
LIU Post

2022 - 2023 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, 2022. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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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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.

Carnegie Classification

Doctoral Universities-High Research Activity (R2)

Alumni

LIU has an active network of more than 285,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold
Mascot: Shark
Teams: 38
National Affiliation: NCAA Division I
Conference: Northeast Conference (NEC)

Accreditation

Long Island University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, Wilmington, DE 19801 (www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

In addition to the institutional accreditation provided by Middle States, many of LIU's academic programs are accredited by specialized accreditation agencies. Additional information can be found at <https://liu.edu/about/accreditations>.

University Policies

Long Island University maintains a Policy Site to provide a comprehensive listing of all policies that are easily accessible to all members of the University community. The site contains the most up-to-date versions of all policies. For questions regarding a policy, contact policy@liu.edu.

Policy categories include:

- Academic Affairs
- Admissions
- Compliance
- Diversity, Equity, and Inclusion
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

To view all University Policies, visit www.liu.edu/policy.

Title IX

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.

FERPA Notice to Students

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.

University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's Verification of Compliance with Accreditation—Relevant

Federal Regulations, area 4, and with the Commission's policy on published information. The University additionally complies with federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

Pursuant to the United States Department of Education's Program Integrity Rules, the University provides all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering in-person [classroom] learning, distance learning or correspondence education within that state.

Students should attempt to resolve academic and non-academic grievances through the proper internal channels at the University, which are identified in the Student Handbooks and/or current University Catalogs

For an academic complaint, students should first attempt to resolve their complaint directly with the appropriate faculty member. If the student is not satisfied with the result, they should address their complaint to the department chair or program director. Students who wish to pursue the matter further should contact their respective academic dean. Students seeking clarification of program requirements, graduation requirements, academic standing, or academic suspension should contact their Success Coach or academic advisor.

For a non-academic complaint, students should first consult their Success Coach or academic advisor for guidance on how to resolve the issue. Success Coaches or academic advisors may direct the student to other resources, such as a Resident Director, Public Safety, a faculty member with whom the student is familiar, or counseling staff. If the student is not satisfied with the result and wishes to pursue the matter further, they should contact the Dean of Students or an Associate Dean of Students. Students may request confidentiality; on occasion, confidentiality cannot be guaranteed, except by counseling staff, where matters are always confidential unless otherwise outlined in the Student Health and Counseling Confidentiality Policy.

Students are advised that most external complaint processes require that they exhaust avenues of complaint internal to the institution before they pursue an appeal.

To report violations of law, breaches of policy or allegations of improper conduct pertaining to the University; or, to otherwise provide reliable information may file a report through the EthicsPoint 2 Compliance Line/NAVEX Global toll free number, 866-295-3143. The University expects that reports submitted through EthicsPoint are made in a good-faith effort to address legitimate issues needing correction, or to

otherwise provide reliable information.

Current and prospective students who wish to file complaints with the Middle States Commission on Higher Education or with the New York State Department of Education will find appropriate contact information on the Accreditations page of the University website.

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 	516-299-3605	recreation@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-robot@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 • Student Veteran Resource Center 	516-299-3057	Post-learningcenter@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 • 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"> • School of Visual Arts • School of Performing Arts • School of Film and Digital Media 		
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	516-299-2233	post-CLAS@liu.edu
<ul style="list-style-type: none"> • School of Humanities and Social Sciences • George Polk School of Communication 		
College of Management		
<ul style="list-style-type: none"> • School of Business • School of Entrepreneurship and Innovation • School of Professional Accountancy 	516-299-2233	post-COM@liu.edu
College of Science		
<ul style="list-style-type: none"> • School of Natural and Life Sciences • School of Engineering, Computer Science and Artificial Intelligence 		
Roosevelt School	516-299-2851	https://liu.edu/roosevelt-school
Honors College	516-299-2840	
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 2022-2023

Fall 2022

Labor Day-Holiday	September 5
Weekday Classes Begin	September 7
Registration and Program Changes (after 9/14 permission needed to enroll in Lab Science courses)	September 7-20
First Weekend Session Classes Begin	September 10-11
Registration and Program Changes End	September 20
Spring 2022 Registration Begins (tentative)	October 10
Columbus Day - No Classes in Session	October 10
Second Weekend Session Classes Begin	October 29-30
Election Day - Classes in session	November 1
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 11
Thanksgiving Holiday	November 23 - 27
Classes Resume	November 28
Semester Classes Meeting Monday through Friday End	December 12
Class Make-up/Study Days	December 13-14
Final Examinations-Undergraduate and Graduate	December 15-21
Final Exam Make-up Day (in the event of snow closure)	December 22
Winter Recess Begins	December 23

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 2023

Intersession Classes Begin	January 2
Final Class Meeting/Final Exam	January 13

Spring 2023

Fall Degrees Conferred	January 13
Martin Luther King Day-No Classes	January 16
Weekday Classes Begin	January 17
Registration and Program Changes (after 1/24, permission needed to enroll in Lab Science courses)	January 17-30
Awarding of January Degrees	January 13
First Weekend Session Classes Begin	January 21-22
Registration and Program Changes End	January 30
Summer/Fall 2023 Registration Begins (tentative)	February 13
Presidents' Day-No Classes	February 20
Tuesday Follows a Monday Schedule	February 21
First Weekend Session last classes/final exams	March 4-5

Spring Recess Begins	March 6
Classes Resume	March 13
Second Weekend Session Classes Begin	March 18-19
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	March 31
Semester Classes Meeting Monday through Friday End	April 25
Class Make-up/Study Days	April 26-27
Final Examinations-Undergraduate and Graduate	April 28-May 4
Commencement Ceremony (tentative)	TBD
Conferral of May Degrees	May 12

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 2023

SUMMER SESSION I

Weekday classes begin (1st Five Week, 10 week and 12 Week sessions)	May 15
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 2	May 29
Make-up day for Memorial Day	June 2
Last day to withdraw (or Opt P/F) from courses	June 8
Last day of class/Finals for 1st Five week Session	June 15

SUMMER SESSION II

Weekend Session begins	June 24
Classes Begin - 2nd Five Week Session	June 26
Registration/Programs Changes for 2nd Five Week Session ends	June 28
Independence Day - Holiday (makeup day July 7)	July 4
Make up day for July 4	July 7
Last day to withdraw (or Opt P/F) from 10 & 12 week session	July 7
Last day to Apply for September Degree	July 7
Last day to withdraw (or Opt P/F) from 2nd Five week session	July 20
Last day to withdraw (or Opt P/F) from 12 week session	July 20
Last Class/Finals for 2nd Five week and 10 week sessions	July 28

SUMMER SESSION III

Classes Begin - 3rd Five Week Session	July 31
Registration/Programs Changes for 2nd Five Week Session ends	August 2
Last Class/Finals for 12 week session	August 3
Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session	August 24
Summer Degree Conferral	August 31
Last day of class/Finals for 3rd Five week Session	September 2

*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

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

Long Island University accepts applications for enrollment in a registered certificate, undergraduate, graduate, or doctoral program. Through the application review process, the University seeks evidence that applicants are academically and intellectually qualified and prepared to pursue college-level work.

All communications concerning admission to Long Island University should be addressed to the Office of Admissions. Information about admission to the University is found on liu.edu/visit.

The Office of Admissions accepts and reviews applications on a rolling basis, allowing prospective students to submit applications at any time during the cycle. Some graduate or doctoral academic programs may have an established application deadline.

Freshman Admission

Early Action applications and supporting documentation for fall admission must be submitted on or before November 15. Early Action notification begins December 1.

Early Decision applications and supporting documentation for fall admission must be submitted on or before December 15. Early Decision notification begins January 2.

To ensure consideration for all available departmental and merit-based scholarships and on campus housing opportunities, applicants should submit applications by December 1 for fall admission and by October 1 for spring admission.

Applicants should submit the below required material for consideration:

- Undergraduate application at liu.edu/apply or via the Common Application.
- Non-refundable \$50 application fee.
- High school transcript.

Applicants may submit the following for

consideration:

- SAT or ACT Test Scores: SAT: LIU Code 2369. ACT: LIU Code 2792.
- If English is not the student's native language, an official copy of TOEFL, IELTS, or iBT; students may also provide evidence of English proficiency through submission of standardized test scores.
- Recommendation from one teacher or guidance counselor.

Each applicant is considered through a review of their application and supporting material.

Admitted freshman students are required to provide proof of successful completion of high school or its equivalent prior to the first day of classes.

Freshman applicants may apply for fall, spring, or summer admission as full- or part-time degree seeking students. Classes are offered during the day, evening and on weekends. A non-degree option (for a student not enrolled in a degree program) is available to visiting students.

Test scores should be forwarded to the Office of Admissions. Credit includes the following:

- International Baccalaureate Program Credit
- Advanced Placement Credit
- College Level Examination Program

Application materials are to be submitted directly to LIU:

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

Transfer Admission

Applicants for transfer admission from accredited two-year and four-year colleges are considered. Students transferring from non-accredited institutions must consult with the Office of Admissions to determine eligibility for transfer credits.

Some academic departments have special criteria for admission and may require a higher GPA, an audition, or portfolio review. The Office of Admissions weighs all available information and evidence of achievement.

Transfer students are evaluated primarily based on their college work. 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.

Transfer students will receive an official transfer credit evaluation after being admitted to the University. Generally, transfer credits are awarded for equivalent academic courses that have been completed with grades of C- or better at accredited colleges or universities. Students transferring

directly to LIU from two-year institutions can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 90 transfer credits.

Coursework is transferrable to LIU if it is equivalent to a course currently offered at LIU and was earned at a regionally accredited college or university with a grade of C- or better. Courses not approved for transfer through the admissions process may be reviewed at the departmental level, and after approval, will be credited to the student's transcript. Other transferrable credit may include: advanced placement credit, international baccalaureate credit, advanced levels, and CLEP. Certain programs might require higher scores than outlined above in order to gain transfer credit for a particular programs.

