits: 3

Every Spring

**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 and PSY 211 or Instructor Permission.

Credits: 3

Every Fall

PSY 460 Issues in Applied Behavior Analysis

This course will cover the symptoms of Autism Spectrum Disorder and address how Applied Behavior Analysis can be used to provide interventions for those with ASD.

A pre requisite of PSY 160 is required

Credits: 3

Every Fall

THE ROOSEVELT SCHOOL

The Roosevelt School provides students with a foundation in international relations and diplomacy with the goal to develop future leaders with proficiency in advancing policy solutions around the globe. Students engage in transformational research, in conjunction with diplomacy and policy, to advance global progress. As the world becomes increasingly connected, there exists a need for professionals who possess cross-cultural capabilities in technology, management, and government relations; as such, the B.A. in International Relations & Diplomacy with an MBA option and Ph.D. in Information Studies are offered under the Roosevelt School to prepare students for a variety of international careers. The Roosevelt School is also the home of the Steven S. Hornstein Center for Policy, Polling, and Analysis. Through independent polling, the Center supports empirical research and analysis on a wide range of public issues. The Global Service Institute is also under the umbrella of the Theodore Roosevelt School.

DEPARTMENT OF INTERNATIONAL RELATIONS & DIPLOMACY

B.A. International Relations & Diplomacy

The Roosevelt School at Long Island University offers immersive studies in international relations and diplomacy, public policy, administration, and leadership through a comprehensive range of degree programs. The Roosevelt School experience is defined by the excellence of the Roosevelt's legacy.

The prestigious Roosevelt School's Bachelor of Arts in International Relations & Diplomacy prepares graduates for domestic and international leadership positions. The International Relations and Diplomacy's vibrant curriculum engages students in a comprehensive examination of international politics, negotiation and leadership. 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.

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

Major Requirements

Required International Relations and Diplomacy Courses

Must complete all of the following:

IRD	51	International Relations	3.00
IRD	64	World Leaders and Foreign Policy	3.00
IRD	91	Diplomacy and Negotiation	3.00

The following is required:

IRD	15	Research Methods International Relations	3.00
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Required Capstone Course

One of the following:

IRD	62	Research Seminar - International Relations	3.00
IRD	93	International Relations Internship	3.00

Elective International Relations and Diplomacy Courses

7 of the following:

IRD	7	Political Aspects of Economics	3.00
IRD	31	Espionage and Intelligence	3.00
IRD	34	US as a World Power	3.00
IRD	35	History of the US Presidency	3.00
IRD	41	International Economics	3.00
IRD	45	US National Security	3.00
IRD	46	American Foreign Policy I	3.00
IRD	50	International Organizations	3.00
IRD	53	International Law I	3.00
IRD	56	World Affairs since 1945	3.00
IRD	61	Modern China: Political Doctrines and Society	3.00
IRD	65	Politics of the European Union	3.00
IRD	66	Politics of South and Southeast Asia	3.00
IRD	67	Politics of East Asia	3.00
IRD	68	Politics of Western Europe	3.00
IRD	69	Politics of Eastern Europe	3.00
IRD	70	Politics of the Middle East	3.00
IRD	71	Politics of Russia	3.00
IRD	72	Politics of Africa	3.00
IRD	73	Politics of Latin America	3.00
IRD	94	Advanced Internship	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. International Relations & Diplomacy and Master of Business Administration

The Roosevelt School's dynamic Bachelor of International Relations & Diplomacy coupled with a Masters of Business Administration through shared credit provides exceptional students the ability to graduate in four years with the education and skills to succeed domestically or internationally. This accelerated degree program offers an alternative to traditional business education. Designed for today's interdependent world – where political and economic forces operate in a global arena – the 4-year program combines the knowledge of global relations and policy, with preparation in management, marketing, finance and world business. Graduates are uniquely equipped for careers in politics, multinational corporations, government and international organizations.

To gain international expertise, students have the option of studying abroad for a semester or an entire year at Long Island University's Global College centers in Europe, China, or Australia. Long Island University's School of Business is one of the elite 5 percent of programs accredited by the Association to Advance Collegiate Schools of Business, and has been recognized in The Princeton Review as a "Best Business School" for 15 consecutive years.

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 Relations and Diplomacy Courses

All of the following:

IRD 51 International Relations 3.00

IRD 64 World Leaders and Foreign Policy 3.00

IRD 91 Diplomacy and Negotiation 3.00

Required Methodology Course

IRD 15 Research Methods 3.00

Required Capstone or Internship Course

One of the following:

IRD 62 Research Seminar - International Relations 3.00

IRD 93 International Relations Internship 3.00

Elective International Studies Courses

Seven courses (21 credits) choose from any of the following:

IRD 7 Political Aspects of Economics 3.00

IRD 31 Espionage and Intelligence 3.00

IRD 34 US as a World Power 3.00

IRD 35 History of the US Presidency 3.00

IRD 41 International Economics 3.00

IRD 45 US National Security 3.00

IRD 46 American Foreign Policy I 3.00

IRD 50 International Organizations 3.00

IRD 53 International Law I 3.00

IRD 56 World Affairs since 1945 3.00

IRD 61 Modern China: Political Doctrines and Society 3.00

IRD 65 Politics of the European Union 3.00

IRD 66 Politics of South and Southeast Asia 3.00

IRD 67 Politics of East Asia 3.00

IRD 68 Politics of Western Europe 3.00

IRD 69 Politics of Eastern Europe 3.00

IRD 70 Politics of the Middle East 3.00

IRD 71 Politics of Russia 3.00

IRD 72 Politics of Africa 3.00

IRD 73 Politics of Latin America 3.00

IRD 94 Advanced Internship 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

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

International Relations & Diplomacy Courses

IRD 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

Not Set

IRD 15 Research Methods International Relations

This course will provide students with a broad overview of IRD research. Topics to be covered include: general principles of theory, and concepts; research design, variables and hypotheses, citations and reference; international news sources and polling data; primary sources and repositories for diplomatic documents; a basic understanding of regression analysis; and the ability to create a research or policy paper as well as research reports.

Credits: 3

Not Set

IRD 31 Espionage and Intelligence

This course surveys the history and activities of American espionage and intelligence communities.

Topics to be covered include tools of the trade, cryptography, spies in literature and Hollywood, celebrated real-life spies, covert military operations, foreign intelligence agencies, the evolution of the CIA, intelligence reform and congressional oversight, homeland security, and high-tech sleuthing in the 21st century.

Credits: 3

Every Fall

IRD 34 US as a World Power

A Cold War history of U.S. Foreign Policy, examining the aftermath of World War II and America's new role as a global superpower. Topics to be studied include new institutional apparatus in diplomacy, containment theory and policy, Cold War crises under Truman, Eisenhower's waging peace, the Vietnam War, 1970s détente, Reagan's diplomacy with the Soviet Union, and the Cold War's conclusion.

Credits: 3

Not Set

IRD 35 History of the US Presidency

A history of the presidency, from its creation to the early twentieth century, which will cover great presidents, failures, and those in-between. Topics will include domestic and foreign policies, wars, achievements, blunders, and scandals. We will also examine presidents' personalities, speaking styles, and health crises.

Credits: 3

Not Set

IRD 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

Not Set

IRD 45 US 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

Not Set

IRD 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

Not Set

IRD 50 International Organizations

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

Not Set

IRD 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

Not Set

IRD 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

Not Set

IRD 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

Not Set

IRD 60 Engaged Citizenship: Applications of Democracy, Service, and the Pursuit of Happiness

This course focuses on the theory and practice of democracy, service, and the pursuit of happiness towards a fulfilling and flourishing life. Topics include democracy, citizenship, current events, critical thinking, self-awareness, communication, service-learning, and the science of happiness.

Credits: 3

Every Fall

IRD 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

Not Set

IRD 62 Research Seminar - International Relations

This course will provide students with a broad overview of IRD research and current international challenges, conflicts and historical solutions. Topics to be covered include: general principles of theory, and concepts; research design, variables and hypotheses, citations and reference; statistics and statistical analysis; international news sources and polling data; primary sources and repositories for diplomatic documents; a basic understanding of regression analysis; and the ability to create a research or policy paper as well as research reports.

Credits: 3

Not Set

IRD 64 World Leaders and Foreign Policy

This course will provide students with a broad overview of IRD research. Topics to be covered include: general principles of theory, and concepts; research design, variables and hypotheses, citations and reference; statistics and statistical analysis; international news sources and polling data; primary sources and repositories for diplomatic documents; a basic understanding of regression analysis; This course will provide students with an overview of world leaders and foreign policy. Topics to be covered will be a historical overview of leadership, G-7 and G-20 summits, the relations between U.S. presidents and foreign allies/adversaries, diplomatic treaties and quarrels, the memoirs of foreign leaders, the role of personal diplomacy, and definitions of power, leadership and international relations policy.

Credits: 3

Not Set

IRD 65 Politics of the European Union

This course covers the history, institutions and selected policies of the European Union.
Credits: 3
Not Set

IRD 66 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
Not Set

IRD 67 Politics of East Asia

This course is an examination of the political institutions and processes of China, Japan, and Korea.
Credits: 3
On Occasion

IRD 68 Politics of Western Europe

This course covers internal government structures, principles and practices of leading Western European powers.
Credits: 3
Not Set

IRD 69 Politics of Eastern Europe

This course covers internal government structures, principles and practices of leading Eastern European powers.
Credits: 3
Not Set

IRD 70 Politics of the Middle East

This course covers internal government structures, principles and practices of selected countries in the Middle East.
Credits: 3
Not Set

IRD 71 Politics of Russia

his course is an analysis of the institutions, processes and theoretical foundations of government and politics from the Imperial period to the present.
Credits: 3
Not Set

IRD 72 Politics of Africa

This course covers the internal government structures, principles and practices of selected countries in Africa.
Credits: 3
Not Set

IRD 73 Politics of Latin America

This course covers the internal structures, principles and practices of leading Latin American countries.
Credits: 3
Not Set

IRD 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

IRD 94 Advanced Internship

Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Credits: 3
Not Set

SCHOOL OF PROFESSIONAL ACCOUNTANCY

The 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 degree 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.

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)	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)	
Add'l 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.

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 and Business Transactions	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 (ECO 10 required)

Additional course from one cluster (ECO 11 required)	3-4 credits
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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

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 and Business Transactions	3.00
MAN	11	Principles of Management	3.00
		Managing Information	
MBA	620*	Technology and e-Commerce	3.00
MBA	624*	Operations Management	3.00
MKT	11	Marketing Principles and Practices	3.00
QAS	20	Business Statistics	3.00

*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

Required Graduate Accounting Courses (21 credits)

ACC	742	Financial Statement Analysis	3.00
ACC	750	Advanced Accounting Information Systems	3.00
TAX	620	Tax Accounting	3.00
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:

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	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

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 score of 400, GRE equivalency of minimum GMAT score of 400, or minimum LSAT score of 141 (LIU students who maintain a 3.5 GPA or better will have the GMAT requirement waived); 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)	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 **(ECO 11 required)**

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 and Business Transactions	3.00
MAN 11	Principles of Management	3.00
MKT 11	Marketing Principles and Practices	3.00
QAS 20	Business Statistics	3.00

**Note that dual degree candidates in the B.S./M.B.A. program may take MBA 620 (Managing Information Technology and e-Commerce) and MBA 624 (Operations Management) in place of MIS 20 (Information*

Systems Management) and QAS 19 (Business Analytics) respectively. These do not count toward the required 30 graduate credits (as is the case for the Dual B.S./M.S.)

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 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 and Business Transactions

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

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

Artificial Intelligence Courses

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 managed 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.

Cross-listed with DA 162.

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. Cross-listed with DA 163.

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 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 BUSINESS

DEPARTMENT OF BUSINESS

The Department of Business Administration curriculum helps students develop analytical and behavioral skills needed to face ever-growing 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 process of creative problem-solving in planning, organizing, leading, and controlling.

Academic programs include the Bachelor of Science in Business Administration, Bachelor of Science in Finance, Bachelor of Science in Marketing with concentrations in Branding and Licensing and Digital Marketing 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 explored 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, branding and licensing and digital marketing techniques, 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, commodities, and stock exchanges. Students learn the techniques to adapt to shifting issues in the field, including portfolio allocation and optimization, corporate governance standards, securities regulation, ethics, and compensation. To

complement classroom knowledge with real-world experiences, the University offers internships in professional settings.

B.S. Business Administration

The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities, and a 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 an 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.

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 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 (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 (45

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	14	Creating and Managing a Small Business	3.00
MAN	16	Business Communication	3.00
MAN	18	Introduction to Business Information Processing	3.00
MAN	71	Business Policy	3.00
MAN	81	Management Seminar	3.00
MKT	11	Marketing Principles and Practices	3.00
MKT	14	Consumer Motivation and Behavior	3.00
QAS	20	Business Statistics	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
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, DA, FIN, LAW, MAN, MIS, MKT or QAS. (6 credits).

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 18 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 B.S. 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 (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.

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
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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 that allows them to showcase their knowledge to potential employers. 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 B.S. Requirements

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Marketing 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 (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. 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
DA 118	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:

ECO 10	Introduction to Microeconomics	3.00
ECO 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

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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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

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, 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 wide 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 score of 400, GRE equivalent, or minimum LSAT score of 141 (LIU students who maintain a 3.5 GPA or better will have the GMAT requirements waved); and
4. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

B.S. Business Administration and

M.B.A. 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	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.