Applicability of transfer credits and actual length of time required to complete a bachelor's degree depends on the number of credits earned. The Office of Admissions resolves transfer credit questions related to:

- Inter-Campus Transfer: Students wishing to enroll in classes at another LIU campus are required to complete the internal transfer form with their Success Coach. Students will be required to meet any special criteria outlined by the academic program they seek to enter.
- College Credits for Military Service Joint Services Transcript: LIU 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, and in accordance with the Life Experience Credit Policy.

Articulation Agreements

LIU 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 Catalog.

Undergraduate Transfer Credit

LIU awards undergraduate transfer credit from accredited colleges and universities. Transfer credits are generally awarded for equivalent academic courses that have been successfully completed prior to enrollment at LIU with grades of C- or better at accredited colleges or universities. In the event that specific LIU programs require grades higher than C- in courses that are prerequisites for admission, that program's grade transfer credit requirements will apply.

The following additional guidelines apply to the awarding of undergraduate transfer credit:

- Students who have an earned Associates or Bachelor's degree may be granted credits for courses with grades of D earned, if they were part of the earned degree.
- Students can receive a maximum of 72 credits from two-year institutions.
- Students can receive a maximum of 90 credits from four-year institutions.
- Students who completed higher education coursework in another country must submit official transcripts along with an international credentials evaluation completed by a NACES (National Association of Credential Evaluation Services member organization).
- Courses in which a grade of "P" was earned are not transferrable unless information is provided that indicates that the grade was equivalent to a C- or higher.
- Any awarded transfer credits are not used in the LIU GPA calculation.

Students should refer to the Academic Catalogs for a list of programs that have specific transfer credit requirements.

Military Service and Training Transfer Credit: LIU 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 LIU.

Life Experience Transfer Credit: 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 undergraduate course. There are some specific subject areas that do not award Life Experience credit; please refer to the Life Experience Credit policy.

Advanced Placement; CLEP; International

Transfer Credit; International Baccalaureate: LIU Awards credit to students who achieve minimum required scores for the following:

- Advanced Placement Exams
- CLEP exams
- International Baccalaureate

Non-accredited Institutions Transfer Credit: Students transferring from non-accredited institutions are reviewed on a case-by-case basis to determine eligibility for transfer credits.

International Admission

Applicants who are not citizens or permanent residents of the United States apply to LIU as international students. Applications for international admission should be submitted to the Office of Admissions by February 1 for fall admission or by September 1 for spring admission.

Applicants should submit the below required material for consideration:

- Original official records of all secondary school and/or university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Non-refundable application fee.
- Professional evaluation of their university credits from a NACES-member organization (www.NACES.org), if required.
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores.
- Portfolio or video audition (if required for admission into or scholarship consideration for particular programs).

Applicants may submit the below optional material for consideration:

- SAT or ACT scores may be submitted. Test scores may be submitted in lieu of language testing scores.
- Recommendation from one teacher or guidance counselor.

Each applicant is considered through a review of their application and supporting material.

Language Proficiency may be determined based on the criteria below:

- TOEFL score for undergraduate: 75 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for admission: 6.0
- SAT or ACT
- ELS 112 completion certificate

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.

International students are required to submit their LIU tuition deposit in order to receive their I-20. Once students receive their I-20 released by LIU they are able to begin the process of obtaining an F-1 visa to study in the United States.

For detailed information on immigration policy and maintaining F-1 status, international students should familiarize themselves with the LIU International Student Handbook.

Readmission

Any undergraduate student who has not attended the University for one or more regular semesters (fall or spring) and wishes to return must file a readmission form.

Undergraduate students who have attended other colleges since their last attendance at LIU must submit official transcripts before readmission will be approved. Students who have not attended for more than five years must reapply to LIU. If readmission is approved, a student's return to LIU is subject to academic requirements as listed in the catalog in effect at the time of readmission.

Undergraduate 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 specific programs (i.e., cohort based programs) may require the program director's and/or academic dean's approval.

Any student who left the University on probation will be readmitted with the same probationary status that was in place during the last term of attendance unless the student provides academic transcripts demonstrating that they have met the requirements of the probation.

If readmission is approved, a student's return is subject to the academic requirements posted in the catalog in effect at the time of readmission.

Student 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.

Visiting Students

Long Island University permits students to enroll as a visiting student for one (1) academic semester. To enroll for more than one (1) academic semester, visiting students may request an extension of their visiting student status through the Office of Admissions.

Visiting students are expected to adhere to all policies set forth by Long Island University. Financial aid is not available for students who are visiting at Long Island University.

Visiting students seeking to matriculate into an LIU program must submit an application through the Office of Admission.

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.

New York State Immunization

Law

In accordance with the New York State Department of Health, the following immunizations are required at Long Island University:

Measles, Mumps, and Rubella (MMR): In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.

Meningococcal Disease (Meningitis): In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care provider.

Rabies Vaccine: In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

Students may request a medical or religious exemption from any of the vaccination requirements set forth above by submitting documentation in writing to the Center for Healthy Living, the department responsible for the collection and validation of immunization documents.

Proof of immunization, or documentation for exemption, must be submitted on the Immunization Portal prior to the beginning of the first semester of classes.

The University reserves the right to impose additional immunization requirements in collaboration with local and state health directives or recommendations.

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2021, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2015 was 53.2 percent.

HONORS COLLEGE

The Long Island University Honors College was inaugurated in 1963 as one of the nation's first Honors programs. Students in the Honors College take courses designed to broaden their education and engage in interdisciplinary learning and research. Honors College students are granted exceptional privileges including priority registration, small classes, interdisciplinary courses not offered through regular departments, additional internship, leadership, study abroad and service learning opportunities, multiple fellowships and external scholarships, dedicated study space, and an Honors designation (Latin honors) on their diploma at graduation. Study-abroad courses are routinely chosen by Honors College students who may earn up to six (6) honors advanced elective credits through LIU Global.

The Honors College is a community founded on research and committed to its mission statement: "The Honors College at LIU prepares a select group of diverse and highly gifted students to solve society's greatest challenges. Our mission is to foster tolerance, celebrate diversity, enhance research, and provide students the flexibility necessary to succeed in the workforce of tomorrow. Honors students explore world perspectives through our innovative curriculum that provides research opportunities and interdisciplinary connections. Through opportunities outside the classroom, including internships, joint interdisciplinary sessions, and study abroad programs, students become accomplished global citizens who are prepared to balance creativity and analytical skill, and become leaders in their respective fields."

Students in the Honors College earn 24 or more credits in Honors courses, which replace the General Education (core) requirements. At the most advanced academic level, every student in the Honors College enrolls in Honors Advanced Research Electives, leading up to capstone research papers and/or projects, ultimately intended for publication in conferences, exhibits or research journals, including the LIU Honors Journal. All Honors classes require students to explore their topics in more depth and interdisciplinary breadth than a non-honors course would. Specifically, they each include at least two of the following elements: Research and Creative Scholarship; Service Learning and Leadership; Experiential Learning; Breadth, and Enduring Questions.

Honors College students have exclusive access to the Honors Village, located in the historic Winnick Mansion. 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.

In the Honors College at LIU student learning is advanced in the following specific areas as approved by the National Collegiate Honors Council:

1. Research and Creative Scholarship - "learning in-depth"

- Includes data analysis, experimentation, measurement, and interpretation
- Includes specialized, in-depth learning in addition to self-reflective, analytical, and creative activity
- Produces documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products

2. Service Learning and Leadership

- Emphasizes community engagement
- Produces a project or a series of collaborative projects that address real-world problems
- Participate in philanthropic or humanitarian service

3. Experiential Learning

- Focuses on hands-on, practical engagement with usable outcomes can also occur
- Includes international experience and active learning
- Emphasizes exploration and/or discovery rather than the acquisition of specific knowledge sets
- Involves continuous reflective writing and oral presentation as the students articulate their discoveries

4. Breadth and Enduring Questions - "multi- or interdisciplinary learning"

- Provides greater depth than a non-honors course?
- Confronts students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and enduring questions
- Requires integrative learning: both local and global learning with connections across time, genre, and disciplines
- Produces creative integrations of evidence from several disciplines with an aggressive emphasis on interdisciplinarity
- Assessment of the products emphasizes process rather than product, focusing on metacognitive questions.

ADMISSION REQUIREMENTS

Freshmen are admitted with a high-school grade point average of 95 or above, and with a combined SAT score of 1300 or higher, or an ACT score of 28 or higher.

PARTICIPATION REQUIREMENTS

24 or more credits distributed over four years,

depending on a student's major.

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

Every Fall

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

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

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

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's 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, as defined by New York State Education Department (NYSED).

Student Academic Standing

In accordance with University regulations, only students who have been admitted to the University, have formally registered, and are in good financial standing, may attend classes.

Full-time undergraduate students in good academic standing may carry 12-18 credits during each fall and spring semester without additional approvals. Undergraduate students may request to take 19 or more credits in the regular semester if they are in good academic standing and if they obtain approval from the Dean of Students or their designee. For any credits taken above 18, students are charged additional tuition at the per-credit rate.

Class standing is determined by the number of credits earned:

Sophomore	30 credits
Junior	60 credits
Senior	90 credits

Undergraduate students must maintain the following overall grade point averages (GPA) in order to be considered in good academic standing:

- 1.8 if they have accumulated up to 29 credits
 - 1.9 if they have accumulated 30 to 59 credits
 - 2.0 if they have accumulated 60 credits or more
- Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to be considered in good academic standing.

In some departments, requirements for remaining in good academic standing may be higher based on accreditation requirements.