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

Management Program 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
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MAN	81	Management Seminar	3.00
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Nine Credits from the following:

MAN	13	Managing Group Dynamics	3.00
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MAN	22	Human Resource Management and Labor Relations	3.00
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MAN	23	Business and Society	3.00
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MAN	31	Negotiation Strategy	3.00
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MAN	34	Service Management	3.00
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MAN	51	Production Management	3.00
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MAN	75	International Management and Cross Cultural Behavior	3.00
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MAN	91	Independent Research Study	1.00
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MAN	92	Independent Research Study	2.00
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MAN	93	Management Internships	3.00
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MAN	94	Management Internships	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.)

**Note that dual degree candidates in the B.S./M.S. program may take MBA 620 (Managing Information Technology and e-Commerce) and MBA 624 (Operations Management) in place of MIS 20 (Information Systems Management) and QAS 19 (Business Analytics) respectively. These do not count toward the required 30 graduate credits (as is the case for the Dual B.S./M.B.A.)*

MBA	620*	Managing Information Technology and e-Commerce	3.00
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MBA	624*	Operations Management	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	625	Global Business: Environment and Operations	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 needed 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	3.0
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(A 3.0 GPA in undergraduate Management Program 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

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.

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.

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 market 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, collectively build a portfolio of investments in listed U.S. equities, take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies and 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 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 be placed on both financial theory which includes the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates and the U.S. institutional structure which includes an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and traditional and new financial instruments will be evaluated along

with a discussion of the use of the Federal Reserve's flow of funds and 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 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 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 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

This course allows students to develop the 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. 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 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.

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*

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 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

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 the technologies that have enabled marketers to pivot from a one-to-many towards a more personalized approach in communications. During the course, we will examine how successful multi-national companies have utilized online consumer behavior to transition 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 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 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 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 students to the discipline of international business by discussing the uniqueness of the international environment and identifying the opportunities and threats for domestic business. It explains the key institutions which have facilitated globalization through the multilateral negotiation process and the bilateral forces stimulating regionalization are also analyzed. 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 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 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 Business Administration 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 COMPUTER SCIENCE, ENTREPRENEURSHIP AND APPLIED BUSINESS

DEPARTMENT OF COMPUTER SCIENCE, ENTREPRENEURSHIP, AND APPLIED BUSINESS

B.S. Computer Science

Few fields offer as many career options as computer science. Embedded systems, workstations, 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 Bachelor of Science in Computer Science is the gateway to a wide array of possibilities in graduate school or 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

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 or 7 required)	3 credits
Scientific Inquiry & the Natural World (PHY 3 or 11 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
Add'l course from one cluster (PHY 4 or 12 required)	3-4 credits
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 Academic Success	3.00
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 Design and Development	3.00
CS 111	Object Oriented Programming 1	3.00
CS 116	Object Oriented Programming 2 (Data Structures)	3.00
CS 127	Introduction to Game Programming	3.00
CS 136	Networks and IT	3.00
CS 229	Foundations of Information Systems	3.00
CS 233	Operating Systems with Linux	3.00
CS 237	HCI and Usability	3.00
CS 244	Software Systems Methodologies	3.00

CS 245	Working in a Team Environment	3.00
CS 251	Programming Languages	3.00
CS 255	Technical Communications (WAC)	3.00
IT 151	Foundations of Information Technology	3.00
IT 266	Legal, Social and Ethical Issues (WAC)	3.00
	Four (4) approved major electives	12.00

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 in Data Analytics

The B.S. in Data Analytics (DA) is a STEM-designated degree program. It prepares students for the growing demand in industries for data-literate professionals who can understand and perform data analytics and apply the knowledge in decision-making in various practical fields. In addition to the common core curriculum, the upper-division coursework innovatively consists of four modules. The Foundational Module includes courses of programming in Python, data analytics with Excel, R, and Python, and data structures and algorithms. The Core Module includes courses of database management, data visualization, advanced statistics, data mining and business intelligence, machine learning, and AI. The Applied Module includes courses on data analytics ethics, Fintech, cryptography, computational genomics, deep learning, and a capstone project. The Elective Module allows students to take courses in the areas they are interested in, such as Accounting, Artificial Intelligence, Business Administration, Computer Science, Digital Engineering, Entrepreneurship, Fashion Merchandising, Finance, Marketing, and Sports Management

Core Curriculum Requirements

Students pursuing the B.S. DA must satisfy all core curriculum requirements as detailed in the core curriculum section of this bulletin. The requirement includes required and elective courses added up to 60 credits in liberal arts and sciences. Within the 60-credit core curriculum courses, students are required to take the following two mathematics courses and their pre-requisites if necessary:

MTH 22	Applied Linear Algebra	3.00
MTH 23	Foundations of Statistical Analysis	3.00

Major Requirements:

All of the following are required (45 credits):

DA	103	Programing in Python	3.00
DA	118	Data Analytics with Excel	3.00
DA	120	Data Analytics with R and Python	3.00
DA	125	Multivariate and Advanced Studies	3.00
DA	130	Database Management	3.00
DA	131	Data Structures and Algorithms	3.00
DA	140	Data Visulaization	3.00
DA	153	Data Analytics Ethics	3.00
DA	155	Intro to Fintech	3.00
DA	162	Intro to AI	3.00
DA	163	Data Mining and Business Intelligence	3.00
DA	166	Computational Genomics	3.00
DA	250	Machine Learning	3.00
DA	260	Deep Learning	3.00
DA	265	Intro to Modern Cryptography	3.00

The following capstone course is required:

DA	460	Senior Capstone Project	3
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For electives, choose 12 credits from the following subject areas: AI and DA.

With program direcctor's written approval students can choose up to 9 credits for electives from any of the following subject areas: ACC, BUS, CS, ECO, ENT, FIN, FM, LAW, MAN, MIS, MKT, QAS, or SPM.

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum Major credits: 48
- Minimum Elective credits: 12
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.50

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.

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 or 7 required)	3-4 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures (ECO 10 required)	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluste (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:

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.S. in Entrepreneurship

The B.S. in Entrepreneurship is a 120 Credit program designed to engage students to think entrepreneurially while they learn how to execute on their vision efficiently and effectively. Entrepreneurship majors at LIU Post will learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context – large or small, new or existing, non-profit or for-profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal.

Another important characteristic of this major is its experiential nature. Students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

The three main program objectives are to:

1) Train students to develop their entrepreneurship skills, including communication and public speaking, business writing, financing techniques, creating business plans and executing against those plans;

2) Enable students to broaden their knowledge regarding all aspects of entrepreneurship such as learning how the functions and the role of entrepreneurship perform in the economy, distinguishing the roles of an entrepreneur and a manager as well as characteristics of self-employment, wage-employment and entrepreneurs; and

3) Empower students to start a business or become employees for “entrepreneurially” oriented companies and practice the entrepreneurship skills they gain through this program.