Students in years one or two of the Pharm.D. program may take 12-19 credits during each fall and spring semester. Students in years one or two of the Pharm.D. program are charged additional

tuition at the per-credit rate for credits taken above 19.

Pharm.D. students are considered graduate students once they enter the year five curriculum and are enrolled in 500-level classes. Occupational Therapy B.S./M.S. dual-degree students are considered graduate students once they begin taking 500-level classes.

Students with excessive W's or INC's (or both) on their records may be considered as failing to make satisfactory progress toward completion of their programs of study and may be ineligible to continue until remedial steps have been taken

Grading and Grade Point Average

Credits are granted for undergraduate courses completed with the grade of A, A-, B+, B, B-, C+, C, C-, D, or P. A grade of F signifies failure and no credit is awarded.

Credits are granted for graduate courses completed with the grade of A, A-, B+, B, B-, C+, C, or P. A grade of F signifies failure and no credit is awarded.

A grade of Incomplete (INC) may be assigned if a student has failed to complete part of the required course work. An INC is given by the faculty member. It is the student's responsibility to make specific arrangements with the instructor to complete the course work and to have the grade submitted to the Office of the University Registrar within 2 semesters of the term in which the INC was earned.

INC grades will remain permanently on the record if the work is not completed within 2 semesters. If an unusual extension of time is necessary to complete the work, permission is required from the Vice President of Academic Affairs, and the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade date the work was completed is indicated on the transcript.

Students who never attended or stopped attending before the course withdrawal deadline date as defined in the academic calendar and did not properly withdraw by published deadline may be assigned a grade of NC - No Credit earned.

The W grade is automatically assigned when a student officially withdraws from a course by the published deadline dates in the academic calendar. View Withdrawal Policy.

Students who receive grades of W (withdrawal), NC (unauthorized withdrawal), INC (incomplete) or an opted Pass/Fail in the fall or spring semester

are ineligible for inclusion on the Dean's List for that semester.

Students have the option to repeat a course. In the event that individual programs have their own policies on repeating a course, the more restrictive policy will apply. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. A course may not be repeated more than once, except with the prior approval, following procedures contained in the Academic Catalogs. If a course is taken more than twice, all grades after the first grade will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Required courses in which a grade of F was earned should be repeated within one year.

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.

Undergraduate students are permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Pass/Fail option does not apply to courses in the student's major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. The election of the pass/fail grading system must be designated by the 10th week of the semester, as listed in the Academic Calendar. All requirements of examination and work assigned by the instructor must be fulfilled. If a grade of P is assigned, credits are earned for the course but the grade is not calculated into the GPA. If a grade of F is assigned, the F is calculated into the GPA.

The symbol U is assigned in certain proficiency courses when a student has completed all work but in a fashion unacceptable to warrant a passing grade. The student must, therefore, repeat the course in the semester immediately following. The symbol U is not computed in the student's average.

A student may receive only one U symbol in any course. On the second enrollment, the student must either satisfactorily complete the course or receive an F.

Students must achieve designated GPAs in order

to graduate. Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to graduate. Undergraduate students must achieve an overall grade point average (GPA) of 2.00 to graduate. In some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.00; in certain programs the minimum major average may be higher.

Quality points for a specific course are determined by multiplying the corresponding quality points (see below) for the grade received in the course by the number of credits awarded for the course. Total quality points are determined by adding all quality points for all courses. The grade point average (GPA) is determined by dividing the total quality points by the total number of credits, including those of failed courses. The grades W, NC and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus or offered by LIU at off-site locations will be computed into the student's cumulative and major averages.

Grade Quality points per credit

- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.667
- C+ 2.333
- C 2.000
- C- 1.667*
- D 1.000*
- F 0.000

* not used for graduate level courses

Undergraduate students must maintain the following quality-point ratios to be in good academic standing:

- 1.8 if they have accumulated up to 29 credits
 - 1.9 if they have accumulated 30 to 59 credits
 - 2.0 if they have accumulated 60 credits or more
- GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. 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. Major GPAs are calculated using all courses required in a student's major (excluding core and co-related courses).

Grades of "P" are not computed into the overall GPA, but do count towards graduation credits.

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, 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.

Grade Changes

A faculty member may change a grade in situations where it is warranted. All changes from one letter grade to another require instructor, chair and dean approval and must be completed prior to degree conferral. Changes to grades cannot be made once a degree has been conferred. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

Student Grade Appeals

A grade appeal is only available before the student's degree is awarded. The basis for filing a grade appeal in any course is limited to:

- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal.

Dean's List

Eligibility for the Dean's List 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.

Degree-seeking/ matriculated students who

complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are placed on the Dean's List for that semester. Students who earn an F, W, NC, U or INC in any semester, even though the symbols are subsequently changed to grades, are not placed on the Dean's List for that semester. Students who opt for a course Pass/Fail are not eligible for inclusion on the Dean's List. A student who does not receive an official grade in any semester will not be placed on the Dean's List until official grade submission, excluding those listed above, that otherwise qualifies the student for the Dean's List.

Graduation

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 four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment. Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

Candidates for all degrees at LIU are expected to know the graduation requirements set forth in the catalog for the academic year in which they were admitted/matriculated. It is the responsibility of the student to draw up an acceptable program of study in consultation with their Success Coach or academic department

Undergraduate degree requirements: To qualify for a bachelor's degree, students must complete the core curriculum, all required liberal arts and sciences courses, and all departmental and University requirements listed in the undergraduate catalog for the academic year in which they were matriculated or readmitted.

Specific requirements, substitutions, or exemptions, where relevant, are indicated. The final 30 hours of credit must be earned in academic residence at Long Island University. A minimum of 9 credits of the requirements for a major must be completed in residency at LIU. The undergraduate requirements for graduation are:

- 2.00 cumulative and major average (higher in some areas as indicated in the catalog)
 - Core and major requirements fulfilled
 - 120 credits (more in some departments as indicated in the catalog)
 - Writing Across the Curriculum requirements fulfilled
 - Minimum liberal arts requirements as defined by New York State Education Department
- To graduate with honors, undergraduate students must complete at least 54 graded credits in

academic residence at LIU (this excludes courses graded on a pass/fail basis) to qualify for Latin Honors as follows:

- summa cum laude: 3.90 or higher
- magna cum laude: 3.70 - 3.89
- cum laude: 3.50 – 3.69

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.

Student Absence due to Religious Observation

Students who anticipate being absent because of a religious observance will notify their respective faculty at the beginning of the semester. The University complies with Section 224-a of New York State Education Law—Absence Due to Religious Observation.

Notification of Student Rights Under Section 224-a of New York State Education Law—Absence Due to Religious Observation

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity."

Academic Probation, Suspension and Dismissal

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

- The student's cumulative LIU average 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
- The student's major average falls below the minimum required by the major;
- 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:

- 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;
- They may register for one course (or up to 4 credits) credits per summer session;
- They may not receive a grade of NC or F in any courses;
- 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:

- Submit an application for readmission to the Office of Admissions.
- Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
- Submit a letter of appeal.
- 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.

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. 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 at www.liu.edu/student-success.

Student Academic Conduct

Proper academic conduct requires that all work submitted for academic purposes be entirely the work of the person or persons who submit it. Actions that violate the standards of academic conduct include:

Plagiarism represents in any academic activity the words or ideas of another as one's own without proper acknowledgment. Acts of plagiarism include but are not limited to:

- paraphrasing ideas, data, or writing, even if it constitutes only some of one's own written assignment, without properly acknowledging the source; or
- using someone's words or phrases and embedding them in one's own writing without using quotation marks and citing the source; or
- quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or

- submitting as one's own, part of, or an entire work, produced by someone else; or
- transferring and using another person's computer file as one's own; or
- obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
- using visual images, dance performances, musical compositions, theatrical performances, and other digital resources as one's own without proper acknowledgement.

Cheating is improper application of unauthorized materials, information, or study aids, including but not limited to:

- obtaining unauthorized prior knowledge of an examination or part of an examination; or
- using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
- using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the Internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
- altering an exam or paper after it has been graded and requesting a grade change; or
- collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or
- making use of another person's data or work without proper citation in an assignment; or
- allowing another person to take a quiz, exam, or similar evaluation; or
- submitting work with identical or similar content in concurrent courses without permission of the instructors; or
- resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.

Facilitating academic dishonesty is assisting another to cheat, fabricate, or plagiarize, including but not limited to:

- allowing another student to copy from one's own work; or
- providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above; or
- taking a quiz, exam, or similar evaluation in place of another person; or
- signing on the attendance sheet the name of a student who is not present.

Fabrication is the falsification or invention of any information or citation in an academic activity, including but not limited to:

- crediting source material that was not used for

research; or

- presenting results from research that was not performed; or
- altering data to support research; or
- presenting fabricated excuses for missed assignments, tests, or classes; or
- falsifying documents or records related to credit, grades, status, or other academic matters.

Sabotage is understood as stealing, concealing, destroying or inappropriately modifying classroom or other instructional material of another, such as posted exams, library materials, laboratory supplies, or computer programs.

Students accused of violating the University's standards of academic conduct will be subject to disciplinary processes set forth in the Academic Conduct Procedures.

Student Academic Conduct Appeals Procedure

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 to the Senior 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.

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

Students who wish to change a major may do so with the written approval of their success coach. In some instances, approval of the academic department is also required.

Change of Major forms are submitted to the University Registrar's office 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. A student pursuing two academic plans is required to fulfill the academic majors and correlated requirements for both areas; however, only one degree will be awarded. In order for 2 separate degrees to be awarded, undergraduate students must earn a minimum of 150 credits.

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.

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 knowledge to prepare them to succeed in their academic studies and future careers. Through the high-quality curriculum, students 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 develop a plan of study with their Success Coach
3. Students in the Honors College may take the Honors College courses to satisfy their core curriculum requirements.
4. Transfer students only: Previous college coursework may substitute for core courses with the success coach's approval
5. Students who have earned an Associates of Arts or Associates of Science (or prior Bachelor's degree) are considered to have satisfied all 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 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 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

BIO	1	Foundations of Biology I	4
BIO	2	Foundations of Biology II	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	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
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

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

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

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

			Credits
ART	6	3D Visualization and Production	3
ART	31	Ceramics and Ceramic Sculpture in World History and Culture	3
ART	302	Pottery and Ceramic Sculpture 2	3
ART	101	Interpreting Art in the 21st Century	3
CMA	4	Media Literacy	3
CMA	9	Introduction to Media	3
CIN	10	Screenwriting II	3
CIN	11	History of World Cinema	3

ENG	21	Shakespeare: Comedies, Histories, Non-Dramatic Poetry	3
ENG	22	Shakespeare: Tragedies, Romances	3
ENG	59	Autobiographical Transformations: How a Writer Makes Life into Art	3
ENG	69	From Fiction Into Film	3
ENG	182	Introduction to Creative Writing	3
ENG	186	Writing in the Digital Age	3
ENG	189	Creative Writing: Experimental Fiction	3
ENG	193	Creative Writing: Young Adult Fiction	3
ITL	72	Contemporary Italian Art and Media through the Lens of Fashion	3
MUS	1	Introduction to Musical Concepts	3
MUS	2	Elementary Musicianship	3
PHI	16	Aesthetics: The Philosophy of Art and Beauty	3
PHI	29	Dreams and the Philosophy of the Unconscious	3
PHI	33	Philosophy and Film	3
THE	1	The Art of Theatre	3
THE	101	Introduction to Drama	3
THE	143	Shakespeare in Performance	3
THE	193	Devised Theatre	3
THE	360	The Art of Theatre	3

(6) Perspectives on World Cultures (3 credits)

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

			Credits
ANT	2	Human Society	3
ANT	35	Global Cultures	3
ART	1	Intro to Visual Arts: What Humans Make	3
ART	52	Inspired: Where Art and Academics Intersect	3
ART	53	Perspectives on World Cultures: Polyrythms	3
CIN	5	The Art of Documentary	3
ENG	8	World Literature II: From the Enlightenment to the Present	3
ENG	13	The Short Story	3
ENG	16	The Modern Novel	3
ENG	62	Love in the Western World	3
ENG	102	Literatures of Africa	3

ENG	156	Irish American Fiction	3
ENG	201	The English Language	3
ENG	202	Varieties of English	3
ENG	303	World Literature I: From Antiquity to Renaissance	3
ENG	304	World Literature II: From the Enlightenment to the Present	3
GGR	2	Geography and the Global Citizen	3
GGR	303	Human Geography: Man, Environment, Technology	3
GGR	304	Human Geography: Cultural/Demographic Environment	3
GGR	304	Model UN	3
FRE	1	Elementary French: Language and Culture I	3
FRE	2	Elementary French: Language and Culture II	3
FRE	3	Intermediate French: Language and Culture I	3
FRE	4	Intermediate French: Language and Culture II	3
HIS	1	The West and the World to 1750	3
HIS	2	The West and the World since 1750	3
HIS	3	American Civilization to 1877	3
HIS	4	American Civilization since 1877	3
HIS	5	The Ancient World	3
HIS	6	The Medieval and Early Modern World	3
HIS	14	Medieval Monsters	3
HIS	25	Latin America: 1000 A.D. to 1810 A.D.	3
HIS	29	Andean History, Culture, and Politics	3
HIS	32	Human Rights and Citizenship	3
HIS	46	Medieval Magic, Science, and Technology	3
HIS	50	Civil War and Reconstruction	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
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	303	History of Ancient Philosophy	3
PHI	304	History of Modern Philosophy	3
RUS	1	Elementary Russian: Language & Culture I	3
RUS	2	Elementary Russian: Language & Culture II	3
RUS	3	Intermediate Russian: Language & Culture I	3
RUS	4	Intermediate Russian: Language & Culture II	3
SOC	4	Food and Society	3
SOC	5	Gender and Sexual Diversity	3
SOC	35	Global Cultures	3
SPA	1	Elementary Spanish: Language & Culture I	3
SPA	2	Elementary Spanish: Language & Culture II	3
SPA	3	Intermediate Spanish: Language & Culture I	3
SPA	4	Intermediate Spanish: Language & 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
ART	177	Environmental Art and Politics	3
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	142	Leadership and Literature	3
ENG	168	The Jazz Age: American Fiction in the Roaring Twenties	3
ENG	183	Creative Writing: Non-Fiction	3
ENG	184	Writing and Healing	3
HIS	40	Early Christianities	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	19	Biomedical Ethics	3
PHI	20	Faith, Reason, and Spirituality	3
PHI	28	Environmental Philosophy	3
PHI	34	Philosophies of Love and Sex	3
POL	303	European Political Theory I	3
PSY	101	General Psychology	3
PSY	301	Principles of Psychology	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
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	166	American Rebels	3
ENG	188	Writing in the Workplace	3
GGR	1	The Geography of Sustainable Development	3
HIS	23	Globalization and Latin American Film	3
HIS	26	U.S.-Latin American Relations	3
HIS	30	History of Gender and Sexuality	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	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
(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 accredited institutions granting liberal arts degrees. Students with degrees from technical institutions would not qualify as core complete.

2. No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:

- a. Math - 3 credits
- b. Science - 4 credits
- c. Humanities and Arts - 3 credits
- d. Social Sciences - 3 credits
- e. First-Year Writing (ENG 1 and 2) - 6 credits

Humanities and the Arts designations include:

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

Social Science designations include:

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

Science designations include:

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

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

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

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

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

Writing Across the Curriculum

LIU Post's Writing Across the Curriculum (WAC) program is based on the premise that thought and language are aligned – 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

Enrollment

Students are eligible to enroll in courses at the University if the following criteria have been met:

- Must be a current/active student
- Must be in good financial standing with the University.
- Must be academically eligible to continue in their program
- Must have satisfied all Admissions requirements

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at <https://liu.edu/enrollment-services/registration/academic-calendar>. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester
- If extenuating circumstances exist, permission for late enrollment must be secured by each course instructor, department chair, and dean within 2 weeks following the drop/add period as described above. All required signatures must be secured on an enrollment card and submitted to Enrollment Services.
- Students are not permitted to enroll beyond the fourth week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the fourth week of the term. Under no circumstances is retroactive enrollment beyond the fourth week of the term permitted.

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 should meet with their success coach.

The Division of Student Affairs disseminates registration communications to all students via 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.

Adding or Dropping Courses

Adding courses: Students may add classes to their schedules through their MyLIU portal during the online registration period. Online registration ends after the second week of classes for the fall and

spring terms. Nontraditional terms and sessions will have customized add dates. See the University's Tuition Liability Policy for additional details. Some classes may be blocked for online registration because they require department approval. If online registration is unavailable, the student must submit a completed Enrollment Change Form to the Office of Enrollment Services with approval signatures. Please see the section on Departmental Consent below for additional information.

Beginning with the third week of classes, course additions require the approval of the following persons and/or departments before the Office of Enrollment Services will process the change:

- Instructor (required)
- Dean or Department Chairperson (required)
- Student Financial Services (for changes in cost of attendance or enrollment status)

All course enrollment for full-semester courses must be completed by the end of the fourth week of the term. Enrollments after that time is not permitted. Retroactive enrollment for courses from a prior term is not permitted under any circumstance.

The following course enrollments require special administrative or departmental consent:

- **Restricted Courses:** occurs if the department has restricted enrollment in a course. The student must obtain either a course permission code or signature from the instructor, department chair, or dean, as defined by the academic department.
- **Credit Overloads:** occurs at the career level; when a student would like to add a course(s) that will take him/her over 19 credits for undergraduates and 12 credits for graduates for the semester. Full-time undergraduate students who add credit hours over 18 will be charged additional fees for those excess hours. Students wishing to enroll in an overload must obtain the signature of the advisor and chair as defined by the academic department.
- **Closed Courses:** occurs when there are no seats available in the course. The student must obtain the signature of the course instructor and department chairperson.
- **Time Conflicts:** occurs when two courses take place during the same or overlapping time period. The student must obtain the signature of both instructors and the department chairperson for each course.
- **Requisite Overrides:** occurs when the student does not have the required pre- or co-requisite for the course. The student must obtain the signature of the instructor and department chairperson.
- **Service Indicator Overrides:** occurs when a student has a hold on their account that prevents them from engaging in an enrollment activity. Students are advised to check for

registration holds on their MyLIU portal Student Center page to determine the origin of each hold. The student should contact that office noted and remedy the situation so as to have the hold either removed from their account or obtain approval for the hold to be overridden.

Dropping courses: 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 the Office of Enrollment Services
- Drop courses through their Success or Enrollment Services 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 3rd 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 the Drop and/or Withdrawal from Courses Policy and the 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 in these cases via writing.

Drops after the add/drop period must be officially processed as a partial or full withdrawal. Please see Withdrawal Policy and/or Appeals Policy for additional details.

The following course drops may require special administrative or departmental consent as follows:

- **Co-Requisite Overrides:** occurs when the student is attempting to drop a course that is a

co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.

- Student-Athletes: NCAA regulations require that student-athletes must be full-time degree-seeking students to participate in intercollegiate athletics. Student-Athletes must be enrolled in a minimum of 12 credits per term. If a student-athlete falls below 12 credits, they are immediately ineligible to practice or compete. Athletes are advised to speak with the athletic department before dropping courses.
- Residential Life: Undergraduate resident students are expected to maintain full-time enrollment status each term. Undergraduate residents are advised to speak with the Office of Residence Life before dropping classes.