Entrepreneurship B.S. Requirements

Finance B.S. 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)**

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

Major Requirements

All of the following are required:

ACC	11	Accounting Principles I	3.00
DA	118	Data Analytics in Excel	3.00
ENT	101	Foundations of Entrepreneurship	3.00
FIN	11	Principles of Finance I	3.00
LAW	13	Legal Environment of Business	3.00
MAN	11	Principles of Management	3.00
MAN	16	Business Communication	3.00
MKT	11	Marketing Principles and Practices	3.00
QAS	20	Business Statistics	3.00

All of the following are required:

ENT	13	Financing Entrepreneurship Venture	3.00
ENT	15	Idea to Enterprise	3.00
ENT	17	Social Entrepreneurship Consulting	3.00
ENT	61	Entrepreneurship in Management: LIU IQ Student Consultancy	3.00
ENT	71	Entrepreneurship Capstone	3.00
ENT	81	Entrepreneurship Seminar	3.00

Choose 12 credits from any of the following subject areas: ACC, AI, DA, FIN, LAW, MAN, MIS, MKT, QAS:

The following are required:

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
ORC	1	Public Speaking	3.00
PHI	8	Introduction to Philosophy	3.00

Choose one of the following:

MTH	4	Introductory Mathematics for Business and Social Science	3.00
MTH	6	Calculus for Business and Social Science	3.00

Minimum Business and overall GPA Required: 2.0

B.S. Fashion Merchandising

Fashion merchandisers work in fashion, beauty, textile, accessories, 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 omnichannel 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

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 72	Style Writing	3.00
FM 82	Global Fashion Consulting	3.00
FM 87	Fashion Merchandising Internship	3.00
FM 88	Fashion Merchandising Engaged & Global Learning	1.00

May take FM 88 up to three times for a maximum of 3 credits

MAN 18	Introduction to Business Information Processing	3.00
DA 118	Data Analytics Using Excel	3.00
DA 120	Introduction to Data Analytics	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.

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 (42 credits)

MAN 11	Principles of Management	3.00
MKT 11	Marketing Principles and Practices	3.00
FIN 11	Principles of Finance 1	3.00
ACC 11	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
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SPM	146	Psychology of Sports	3.00
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Co-Related Required Courses (19 credits)

BIO	1	Foundations of Biology I	4.00
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CACJ	39	Sports Crimes	3.00
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HE	205	Substance Abuse	3.00
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NTR	10	Nutrition	3.00
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ORC	1	Public Speaking	3.00
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PHI	9	Business Ethics	3.00
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Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 42

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

Every Fall and Spring

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 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 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 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 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 237 HCI and Usability

This course discusses human factors concepts applied to human-computer interface design. Three generations of interface paradigms are examined in relation to the historical development of hardware and software. Students will explore various development methodologies that have evolved and learn how to organize and plan for usability testing. Students will gain an understanding of the importance of human perception in the development of digital interfaces and the types of strategies involved in that process. Design theories are applied to usability testing problems.

Prerequisite of CS 111 is required or by permission.

Credits: 3

Every Spring

CS 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.

Pre requisite of senior status in the major is required

Credits: 3

Alternate Spring

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 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 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 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 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 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

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 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 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.

Prerequisites of CLA 31 and senior status 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.

Prerequisite of CS 106 is required.

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 281 Information Management & Technology Project

This course is by special arrangement with the faculty and program director.

Credits: 3

On Occasion

IT 289 Internship

In this course, students are placed 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

Data Analytic Courses

DA 103 Programming in Python

This course provides hands-on-learning in leading-edge computing techniques for data science and programming in Python. Students will not only learn programming fundamentals but also leverage the large number of existing libraries available in Python to accomplish tasks with minimal code. Programming concepts are taught with rich Python examples. The course establishes a solid programming foundation for students to further pursue their data analytics studies.

Credits: 3

Every Fall and Spring

DA 105 Working with Data

This course is offered as a First-year Seminar for undergraduate students who may not major in computer science, data analytics and artificial intelligence to learn a variety of tools and techniques to make sense of data. Topics covered include databases, data analysis, visualization and mining, big data and blockchain. Students will develop an understanding of data analytics through reading literatures and learn to use tools such as Excel, Tableau, Python and MySQL through hands-on case studies and exercises in such fields as sports, finance and healthcare.

Credits: 3

Every Fall and Spring

DA 118 Data Analytics in Excel

The course provides students with the opportunity to learn data processing and data analytic skills needed to execute business and professional functionalities in Microsoft 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. Data visualization skills are also introduced and reinforced throughout the course. At the end of the course students are expected to earn the Microsoft Office Specialist Certification in Excel.

Credits: 3

Every Semester

DA 120 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-driven 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

DA 125 Multivariate and Advanced Statistics

This course covers advanced statistical techniques in the context of big data, such as multivariate regression, Bayesian methods, linear discriminant analysis, principal component analysis, factor analysis, and clustering as well as newer techniques, such as density estimation, neural networks, random forests, support vector machines, and classification and regression trees. Students will build a solid statistical foundation in the course for data mining and machine learning.

Credits: 3

Every Fall and Spring

DA 130 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. 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 patterns.

Pre- or Co-requisite: DA 120 Introduction to Business Data Analytics with R and Python

Credits: 3

Every Semester

DA 131 Data Structures and Algorithms

This course provides students a comprehensive introduction to data structures and algorithms, including their design, analysis, and implementation. The concept of object-oriented programming is also introduced, including the use of inheritance, so that students can understand similarities and differences of various abstract data types and algorithmic approaches. Topics also include recursion, array-based sequences, stacks, queues, linked lists, trees, maps, hash tables, sorting and selection, text processing, and graphs.

Credits: 3

Every Fall and Spring

DA 140 Data Visualization

This course provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling and 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. 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: DA 120 Introduction to Business Data Analytics with R and Python

Credits: 3

Every Semester

DA 153 Data Analytics Ethics

This course surveys the domestic and international development of data and information privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include ethical use of AI, oversight for algorithms, digital profiling, free speech, open government, cybersecurity, data communications. This course is designated as a "writing across the curriculum" (WAC) course offered by the program. Students will produce substantial written work throughout the course, including case briefs, study reports, and final term paper.

Credits: 3

Every Fall and Spring

DA 155 Intro to Fintech

This course introduces Fintech through a hands-on data analytics approach and fosters students' essential fintech data analytics skills. Topics include Fintech data acquisition, visualization, and analysis, High-frequency trading (HFT) data analytics, implied volatility analytics, Blockchain in Fintech, Smart contract, machine learning in Fintech, and

other state-of-the-art fintech knowledge and skills.

Prerequisite: DA 120

Credits: 3

Every Fall and Spring

DA 162 Intro to AI

The course covers the basic principles of artificial intelligence. Students 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.

Crosslisted with AI 162

Credits: 3

Every Fall and Spring

DA 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.