Withdrawal

Students are able to withdraw from course(s) after the end of the drop/add period. An official withdrawal refers to an action taken by a student to discontinue enrollment in the course. The course is recorded on the transcript with a grade of W.

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

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes before the withdrawal deadline detailed in the academic calendar but doesn't take appropriate action to officially withdraw from the class/university. Since no official withdrawal was completed, faculty can assign a grade of NC (No Credit earned) or F at their discretion.

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.

Students may officially withdraw from Summer Session courses or courses meeting for shorter sessions within regular fall/spring semesters 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

The effective date of withdrawal 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 Refunds: Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

- For official withdrawals, the effective date of the withdrawal will determine the student tuition liability due or refund due to the student.
- For unofficial withdrawals, the student is responsible for all associated tuition charges and fees.

Transcripts and Grades: Transcript grades will depend on when the student withdraws from courses.

- For official withdrawals, a grade of W will be assigned for the course or courses and will appear on the student's transcript
- For unofficial withdrawals, a grade of NC or F will be assigned for the course or courses and will appear on the student's transcript.

For both official and unofficial withdrawals, credits for the course or courses will be considered attempted but not earned.

Withdrawn courses or NC (No credit earned) grades do not affect a student's grade point average.

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.

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 for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

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.

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

Students who withdraw from all courses may be subject to readmission according to the University's Readmission Policy. 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 transcripts.

In accordance with National Collegiate Athletic Association (NCAA) regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the University.

In accordance with the U.S. Department of Veterans Affairs (VA) regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the University.

Appeals for Late Drop or Withdrawal from Courses

A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to Enrollment Services. All appeal requests must be submitted by the student. Appeals submitted by a parent, legal guardian or spouse will be accepted only if the student is incapacitated.

REQUIRED DOCUMENTATION

- A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The

statement must explain why the appeal request is justified. In addition, information regarding extenuating or unusual circumstances that impacted his/her situation must be included.

- Supporting documentation: may include the following:
- Proof of attending another Institution
- Proof of deployment
- Death Certificate or obituary statement
- Documentation of medical diagnosis and visit dates
- Records of hospitalization, mental health or drug treatment
- Other supporting documentation supporting the inability to follow the normal drop/withdrawal deadlines

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 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.

Maintenance of Matriculation

It is expected that students will fulfill the requirements for the degree by registering over successive semesters (excluding summer sessions), by attending classes, filing for a Leave of Absence, or by maintaining matriculation. A fee must be paid for each term in which a student maintains their matriculation.

Students approved for maintenance of matriculation can 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 a Success Coach or Enrollment Services representative for maintenance of matriculation prior to or during the registration period in a given semester. This matriculation status will be recorded on students' records 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. Students who do not properly maintain their matriculation must apply for readmission to their academic program in accordance with procedures set forth in the academic catalogs.

Leave of Absence

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

A student who wants to interrupt their studies at the University for a temporary period (up to one year) may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. 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. No financial aid or additional fees will be assessed during the leave of absence period.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree-seeking undergraduate or graduate student

- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be academically eligible to enroll (i.e., has not been academically suspended or dismissed)
- 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
- Graduate students and students in certain cohort-based programs require department/dean approval to be indicated on the Leave of Absence form.

A Leave of Absence Application must be submitted to Enrollment Services prior to the start of the term for which the leave is requested. If a student has already enrolled for the semester for which a leave is being requested, they must drop all courses; if they do not, their courses will automatically be dropped upon approval of the Leave of Absence.

Leaves of Absence are granted for future terms only, and are not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the University according to the University's Official Withdrawal policy and appeal any charges assessed to their accounts, or receive incomplete grades that can be made up with the instructor(s). In all such cases where an official leave of absence is not granted, the University is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid.

Federal student loan guidelines mandate that a student must return from an approved leave of absence within 180 days from the start date of the approved leave. 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.

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

Auditing Courses

Selected classes may be audited on a non-credit basis. Auditing status must be elected at the time of registration for the class. *No grade or credit is awarded for courses that are audited. Please note: The laboratory component of all science courses cannot be audited, nor can any independent study/individual instruction classes.*

Life Experience Credit

Life Experience Credit (LEC) is credit given in recognition of knowledge obtained in some way other than study in a two or four year accredited college. The knowledge must be equivalent to what would be learned in a LIU Post undergraduate course, and the applicant must be able to demonstrate such knowledge. It is the learning, not the experience itself, for which credit is awarded.

LIU undergraduate degree candidates who have completed at least six (6) undergraduate credits may be eligible for LEC. LIU graduate degree candidates may be eligible to apply for undergraduate LEC that is a prerequisite to acceptance in, or graduation from, a program leading to a graduate degree, or required for professional certification in the candidate's graduate area. To be eligible, a student must have completed six credits in a graduate degree program at LIU.

Student may demonstrate knowledge gained through life experience in the following ways:

- Written examinations given by the department; sometimes in the form of a final examination, typically given in the relevant class.
- Demonstration of skills through performance or presentation of a portfolio. This method could be used in evaluating skills in such areas as foreign language, writing, art, music, and dance.
- Written presentation with documentation. This method may include an essay identifying what the learning is and should demonstrate the relationship of the learning to a particular course at LIU. Include in the presentation documents and other materials that verify this learning. For example, real estate and insurance brokers, nurses, and medical technicians may have taken in-service courses and been awarded licenses or certificates of proficiency, which may be presented as supporting evidence.

The evaluator who determines LEC is a faculty specialist in the field; the evaluator decides what method of demonstration is appropriate; what evidence is necessary; and how much evidence is required to make a decision.

If Life Experience credit is approved, the student is notified to pay a fee of \$250 per credit granted. Once the fee is paid at Enrollment Services, the University Registrar's office posts the credits to the student's record.

The following additional criteria apply to the awarding of LEC:

- LEC is not awarded for graduate level courses.
- LEC does not count towards the residency requirement for graduation with honors.

- LEC is not awarded for Accounting, English Composition or Criminal Justice courses.
- A maximum of six (6) LEC credits will be awarded in foreign language.
- Students may not use LEC earned in a foreign language to fulfill a core curriculum requirement.
- The number of credits granted through LEC for a baccalaureate degree may not exceed 60. If a student also earns CLEP credit, the maximum combined LEC and CLEP credits may not exceed 60.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested and authorized by the student. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior consent from the student.

To request an official transcript the following procedures apply:

- Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: \$15.00 per transcript.
- Alumni or students not currently enrolled can order transcripts online through Parchment at www.parchment.com. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that Parchment uses current web encryption technology and your information is secure. Cost: \$15.00 per transcript.
- In-Person "On Demand" transcripts- Students may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed on the spot. Cost: \$25.00 per transcript.

Students who wish to release their transcripts to a third party for pick up must provide signature authorization for that request. The third party will be required to show a photo id.

Additional Administrative Policies

Changes to Academic Records

Students have until the time of their graduation to have changes made to their academic records. Once a student has graduated, the academic record is frozen and cannot be changed retroactively.

Failure to Fulfill All Non-Academic Requirements

Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including issuance of diplomas.

Course Cancellations

The university reserves the right to cancel

undersubscribed courses. When it does so, there is no fee charged to the student.

Policy for Taking Courses at Another Institution

Matriculated students at LIU Post may only take courses at another institution and have credits transferred to LIUPost under the following conditions:

- Students must file a Visiting Student Authorization (VISA) application to take courses at another institution with their Success Coach who will advise regarding the specific approvals needed
- The other institution must be an accredited institution.
- A maximum of 9 credits can be taken at other institutions once a student has enrolled at LIU.
- Only credits for courses with grades of C- or better may be transferred.

Changes of Address or Phone Number

A student must report changes of address or phone number to Enrollment Services or by updating the information directly at MyLIU.

TUITION AND FEES

Tuition and Fee Schedule

Application Fee (non-refundable)	\$ 50
Tuition Deposit (non-refundable)	200
Bachelor’s Degree and Undergraduate Studies, 12-18 credits, per term	19,342
Bachelor’s Degree and Undergraduate Studies, per credit	1,207
Undergraduate Audit Fee, per credit	604
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	1,017
Less than 12 credits, per term	509
Testing and Lab Fee:	
Nursing BS, per term	450
Nutrition & Dietetics BS, 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, per term	2,250
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

Housing and Meal Plan Schedule

Fall/Spring Accommodations (per term)

Housing Deposit (non-refundable)	\$ 300
Single Room	9,187
Single Room*	9,437
Medical Single Room	5,250
Medical Single Room*	5,500

Double Room	5,250
Double Room*	5,500
Suite Double	5,616
Suite Single	8,425
Triple Room	4,525
Triple Room*	4,775

* Temperature Controlled

Intersession Rate:

Per week	346
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Summer Accommodations (per session)

Single Room	2,467
Double Room	1,837

Fall/Spring Meal Plans (per term)

Residential Plan 1 (unlimited meals/ \$300 dining dollars)	2,938
Residential Plan 2 (14 Weekly Meals/ \$300 dining dollars)	2,695
Residential Plan 3 (10 Weekly Meals/\$300 dining dollars)	2,441
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Plan 1 (25 meals & \$50 dining dollars)	260
Commuter Plan 2 (50 meals & \$50 dining dollars)	416

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.

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.	

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 to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
Winter Term	
1st Day	\$150
Spring Term	
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
Summer Term	
July 15	\$150

Residence Hall Cancellation Policy

Students who wish to cancel their residence hall room must notify LIU Promise by completing the cancellation form to be eligible for a refund. The effective date for a student’s cancellation is the date on which the student has completed all of the following requirements:

- Submits the Residence Hall Cancellation Form
- Vacates and removes all personal belongings from their assigned room
- Properly checks out with residence hall staff

Refund eligibility for residence halls rooms are determined according to the schedule below:

Withdrawals during	Fall/Spring	Summer
1st Calendar Week	90%	60%
2nd Calendar Week	75%	25%
3rd Calendar Week	50%	No Refund
4th Calendar Week	No Refund	No Refund

A refund will be initiated upon completion of the cancellation process. Refunds are issued to a student’s Student Financial account and are first

applied to any outstanding balance before being credited back to a student. Meal plans are not eligible for a refund once the semester begins.

Students who are restricted from the residence halls or removed from housing due to violations of the Student Code of Conduct or other policies of Long Island University are not eligible for a residence hall refund.

Student Billing and Collection Policy

The University takes all necessary and reasonable collection efforts to ensure that outstanding and overdue accounts are accurate and paid in accordance with the following:

- The University deals with all students in a fair and equitable manner and will be professional and accountable in all interactions with our students.
- The University is consistent in its billing and collections actions and the application of University payment policies. The process for the collection of outstanding accounts is standardized and comprised of a series of e-mails, notices, and telephone calls informing students of the status of their accounts.
- Under New York State Law S.5924-C/A.6938-B, the University may not withhold official transcripts from students.
- The University may withhold diplomas or may not allow future registration for students with outstanding accounts receivable.
- The University works with students to resolve all outstanding bills and makes efforts to keep collections in-house.
- The University places difficult to collect accounts with external licensed collection agencies, all of whom are reputable and respectful of applicable legislation, codes of conducts and the privacy of information. Accounts are sent to collections only after all other efforts have been exhausted and the student is no longer in attendance.

The Office of Student Financial Services assumes the following roles and responsibilities with regard to this policy:

- establishes a collection policy and the escalating nature of the collection process.
- clearly articulates and publishes the collections policy on the University’s web site and in student publications and guides so that students and families are informed of the repercussions of non-payment.
- ensures that oversight and monitoring of external collection agency relationships exist and are maintained.
- ensures that collection agency staff do not gather, retain or disclose information about any student in contravention of any federal, state, or local laws or statutes.
- tenders new collection agency services through a competitive bidding process. New placements to collection agencies are based solely upon the successful recovery of outstanding amounts due.

The Office of Enrollment Services assumes the following roles and responsibilities with regard to this policy:

- ensures established protocol and standardized business processes are in place for the collection of outstanding overdue amounts and that all collection activities are undertaken within an approved collection business processes, guidelines and accepted code of ethics.
- ensures all efforts to collect overdue accounts have taken place before an account is placed with an external collection agency.
- identifies accounts that should be managed in house and not be placed with external agencies.

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by

Long Island University through bankruptcy (any chapter), will have full access to records and may register for future semesters. However, all payments must be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

Student Health Insurance Policy

Long Island University requires all residential, clinical, intercollegiate athletes, and international students to maintain health insurance. The University sponsors a Student Health Insurance Plan with below-market rates that provides students with health coverage at school, at their permanent residence, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and provides students access to a network of doctors, hospitals, and pharmacies. All eligible students are automatically enrolled in the University-sponsored Plan, but may waive their participation by providing evidence of coverage under a family plan or other policy that meets or exceeds coverage set forth in the University-sponsored Plan.

Additional information regarding LIU's Student Health Insurance Plan can be found on the University's website: <https://liu.edu/enrollment-services/tuition-fees/student-health-insurance>

Third Party Payment Policy

The University allows third-party bill clearance to accommodate delays in receiving payments or for those entities that required the submission of completed grades for the term prior to the release of funds. In order for the University to recognize an anticipated third-party payment for a student's tuition, fees and/or other charges, written authorization is required on corporate letterhead. All letters are subject to review by the Office of Enrollment Services and must include the following information:

- Student name
- Student ID and/or social security number
- Term or academic year covered
- Number of credits or coursework covered
- Dollar or percentage limit of total charges (if applicable)
- Sponsoring company's name, billing address, contact name, telephone number and e-mail address.

Students must submit the written authorization described above in person to the Office of Enrollment Services, along with a completed Third-Party Payment Form and payment for any remaining balance.

The University will place a student in good financial standing for the term if the student presents written authorization from a third party or sponsoring company that intends to make payment on their behalf.

Tuition and Fees Liability and Refund Policy

By registering for courses at LIU, a student enters into a legally-binding contract to pay all tuition and fees, including any non-refundable fees. A refund of tuition depends on when a student drops classes and whether the student adds other classes. Whether a student withdraws from a single course or withdraws from the University completely, refunds are directly tied to the University Academic Calendar as published on the LIU website.

To be eligible for a refund of tuition, program fees, and mandatory fees, students must drop courses by the specified refund dates published for each semester in the Academic Calendar. Sessions with beginning or ending dates different from the standard term schedule will have refund schedules specific to each session. Class start and end dates will identify the proper refund

calendar to follow.

Tuition liability is the amount of money a student owes the University for tuition, fees, room, board, and miscellaneous charges based on the student's expected presence or participation in University activities. The following criteria apply to tuition liability:

- Zero liability results when a student properly drops or officially withdraws from classes in accordance with University policy prior to the start of the term or during the drop/add period. During zero liability, refunds will be processed and charges removed for tuition and all fees.
- Partial liability results when a student properly drops or officially withdraws from classes after the drop/add period. The amount due to the University will be prorated according to the published session liability schedule, and partial refunds will be processed.
- 100 percent liability results when a student is liable in full to the University for all tuition, fees, room, board, and miscellaneous charges. During 100 percent liability, no refunds will be processed and payment is due in full at the time of withdrawal.

Students are expected to pay for their classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. Non-attendance and/or non-payment do not constitute official withdrawal from the University. The calculation of tuition and fee liability, if any, is based on the date of the student's official withdrawal or drop in accordance with University's Adding or Dropping Courses Policy and Withdrawal from Courses Policy. The University offers tuition insurance for all registered students, which can be purchased directly through the University each term.

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Student health insurance charges cannot be refunded once the policy has been utilized (e.g., a claim has been filed on behalf of the student).

The University develops and publishes tuition liability schedules by term that are clear and consistently applied.

For withdrawals during traditional fall and spring terms:

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

For withdrawals during summer and other sessions seven weeks or greater:

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

For withdrawal during summer and other sessions three to seven weeks:

Withdrawal Date	Liability
Day 1-3	0%
Day 4-5	50%
Day 6+	100%

For withdrawal during winter and other sessions two weeks or less:

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

Students requesting a review of tuition and fee liability must complete the

University's Student Appeals Form in accordance with University policy and submit all required supporting documentation. Students who withdraw with liability and have purchased tuition insurance can file a claim with the University after withdrawing to recoup the insured amount.

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 federal and/or state aid, including scholarships, loans, and work-study. 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.

Applying for Financial Aid

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 federal and/or state-based 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 make satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for TAP, Aid for Part-Time Study (APTS), or 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 the 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 charges; they can range from \$500 to full tuition 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

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 6 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.

To be considered for a part-time TAP award, students must be enrolled in 6-11 credits and file both the Free Application for Federal Student Aid (FAFSA) and the NYS Student Aid Payment Application (TAP application). When the student’s application is fully approved, TAP will be calculated as full-time. A TAP payment roster will be sent to the school with the full-time TAP award listed. Part time-TAP awards are recalculated by the NYS Higher Education Services Corporation after a school identifies part-time students when certifying its roster.

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 awards 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.)

Pell Grants are initially calculated as full-time, based on the student’s EFC and cost of attendance

(COA). The annual award is the maximum amount a student would receive during a full academic year for a given enrollment status, EFC, and COA. A part-time student will receive a reduced amount from the annual award, based on the US Department of Education’s 3/4-time, 1/2-time, or less-than-1/2-time Pell disbursement schedules.

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 for 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.

Federal Student Aid Credit Balances and Refunds

It is the University's policy to ensure Federal Student Aid (FSA) credit balances are managed in accordance with Federal and other regulations. When the University disburses Title IV aid to a student's account and the total amount of all Title IV aid exceeds the amount of tuition and fees, room and board, and other billed charges, the University will pay the resulting credit balance directly to the student or parent via check as soon as possible but:

- no later than 14 days after the balance occurred if the credit balance occurred after the first day of class of a payment period; or
- no later than 14 days after the first day of class of a payment period if the credit balance occurred on or before the first day of class of that payment period.

The Office of Enrollment Services monitors FSA credit balances on a daily basis for all active financial aid years. Refund checks are processed at University Center each day after the receipt of refund lists from the campuses. If PLUS loan funds create the credit balance, the refund will be issued to the parent unless he/she has authorized the University in writing or through studentaid.gov to transfer the proceeds directly to the student for whom the loan is made. The University issues refund checks by mail to the student's and/or parent's permanent address on record. Students may also set up direct deposit refunding by adding their domestic bank account of choice to their MyLIU account. Refund checks that are unclaimed after 240 days will be returned to the Department of Education. The University does not require

students to take any action to obtain their credit balance. It is the sole responsibility of the University to pay all FSA credit balance within the 14-day regulatory time frame. The University may use current year funds to satisfy prior award year charges for tuition, fees, room and board for a total that does not exceed \$200.

Notwithstanding any authorization obtained by the University, LIU will provide students with any remaining FSA credit balances resulting from FSA loan funds by the end of the loan period and any other FSA program credit balances by the end of the last payment period in the award year for which the funds were awarded. Students of parents who receive an FSA refund triggered by the disbursement of Title IV funds may still owe a balance to the University, most often related to a prior term or a subsequent withdrawal from some or all of their classes. Upon receiving a refund, students and/or parents should verify whether any outstanding balance remains on the account and determine how best to satisfy payment obligations so as to avoid any holds or late payment fees being placed on the account. If a student or parent overpays a student's account, related credit balances will be refunded to the student, regardless of the source of payment. Overpayments resulting from credit card transactions will be refunded to the original credit card from which the payment was made. EFT and wire transfers will be refunded to the original bank account from which the payment was made. All other non-FSA credit balances will be refunded by check or via direct deposit if the student has added their bank account of choice to their MyLIU account.