Cross-listed with AI 163.

Credits: 3

Every Fall and Spring

DA 166 Computational Genomics

The course offers an introduction to basic theories, history of the field, current research areas and clinical applications of computational genomics including disease diagnosis and risk assessment, genetic counseling, microbiome testing and pharmacogenomics. The impact on personalized medicine and medical products will be highlighted and the course emphasizes the principles underlying the organization of genomes and the methods and approaches of studying them. Methods for understanding concepts such as gene regulation, evolution, complex systems, genetics, and gene phenotype relationships are covered. Topics explored include sequence alignment, comparative genomics, phylogenetics, sequence analysis, structural genomics, population genetics, and metagenomic analysis and Bioinformatics tools as provided in the BioPython library will be utilized.

Prerequisites: DA 103, 120 & 125

Credits: 3

Every Fall and Spring

DA 250 Introduction to Machine Learning & Cloud-based Analytics

This course covers essential component techniques in machine learning and cloud-based big data analytics skills in business via hands-on learning approaches. The machine learning skills, which

cover 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, and Microsoft Azure and Google cloud technologies are also introduced. This class provides a series of case studies for students to understand machine learning and cloud 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 120 Introduction to Business Data Analytics with Rand Python, and DA 130 Business Data Management with MySQL

Credits: 3

Every Semester

DA 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. Deep learning is behind many recent advances in artificial intelligence, including Siri speech recognition, Face book 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, handwriting recognition, etc.)

Cross-listed with AI 260.

Prerequisite: DA 250

Credits: 3

Every Fall and Spring

DA 265 Intro to Modern Cryptography

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.

Cross-listed with AI 265.

Credits: 3

Every Fall and Spring

DA 460 Capstone Project

This core required course in the Data Analytics program 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 DA 120, 130, 140 and 250

Credits: 3

Every Semester

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 understanding 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.

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 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 policies. 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 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 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 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 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 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 be placed on both financial theory which includes the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates and the U.S. institutional structure which includes an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and traditional and new financial instruments will be evaluated along with a discussion of the use of the Federal Reserve's flow of funds and material from rating agencies and major financial firms. Current events will also be covered. Cross-listed with 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 covers the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walresian 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 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

Entrepreneurship Courses

ENT 13 Financing Entrepreneurship Venture

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 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 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 61 Entrepreneurship in Management: LIU IQ 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 101 Foundations of Entrepreneurship

This course 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 and will learn strategies of business in management and marketing and the economic role of the entrepreneur in the market system.

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 provides students with realistic information about the evolving landscape of the retailing and apparel merchandise industries. Students will learn how a line is created from the research and design stage to the marketing, sourcing, production and distribution stage. Insight on how the industry is organized, how apparel and accessory companies operate, and how they are affected by changing technology and globalization will also be shared. To engage students with real world application, the course meets regularly in The Student Body Boutique and includes 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 and FM 12 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

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. 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

In this course, a hands-on approach is utilized to learn techniques used in the visual merchandising industry. Using ingenuity, creative thinking, apparel items, etc., students design and construct selling displays. Institutional and abstract concepts will be discussed and practiced. Digital retailing, "Pop Up" shops and Brick and Mortar will be explored and related on-site retail visits may be included. 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

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. 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. Students will use 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. 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. Course is cross-listed with LAW 13.

Pre requisites: FM 12; FM 25 or MKT 25

Credits: 3

Every Spring

FM 72 Fashion Style Writing

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 Consulting

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. 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. Course is cross-listed with ENT 61.

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

In this course, 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. This course will satisfy one WAC requirement. *Pre req: Senior status with a GPA of 2.00 or program director permission is required.*

Credits: 3

Every Spring

Sport Management Courses

SPM 23 Sports and Leadership

From leading sports professionals, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions. In the sports industry and beyond

Credits: 3

Every Summer

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. Cross listed with ECO 38.

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 offer hands-on practical experience in a planned program of research observation, study and participation in sports management field settings at the college professional level or in recreation advertising, marketing, facilities management, and manufacturing. Internships will be arranged by the student and approved by 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

This course will cover the full scope of the sport industry ranging 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. The course will also cover the critical issues of gender and racial concerns, ethics and social responsibility, organizational changes, leadership, retirement, and 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

On Occasion

ACCELERATED/SHARED CREDIT PROGRAM

B.A. Economics and M.B.A. Business Administration

[Program Codes: 07082 and 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
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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

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

DEPARTMENT OF CRIMINAL JUSTICE

The undergraduate criminal justice program provides an ideal foundation for careers in cyber security, law, and criminal justice. The criminal justice major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections. The major also prepares students for the growing impact of technology on crime prevention, mitigation, and analysis.

In the Bachelor of Arts in Criminal Justice and accelerated shared credit five-year B.A. Criminal Justice and M.S. Criminal Justice programs, each sequence is comprised of a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice.

Criminal justice majors are required to complete a senior-level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines.

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.

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.

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 elective courses.

Criminal Justice majors must take CACJ 85 in their senior year.

In-service students may substitute CACJ 85 by completing an additional course in Criminal Justice.

B.A. Criminal Justice

{Program Code: 07077} {HEGIS: 2105.0}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. in 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 Courses

All of the following:

CACJ 11	Introduction to Criminal Justice	3.00
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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	3.00
CACJ 76	Criminal Procedure	3.00
CACJ 85	Criminal Justice Practicum	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

Accelerated B.A. Criminal Justice and M.S. Criminal Justice

This program allows students to earn both the B.A. and the M.S. degrees in Criminal Justice in as few as five years. Students usually apply at the beginning of their junior year, earn 12 credits toward the master's degree in their 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 criminal justice 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 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 college GPA of

2.0.

- Admission to the upper division of the accelerated shared credit B.A. and M.S. program in Criminal Justice usually 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 Chair of the Department of Criminal Justice. If the student has not completed 60 credits or does not possess the necessary 3.0 average, the Chair of the Department of Criminal Justice 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 elective courses.

Criminal justice majors must take CACJ 85 in their senior year.

In-service students may substitute CACJ 85 by completing an additional course in Criminal Justice.

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 Courses

Courses

All of the following:

CACJ 11	Introduction to Criminal Justice	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	3.00
CACJ 76	Criminal Procedure	3.00
CACJ 85	Criminal Justice Practicum	3.00

Graduate Major Requirements

Required Graduate Criminal Justice Courses

CACJ 555	Cyber Security	3.00
CACJ 675	Critical Issues in Criminal Justice	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
CACJ 760	Terrorism	3.00

General Graduate Criminal Justice Courses

CACJ 523	Computers and the Criminal Justice System	3.00
CACJ 530	Victimology	3.00
CACJ 577	Police and Professionalism	3.00
CACJ 600	Advanced Standing Criminal Justice I	3.00
CACJ 601	Advanced Standing Criminal Justice 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 Administration of Juvenile Justice	3.00
CACJ 655	Counseling in Criminal Justice	3.00
CACJ 680	Graduate Internship	3.00
CACJ 698	Crime and Criminality in Cinematography	3.00

Minimum Total Credits: 144
 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

Criminal Justice Courses

CACJ 11 Introduction to Criminal Justice

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 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 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 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 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 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 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 Fall and Spring

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 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 85 Criminal Justice Practicum

This course is a planned program of research, observation, study, and participation in selected criminal justice agencies. It is designed to supplement classroom study with constructive participation in local, state and national criminal justice agencies. Taken during senior year.