New York State TAP Waiver

Full time students who are New York State (NYS) residents and have applied for the NYS Tuition Assistance Program (TAP) will receive an award notice from New York State. Each semester, the award must be certified by the University based on certain regulatory and academic requirements. Among the requirements is the obligation of the student to maintain "good academic standing" as defined in NYCCRR 8 §145-2.2 and as it relates to the following:

- Pursuit of Program is defined as receiving an 'A-F' letter grade in a certain percentage of courses each semester depending on the number of TAP/State awards the student has received.
- Satisfactory Academic Progress requires students to accumulate a specified number of credits and achieve a specified cumulative grade point average each term depending on the number of TAP/State award payments the student has received.

Students who fail to maintain good academic standing as the result of unforeseen or extraordinary circumstances, and who thus become

ineligible for a TAP award, may apply to the University for a TAP Waiver. In certain cases, the requirements regarding Pursuit of Program or Satisfactory Academic Progress may be waived once during a student's undergraduate enrollment. Waivers are based on an undue hardship that has affected the student's ability to maintain good academic standing during a particular semester. A waiver may be granted only when there is a reasonable expectation that the student will meet future State requirements. Waivers are based on documented evidence of:

- a death or illness in the student's family
- serious illness of the student
- other extenuating circumstances beyond the student's control.

Waiver requests must be made in writing to the Office of Enrollment Services and must include:

- a letter stating the reasons for the student's failure to meet academic requirements and how conditions have changed so that future academic progress will not be impeded
- pertinent documentation supporting the waiver application (e.g., physician's written statement, death certificate, etc.)
- a written recommendation from the student's Dean

Return of Federal Funds

The University returns Federal funds in accordance with Federal regulations.

Students who receive Title IV federal aid and withdraw from all courses prior to completing 60 percent of the academic term will have their federal financial aid pro-rated in accordance with a Return to Title IV (R2T4) calculation. After the 60 percent point of the academic term, students are considered to have earned all of their Title IV aid for the term.

For students who officially withdrawal from the University, the last date of attendance will be either: 1) the date that the student submits to the Office of Enrollment Services a signed Official Withdrawal Application; or 2) the date that the student emails the Office of Enrollment Services requesting to withdraw and providing all required information. In cases where the student partially withdraws from some classes before fully withdrawing for the term, the University will use the latest date as the last date of attendance. Students who are granted an official leave of absence in accordance with the University's Leave of Absence Policy are not considered to have withdrawn for the term.

For students who unofficially withdraw from the University, the last date of attendance will be the midpoint of the term. For students who receive a combination of W, NC, UW grades and one F, the student will be considered to be in attendance unless the individual who submitted the F grade, upon request by the Registrar, does not change the

grade to a NC.

The calculation of the amount of Title IV assistance earned by the student is based on the payment period associated with the term during which the student withdrew from classes. The payment period represents the duration between the start and end date of the term, less any scheduled breaks of five consecutive days or more.

To determine the amount of Title IV aid to be considered, the University will calculate the total amount of disbursed Title IV aid for the term in which the student withdrew. Aid is counted in the calculation if it has been applied to the student's account on or before the date the student withdrew or could have been disbursed had the student still been registered for classes. The amount of this Title IV aid earned is calculated on a pro-rata basis using the last date of attendance within the payment period.

The amount of unearned aid to be returned is based on the total institutional charges for the term, which includes tuition, fees, room, and board, less the amount of aid earned by the student. The University will return, in the order specified below, the lesser of the following:

- the total amount of unearned Title IV assistance to be returned; or
- the total amount of unearned institutional charges.

Title IV funds that are not the University's responsibility to return must be returned by the student. The University will notify each student in writing when they have a responsibility to return funds. In certain cases, the return of unearned aid will result in a balance due to the University, particularly if the student previously received and cashed one or more refund checks.

The portion of federal aid that is not earned by a student will be returned to the appropriate federal student aid program(s) in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Once the University determines which federal student aid program(s) are to receive returns, a formal written letter is mailed to the student.

The University will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the student's last date of attendance as defined above. For students who unofficially withdraw from the

University, Title IV funds will be returned no later than 45 days after the end of the term.

Returns of Title IV grant funds, other than funds that are being returned to stay in compliance with the excess cash requirements, are offset by a downward reduction in the student's records at the federal Common Origination and Disbursement (COD) system. Similarly, all returns of Direct Loan funds are offset by downward reductions to a student's record at COD. In addition, when all or a portion of a Direct Loan is cancelled (either because the borrower requested the cancellation within the regulatory time frames or to comply with statutory or regulatory requirements), the University will make the appropriate adjustment to the student's record in COD. All returns of FSA Grants and Direct Loan funds previously disbursed are also performed by the University through the federal G5 system. If the total amount of Title IV aid that the student earned is greater than the total amount of Title IV aid that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the student's last date of attendance, the difference between these amounts must be treated as a post-withdrawal disbursement.

If outstanding charges exist on the student's account, the University will obtain written confirmation from the student and/or parent to determine if they wish to have a Title IV post-withdrawal disbursement processed. Upon receipt of written approval, the University will apply the funds directly to the outstanding balance due. If the student and/or parent does not respond, no post-withdrawal disbursement will occur.

Satisfactory Academic Progress (SAP)

Students are required to make satisfactory academic progress (SAP) toward the completion of a registered degree or certificate program in order to receive federal financial aid and state tuition assistance. Satisfactory academic progress is measured by a student's cumulative grade point average (GPA) and the amount of credits they have earned.

Standards for Federal Financial Aid Programs

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

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the above criteria are eligible to appeal this decision if extenuating circumstances played a factor in their academics. An appeal must be made in writing to the University and include an explanation of the circumstance that may have adversely affected the student's ability to meet the academic requirements, and the 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: 1) be placed on probationary status for one semester after which the student must meet SAP guidelines; or 2) be successfully adhering to an individualized academic plan that was developed for them as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

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

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

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

The criteria below outline the progress that is required for a full-time graduate or dual degree student in their graduate phase of studies to be considered in good standing:

Completion Rate Requirement: All students must earn at least 67 percent of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined in the Academic Catalogs under the specific degree program.

GPA Requirement: Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

The criteria below describe the progress that is required for a full time professional Pharm.D. student to be considered in good standing:

SAP Completion

Requirements		SAP	
GPA Requirements			
Credits Attempted	Credits Earned	Total Credits Earned	Cum GPA Required

0 - 29	50%	0- 29	1.8
30-208	67%	30- 59	1.9
209 and above	80%	60- 138	2.0
		139 and above	2.0

The criteria below outline the progress that is required for a full-time Doctor of Veterinary Medicine student to be considered in good standing:

- Completion Rate Requirement: All students must earn at least 67 of their attempted hours. Students may not receive federal aid for classwork that exceeds 150 percent of their degree requirements.
- GPA Requirement: Students must maintain a 2.0 GPA

Federal SAP requirements also include the following criteria:

- 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), NC (No Credit Earned), INC (Incomplete), and IF (Incomplete Fail) 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 successfully completed once.
- Students may not receive Federal aid for classwork that exceeds 150 percent of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

Standards for New York State Awards

To receive financial aid awards from New York State, including undergraduate Tuition Assistance Program (TAP) funding, students must meet academic standing requirements as defined by the New York State Education Department. These requirements are different from those set forth by the Federal government, and are applicable only to New York State awards.

The basic measures for good academic standing for TAP 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 required 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 academics.

Waivers may be granted in accordance with NYCCRR 8 §145-2.2.

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

Before Being Certified for Payment

Semester	Must accrue this many credits	With at least this 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

New York State SAP requirements also include the following criteria:

- Students must be registered for a minimum of 12 credits per semester.
- Students may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that students must meet are dependent upon when they first received an award from NY State, as well as their remedial status.
- Students are evaluated according to their total TAP points received, including any awards received at previous institutions.
- Students must complete a minimum number of credits each term, as well as on a cumulative basis, to continue to receive TAP funding.
- Students who have accrued 60 credits are required to declare a major to maintain their TAP eligibility.
- Students must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as students progress in payment points.
- All students must have a cumulative GPA of 2.0 or better after accumulating 24 or more

payment points (e.g., four full time semesters).

- Students who are not making progress, and/or not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance.

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 Loan Counseling

The University follows federal regulations 34 CFR 685.304 governing federal direct loan programs and 42 CFR Part 57 governing the HRSA health professions student loan program.

In accordance with these provisions, LIU manages the loan counseling process by identifying:

- students who require entrance and exit counseling
- methods by which the University communicates with students regarding entrance and exit counseling
- process by which students will receive counseling; and
- procedures to be followed by students who do not complete the loan counseling process

Verification of Financial Aid Information

There is a process for verifying application information and making corrections on a student's Free Application for Federal Student Aid (FAFSA) with the Department of Education's Central Processing System (CPS). The regulations in 34 CFR Part 668 Subpart E govern institutional verification of information submitted by applicants for federal student financial assistance.

In accordance with the provisions of Subpart E, LIU has established verification procedures that address the following:

- the time period within which an applicant must

provide any documentation requested by the University

- the consequences of an applicant's failure to provide the requested documentation within the specified time period
- the method by which the University notifies an applicant of the results of its verification if, as a result of verification, the applicant's Expected Family Contribution (EFC) changes and results in a change in the amount of the applicant's assistance under the Title IV, Higher Education Act (HEA) programs;
- the procedures the University will follow or the procedures the University will require an applicant to follow to correct FAFSA information determined to be in error; and
- the procedures the University will follow for making referrals to the Office of Inspector General.