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 99 Independent Study

Individually tailored program of supervised research in a selected area of criminal justice & cyber analytics.

Credits: 3

Every Fall and 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 Health Administration, Public Administration, Medical Imaging and Social Work), Nursing, Communication Sciences, and Disorders, 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, 3D dissection tables, and virtual reality technology. 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.

Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The 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, they have the right to do so and must follow their 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 a 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 the 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 their grievance.
2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of their 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 their 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 their appeal.
4. The Dean will review the matter and, if they determine 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 their 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 the debate of the circumstances with each other but will answer questions posed by the committee for 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 before an appeal to the Vice President for Academic Affairs.

DEPARTMENT OF BIOMEDICAL, HEALTH AND NUTRITIONAL SCIENCES

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 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 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 CLS is a generalist program that 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.

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 daily. 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 and Master of Science and Registered Dietitian Nutritionist (RDN) Professional Program leading to eligibility to take the national 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 Dietetics (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition.

LIU Post and Nassau Community College Joint Nutrition Program:

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the Nutrition Program at LIU Post. An articulation agreement signed by both schools

makes it possible for students to earn an Associate's degree from NCC and then complete their course work at LIU Post and receive a Bachelor's degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

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. in Clinical Laboratory Science (CLS) - Generalist program 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 completing this generalist CLS program are eligible to take the ASCP (American Society of Clinical Pathologists) national certification examinations. Certification is necessary for employment nationwide 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 contact the LIU Post Office of Admissions at 516-299-2900 or e-mail post-enroll@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 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

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

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, and medical imaging. Even if you have not yet decided on a career path in 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 alongside 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. Students should contact the Department Chair for assistance 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
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One of the following:

MTH	3	College Algebra and Trigonometry	4.00
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MTH	7	Calculus and Analytic Geometry I	4.00
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One of the following:

ORC	1	Public Speaking	3.00
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ORC	17	Speech Communication in Organizations	3.00
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SPE	5	Voice and Diction	3.00
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One of the following:

ECO	72	Statistics	3.00
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HIM	54	Statistics and Research for Health Information Manager	3.00
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MTH	19	Basic Statistics	3.00
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MTH	41	Biostatistics	3.00
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Selection of one of the following subplans:

1. Accountancy
2. Business
3. Health Administration
4. Nutrition
5. Public Service
6. Social Work
7. Spanish for Health Professions
8. Sports Management
9. 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 Subplan Requirements

Students completing this degree are eligible for Accountancy subplan. Please see advisor to declare subplan officially.

Required Accountancy Courses

ACC	11	Accounting Principles I	3.00
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ACC	12	Accounting Principles II	3.00
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ACC	21	External Reporting I	3.00
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ACC	22	External Reporting II	3.00
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Two of the following:

ACC	61	Managerial Cost Analysis	3.00
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ACC	80	Accounting Information Systems	3.00
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ACC	82	Auditing	3.00
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ACC	84	Tax & Business Strategies	3.00
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ACC	85	Advanced Taxation	3.00
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ACC	90	Applications in Accounting	3.00
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Minimum Major and Overall GPA of 2.8 is required

Business Subplan Requirements

Students completing this degree are eligible for Business subplan. Please see advisor to declare subplan officially.

Required Business Courses

MAN	11	Principles of Management	3.00
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MKT	11	Marketing Principles and Practices	3.00
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One of the following:

ACC	11	Accounting Principles I	3.00
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FIN	11	Corporation Finance	3.00
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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 Subplan Requirements

Requirements

Students completing this degree are eligible for Health Administration subplan. Please see advisor to declare subplan officially.

Required Health Administration Courses

All of the following:

HAD	10	American Health Systems	3.00
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HAD	11	Management of Healthcare Organizations	3.00
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HPA	13	Legal Aspects in Health	3.00
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HPA	14	Financial Management in the Health Care/Public Administration	3.00
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HPA	15	Resource Allocation	3.00
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HPA	20	Computer-Based Management Systems	3.00
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Minimum Major and Overall GPA of 2.8 is required

Health and Society Subplan Requirements

Requirements

Students completing this degree are eligible for Health and Society subplan. Please see advisor to declare subplan officially.

Required Health Care Administration Courses

SOC	72	People in Crisis	3.00
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Choose **ONE** of the following

SOC	1	Introduction to Sociology	3.00
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SOC	18	Class and Social Inequality	3.00
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SOC	21	Sociology of Health and Illness	3.00
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SOC	69	Race and Ethnicity	3.00
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Choose **ONE** of the following

SOC	18	Class and Inequality	3.00
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SOC	21	Sociology of Health and Illness	3.00
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SOC	59	Gendered Violence	3.00
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SOC	60	Sociology of Gender	3.00
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SOC	61	Feminism and Social Change	3.00
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SOC	69	Race and Ethnicity	3.00
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Choose **TWO** of the following

SOC	1	Introduction to Sociology	3.00
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SOC	4	Food and Society	3.00
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SOC	18	Class and Social Inequality	3.00
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SOC	20	Sociology of Aging	3.00
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SOC	21	Sociology of Health and Illness	3.00
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SOC	58	Sociology of Men and Masculinities	3.00
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SOC	59	Gendered Violence	3.00
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SOC	60	Sociology of Gender	3.00
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SOC	73	Environmental Sociology	3.00
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SOC	98	Topics in Sociology	3.00
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Minimum Major and Overall GPA of 2.8 is required

Nutrition Subplan Requirements

Students completing this degree are eligible for Nutrition subplan. Please see advisor to declare subplan officially.

Required Nutrition Courses

NTR	100	Concepts in Nutrition	3.00
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NTR	101	Contemporary Nutrition Strategies	3.00
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NTR	206	Nutrition Communication	3.00
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NTR	215	Energy and Exercise	3.00
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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 Subplan Requirements

Students completing this degree are eligible for Public Service subplan. Please see advisor to declare subplan 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
HPA	40	Organizational Leadership	3.00

Minimum Major and Overall GPA of 2.8 is required

Social Work Subplan Requirements

Students completing this degree are eligible for Social Work subplan. Please see advisor to declare subplan 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
HPA	40	Organizational Leadership	3.00

Minimum Major and Overall GPA of 2.8 is required

Spanish for Health Professions Subplan Requirements

Students completing this degree are eligible for Spanish subplan for Health Professions. Please see advisor to declare subplan 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 Subplan Requirements

Students completing this degree are eligible for Sports Management subplan. Please see advisor to declare subplan 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. 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.cdrnet.org/programdirector/info.html.

To 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

- **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 3.0.
- **DPD students** are required to acknowledge the

following terms and conditions *to earn a verification statement, and therefore are eligible for ACEND accredited programs:*

- By the time of graduation, the student must obtain an *overall GPA of 3.0 and a major (NTR) GPA of 3.3*
- Courses may be repeated until the NTR GPA is at least 3.3; however, NTR courses may only be repeated once

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 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 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: 3

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: 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 211 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 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 234 Research Seminar (Weeks 1-52)

This 3-credit course will allow students to understand the different steps of scientific method, read and analyze scientific literature in Biomedical Sciences, build critical thinking skills and design a testable research proposal

This course is considered an elective for HS/CLS students

Credits: 3

Every Spring

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 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 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 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

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. 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 staff focusing on the impact of government regulations and compliance of healthcare facilities and medical staff. Topics 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. 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 110 Reimbursement Methodologies

This course is designed to familiarize students with the basics of healthcare reimbursement methodologies and revenue cycle management, including the various types of prospective payment systems (PPS), 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. 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 explores the 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 discusses internal systems for setting standards, measuring quality and professional accountability as well as external review agencies such as IPRO and JC. Writing assignments and discussions are crucial to the successful completion of the course. 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 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 and understanding of various qualities and characteristics of professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. In addition, the course will provide an introduction to medical terminology, as well as creating a professional resume that may be used for future opportunities. Mode of instruction: In Person

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 health professions. Students engage in dyadic and small group exercises designed to develop effect practice skills.

Required course for BS Health Science majors, elective for Social Work Majors (Open to Juniors or Seniors, 3 credits)

Open to Juniors or Seniors.

Credits: 3

Annually

HSC 111 Veterinary Science for Beginners

An overview of veterinary science as the basis for consideration of a career as a veterinary professional. The course will present the aspects of natural and medical science that relate to veterinary practice, a review of animal husbandry of some common species attended to by veterinarians, veterinary technologists, and ancillary personnel. The range of career choices available to veterinary professionals, such as clinical practice, research, industry, and education will be discussed. The course will include guest lectures from veterinary professionals.

Credits: 3

On Occasion

HSC 145 Special Topics in Health Sciences

The instructor chooses a study of selected topics related to the Health Sciences ranging from human disease and pathologies to current events 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 as well as the ethical implications of genetic testing and genetic therapies. Students will be exposed to current advances involving the understanding and strategies for studying various human genetic disorders including among others, cancer, immunological diseases, and the genetics of aging. Students will explore these topics through lectures, classroom discussion, reviewing current research and hands-on activities.

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 various roles and career pathways available to pharmacists. Students will be introduced to ethical foundations, regulation, drug discovery and development, and other contemporary issues facing the profession. The seminar serves as a source of information regarding 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-requisite NTR 21L is 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-requisite of NTR 21 is 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.

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: NTR 210 and NTR 211.

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.

Pre-requisites: B.S. in Nutrition and Dietetics students only NTR 100

Co-requisite: CHM 71

Credits: 3

Every Spring

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.

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 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.

Credits: 3

Every Fall

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.

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

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 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

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

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.

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.

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

On Demand

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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.

Lodge Speech and Hearing Center

Phone: 516-299-2437

Fax: 516-299-3151

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

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

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.

Prerequisite: SPE 35J and SPE 67

Prerequisites: SPE 35J & SPE 67

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.

Prerequisite: SPE 93

Prerequisites: SPE 85 and SPE 93.

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.

Pre requisite: SPE 51

Co requisite(s): SPE 84 & PHY 11

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 and 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.

Co requisite(s): SPE 63 & PHY 11

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: SPE 51, SPE 63 & SPE 84

Credits: 3

Every 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 93 & MTH 19

Credits: 3

Every Fall

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 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 HEALTH AND HUMAN SERVICES

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 a 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. The degree programs welcome both full-time and part-time students.

The Medical Imaging Program 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.

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, including LIU's program with a specialization in services for children and families.

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 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.

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

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

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 to 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 128	Radiographic Cross Sectional Anatomy	3.00
RDT 144	Computed Tomography	3.00
RDT 145	Magnetic Resonance Imaging	3.00
RDT 147	Principles in Medical Imaging I	4.00
RDT 147L	Principles in Medical Imaging I Laboratory	0.00
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
HAD 11	Management of Healthcare Organizations	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

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

The course considers the importance of law and regulations in the administrative process with an emphasis on general introduction to law, the 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 also 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 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 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 and analyzes topics including social welfare, childcare, family and medical leave, early childhood education and child health. 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.

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 128 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.

Prerequisite of RDT 147 is required.

Credits: 1

Every Fall

RDT 123 Pharmacology

An introduction to basic pharmacology. Common drug nomenclature and basic concepts of pharmacology will be presented. Biological factors affecting actions of drugs will be discussed.

Contrast media characteristics, allergic reactions and side-effects will be covered.

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.

Prerequisites: BIO 7 and BIO 8

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.

A co requisite of RDT 128 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.

Prerequisite of RDT 128 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.

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.

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 is 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.

Prerequisites: RDT 125, RDT 180 and RDT 121.

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).

Prerequisite of RDT 147 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.

Co-requisite of RDT 103 and RDT 105 are 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).

Prerequisites: RDT 201 and RDT 118

*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.

Prerequisites: RDT 203 and RDT 144

*Credits: 3
Every Spring*

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.

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.

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.

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.

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.

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.

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.

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 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. Students engage in dyadic and small group exercises designed to develop effective practice skills.

Open to Juniors or Seniors.

Credits: 3

Annually

SWK 50 Social Welfare Programs & Policies I

SWK 50 provides a basic understanding of the specific role of the social worker in policy practice and explores information about 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 while challenging 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. (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 focuses on how and under what circumstances the definition and typification of social problems trigger policy responses and the social worker's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, then deconstructs 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 also addresses common mental health difficulties, 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. (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, highlighting the middle and end phase of the helping process, 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.

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, and learn how to examine 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. (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

DEPARTMENT OF NURSING

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 Licensure Examination for Registered Nurses (NCLEX-RN)

The Baccalaureate degree in Nursing and Master's degree in Nursing at LIU Post is 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 before 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 before 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 a 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 into 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 fieldwork 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 before the student's progression to the next semester in the nursing sequence (except 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 components** 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.
- A 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 the 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 before 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. 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 the Assessment Technology Institute (ATI). The TEAS V will serve as a predictor for nursing students' 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 are 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 allowed 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 is located in the Nursing Handbook supersedes 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 their 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. Note this a Writing Across the Curriculum course (WAC).

Open to students in the Nursing B.S. plan (CNRSBS)

Credits: 3

Every Fall and Summer

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.

Pre requisites: NRS 220, 220C, 220R, 230, 230C, 230R & MTH 19

Co requisites: NRS 240, 240C

Credits: 3

Every Fall

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 requisites: BIO 8, CHM 6, & NRS 140

Co requisites: NRS 130C & 130R

Credits: 4

Every Fall

NRS 130C Fundamentals of Nursing

tudents 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 requisites: NRS 130 & 130R

Credits: 1

Every Fall

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.

Co requisites: NRS 130 & 130C

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.

Pre requisites: BIO 7, NRS 100, & PSY 101

Co requisites: BIO 8 & CHM 6

Credits: 3

Every Spring and Summer

NRS 150 Pharmacotherapeutics

Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies.

Pre requisites: NRS 130, 130C & 130R or BMS 211 & PSY 121

Co requisites: BMS 90 & NRS 160

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: BMS 211, NRS 130, 130R, 130C and PSY 121

Co requisites: BMS 90 and NRS 150

Credits: 5

Every Spring

NRS 160C Health Assessment

This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.

Co requisites: NRS 160 & NRS 160R

Credits: 0

Every Spring

NRS 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.

Co requisites: NRS 160 & NRS 160C

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.

Pre requisites: BMS 90, NRS 150, NRS 160, NRS 160C, and NRS 160R

Co requisites: BIO 121, NRS 210 and NRS 210C

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.

Co requisites: NRS 200 and NRS 200R

Credits: 0

Every Fall

NRS 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

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.

Pre requisites: BMS 90, NRS 150, NRS 160, NRS 160C, NRS 160R

Co requisites: BIO 121, NRS 200, NRS 200C,

NRS 200R, NRS 210C

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.

Co requisites: NRS 210

Credits: 0

Every Fall

NRS 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

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.

Pre requisites: BIO 121 or HSC221 and NRS 200, 200R, 200C, NRS 210 & 210C

Co requisites: NRS 230, 230C and MTH 19

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.

Co requisites: NRS 220 and NRS 220R

Credits: 0

Every Spring

NRS 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.

Co requisites: NRS 220 and NRS 220C

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.

Pre requisites: BIO 121 or HSC 221 and NRS 200, 200C, 200R, NRS 210 and 210C

Co requisites: NRS 220, 220C, 220R and MTH 19

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.

Co requisites: NRS 220, 220C, 220R and NRS 230

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.

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.

Pre requisites: NRS 220, 220C, 220R, NRS 230, 230C and MTH 19

Co requisites: NRS 110

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 postpartum period, and issues of women's health.

Co requisite: NRS 240

Credits: 0

Every Fall

NRS 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.

NRS 390 Honors Thesis

Must be in Honors College

Credits: 3

Not Set

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: NRS 110, 240 and 240C

Co requisites: NRS 410 and 410C

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.

Pre requisites: NRS 110, 240 and NRS 240C

Co requisites: NRS 400 and 410C

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.

Pre requisites: NRS 110, 240 and 240C

Co requisite: NRS 410

Credits: 0

Every Spring

DEPARTMENT OF VETERINARY TECHNOLOGY

Veterinary Technology is one of only a few programs in the country to offer an 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 good 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 is invaluable for post-graduate education. In particular, these students get the same 510 hours of hands-on clinical experience as other students.

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. We are not yet accredited, as consideration for initial accreditation does not fall until 2/3 to 3/4 of the way through the first curriculum. The program has applied for consideration for accreditation from the American Veterinary Medical Association (CVTEA). Applying for accreditation does not grant any temporary status of accreditation. Our accreditation site visit is scheduled for September 2021.

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 or 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
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

Veterinary Technology Courses

VST 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

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.

Enrollment Limited to Students in the Vet Tech Major

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 medical notes format 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 preceding 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 LVTs. 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. Note that the practicum involves an additional laboratory fee.

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

This course is meant for upper level students. It is a lecture/discussion class centered around a current topic of interest in the practice of veterinary medicine and science. The topic will necessarily change with each semester, based on current events. Sample topics may include One Health, corporate medicine, pandemics and animal health, or ethical considerations in everyday 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. Lab classes will be held off-campus.

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. There are no live animals used in this course. Teaching is accomplished using mannikins, models, and computer software. The psychomotor skills will then be applied on externship.

Patient monitoring, pre-surgical assessment, and forms and levels of anesthesia are covered. Students will maintain and operate monitoring equipment, surgical instruments, and autoclave. Specific emphasis on patient positioning for radiography, cardiology signs and diagnosis, surgical assisting, preparation of surgical packs, bandaging (on models), and principles of anesthetic monitoring. Continued practice of restraint and handling, phlebotomy and catheter placement (on models).

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. Knowledge of dental instruments, scaling and cleaning (on models) and recording data are presented.

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

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	1701.01	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	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
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
Educational Leadership	0828	MSEd, Adv.Crt.
Educational Technology	0899	MS
Health Education and Physical Education	0837	BS
Information Studies	0702	Ph.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
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
Students with Disabilities Generalist Grades 7-12	0808	MSEd
Transformational Leadership	0899	Ed.D.

College of Liberal Arts and Sciences

Major	HEGIS Code	Degree
Actuarial Science	1799	BS
Biology	0401	BS
English	1501	BA
Forensic Science	1999.2	BS
Genetic Counseling	0422	MS
Mathematics	1701	BS
Political Science	2207	BA
Psychology	2001	BA

The Roosevelt School

Major	HEGIS Code	Degree
International Relations and Diplomacy	2210	BA

College of Management

Major	HEGIS Code	Degree
Accountancy	0502	BS, MS
Artificial Intelligence	0701	BS, MS
Business Administration	0506	BS, MBA
Computer Science	0702	BS
Criminal Justice	2105	BA, MS
Data Analytics	0703	BS
Data Analytics & Strategic Business Intelligence	0703	MS
Economics	2204	BA
Finance	0504	BS
Fashion Merchandising	0509	BS
Marketing (Branding and Licensing, Digital Marketing)	0509	BS
Sports Management	0599	BS, MS

School of Health Professions and Nursing

Major	HEGIS Code	Degree
Behavior Analysis	2099	MA
Biomedical Science: Clinical Lab Science - Generalist	1299	BS
Biomedical Sciences	1299	MS
Clinical Laboratory Science	1299	MS
Clinical Psychology	2003	Psy.D.
Dietetics (Dietetic Internship)	1306	Adv.Crt.
Family Nurse Practitioner	1203.1	MS
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
Public Administration	2302	MPA
Radiologic Technology	1225	BS
Social Work	2104	MSW
Speech-Language Pathology and Audiology	1200	BS
Speech-Language Pathology	1220	MA
Veterinary Technology	0104.0	BS

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