Institutional Responsibility: The University must require an applicant whose FAFSA information is selected for verification to submit supporting documentation to verify specified data elements of the FAFSA, unless the applicant qualifies for a federal exclusion.

Applicant Responsibility: If the University requests documents or information from an applicant under this Subpart E, the applicant must provide the specified documents or information.

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 www.liu.edu/campus-life.

Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 38 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 nearly 100 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 www.liu.edu/campus-life.

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 at www.liu.edu/diversity-equity-and-inclusion 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. For more information, visit www.liu.edu/campus-life/residence-life.

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

University Recreation and Intramurals serves as an integral part of campus life. University Recreation provides engaging programs and state-of-the-art facilities and equipment to enrich the student experience and foster a lifetime appreciation of and involvement in wellness and recreational sports. Campus Recreation offers student and community membership, open gym and pool hours, access to the fitness center, opportunities for club sports and intramural events, and health and wellness programs for students. To learn more about University Recreation, visit www.liu.edu/university-recreation.

Student Code of Conduct

Long Island University students are expected to abide by the five principles of the Student Code of Conduct: respect for oneself, respect for others, respect for property, respect for authority, and honesty. Students who violate the policies of Long Island University may be subject to appropriate disciplinary action.

Student Affairs, through designated hearing officers, oversees the enforcement of the Student Code of Conduct. The University recognizes that disciplinary jurisdiction may extend to off-campus activities. The University has the discretion to exercise jurisdiction over off-campus behavior if it: 1) adversely affects the health, safety, or security of any member of the University community; or 2) adversely affects the interests of the University.

In determining whether to exercise off-campus jurisdiction, the University will consider the seriousness of the alleged harm, the risk of harm involved, whether the victim(s) are members of the University community or whether the off-campus conduct is part of a series of actions which occurred both on and off campus.

Students are accountable for adhering to all regulations in the LIU Student Handbooks. As noted under item "U", 'Violation of University policies' in "Respect for Authority" below, students must understand that they are subject to "all policies communicated elsewhere in this Handbook, University publications, verbal directives by University officials or as posted by any department."

Students enrolled in specific schools or colleges may be subject to the code of conduct established within that school or college and as overseen by the academic dean or an applicable accreditation body. If there is a conflict the more restrictive code applies.

To read the full Student Code of Conduct, please see the LIU Student Handbook or visit www.liu.edu/policy.

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.

The 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

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.

Speech and Hearing Center

The Speech and Hearing Center, located in the lower level of Post Hall, 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

The Post Campus is 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/university-recreation.

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. To learn more about Student Run Businesses or visit their online stores, visit www.liu.edu/student-run-businesses.

The Student Body, Clothing Collective

LIU's first student-run business, The Student Body Collective, 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

Student Affairs

Student Affairs is a collaborative and innovative unit 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. Student Affairs 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 coordinates several key programs including, Commencement and Parent and Family Programs.

Student Affairs 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! To learn more about Student Success, visit www.liu.edu/student-success.

Success Coaches 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

The Center for Healthy Living is a collaboration of on-campus resources and strong partnerships with local health organizations and professionals, including the Northwell Health Behavioral Health College Partnership, Northwell Health - Go Health, and the LIU Post Nutrition Department.

Students have access to on-campus mental health counseling, nutrition counseling, religious and spiritual counseling, and access to tele-health and

local in-person health care.

Northwell Health – GoHealth is the health services provider for Long Island University. Northwell Health is the largest health system in New York State and one of the most recognized in the country. Students have easy and convenient access to health care through same day virtual visits, in-person appointments, and seamless referrals to specialists.

To learn more about Center for Healthy Living services, visit www.liu.edu/post/center-for-healthy-living.

The Learning Center

The Learning Center is committed to helping Long Island University students achieve academic success. The Center provides a full range of support services, educational strategies, and opportunities to achieve their personal, academic, and professional goals.

Services include:

- Tutoring Program
- Writing Center
- Academic Success Workshops
- Disability Support Services
- Veteran Services

Learning Center resources are offered free for all LIU students during the academic year. The Center works collaboratively with each student and their success coach to ensure successful academic progress towards completing their LIU degree. The Center also collaborates with academic faculty, LIU Promise, the Center for Healthy Living, and other University departments to maximize each student's support. The Learning Center is conveniently located in the Library, an important tool for student success and learning at Long Island University.

To learn more about the Learning Center, visit liu.edu/student-success/learning-center.

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

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 the Learning Center, 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. To learn more about Veteran Services, visit <https://liu.edu/student-success/learning-center/veteranservices>.

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 starts 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.

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 all Career Success resources, visit liu.edu/career-success.

International Student Services

The University is home to international students from countries around the globe. 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.

To view a copy of the International Student Handbook for information on maintaining F-1 Visa status, visit liu.edu/student-success.

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 Emergency Alert System is designed to instantly and simultaneously contact LIU 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's homepage www.liu.edu, 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 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.

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 285,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, 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 serve 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, as well as the university's international sites. 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 338,000 online journals, 230 online databases, 287,000 electronic books, and 17,700 files of streaming media.

Collectively, the university's libraries house approximately 627,000 print books and more than 13,600 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, but not available at a particular campus, can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can be obtained through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries administer the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

As the intellectual center of each campus, the LIU Libraries prepare LIU students for academic success, lifelong learning, and being responsible global citizens. The LIU Libraries are committed to supporting the mission of the University, and to learning and inquiry, as well as the creation of new knowledge and its dissemination.

The LIU Libraries provide reference, instruction, research, circulation, reserves, and interlibrary loan services. The LIU Libraries have computers for student use, wireless access, a variety of seating options, including individual study carrels, quiet and group study space, and copy and scanning facilities. These computers and other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs. The university's libraries also have instructional labs, equipped with computers that provide access to databases, the library catalog, and the Internet as well as up-to-date word processing, spreadsheet, presentation, and database programs. Printing and scanning facilities are available for student use.

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. Highlights of the Special Collections at the LIU Brooklyn Library include the Artist Books Collection, the New York African Society for Mutual Relief Collection, the Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. 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 & Irish Literature. The Digital Initiatives (DI)/Art Image Collection at the LIU Post Library has a collection of slides in multiple formats, a growing collection of digital images, including the William Randolph Hearst Archive.

The LIU Libraries also have a media collection at each campus library. The multimedia collections and media equipment are available to support curricular needs. The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. In addition, the LIU Brooklyn Library's Cyber Lab, a "green" lab, its "smart" instructional labs, and the LIU Post Library's Instructional Lab.

The LIU Libraries provide remote access 24/7 and offer specialized tools such as Journal Finder and LibGuides to support the teaching, learning, and research requirements of the faculty and students. In addition, the university's libraries are members of several consortia, providing additional resources and services to LIU users.

In addition to information literacy classes and curriculum-integrated instruction, the LIU Libraries provide a wide range of reference services including drop-in, telephone, email, chat, and text reference services. Research consultations by appointment are also available to users. Library faculty and staff are available to help students and faculty with reference questions and research strategies.

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, 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 and Communications.

DEPARTMENT OF COMMUNICATIONS

The Department of Communications prepares students for dynamic, rewarding, and creative careers in media and communications fields. 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 offers 2 undergraduate degree programs: the B.S. in Communication and the B.F.A. in Journalism.

Degree programs emphasize 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.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
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BDST 11	Production Essentials: Audio	3.00
CIN 6	Basic Motion Picture Production	3.00
CIN 12	Basic Editing and Sound	3.00
CMA 10	Media Law and Ethics	3.00
COM M 1	Cross-Media Communications: Introduction to Critical Models	3.00
COM M 2	Research Methods	3.00
JOU 3	Basic Reporting	3.00
JOU 5	Writing for Radio, TV and Web	3.00
PR 2	Writing and Editing for Public Relations I	3.00
BDST 30	Producing: Concept to Audience	3.00
PR 38	Social Media Tools	3.00

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	Captstone 1	3.00
COM M 92	Capstone 2	3.00

Credit Requirements

Major Required Credits: 54 credits

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

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.

Campus resources for Journalism majors include state-of-the-art television and radio studios, a journalism lab and newsroom, HD video cameras and digital editing suites with professional level computers and software.

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
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	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 Requirements

Major Required Credits: 76 (includes co-related classes and major electives)

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30 (normally filled by core)

Communications Courses

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 include 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.

Pre requisites: 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

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 JOU: 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

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 credits 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.

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.

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.

Prerequisites 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 FILM AND DIGITAL MEDIA

The School of Film and Media prepares students for vital, rewarding, and creative careers in the increasingly multifaceted fields of Film and Broadcast Media. Through interdisciplinary, hands-on, practical opportunities students work with cutting edge technologies and learn from established industry professionals how to bring their unique voices to bear in today's dynamic media environment. By means of its radio and television stations as well as its exceptionally equipped production facilities, The School of Film & Media offers students a vibrant and creative hub to launch their professional careers. Degrees offered include: BFA Degrees in Broadcasting and Film.

B.F.A. Broadcasting

The 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 storytelling 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

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 3.00

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 Requirements

Major Required Credits: 72

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

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 (excluding all CIN 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.

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
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Credit Requirements

Major Required Credits: 80
 Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30

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

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

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 each Winter & Spring. 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	3.00
MUS 107B	Music Theory/Keyboard Harmony II	3.00
MUS 107C	Music Theory/Keyboard Harmony III	2.00
MUS 107D	Music Theory/Keyboard Harmony IV	2.00
MUS 108A	Aural Skills I	3.00
MUS 108B	Aural Skills II	3.00
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 Requirements

Major Required Credits: 50
 Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60

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.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 each Winter & Spring. 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 107A	Music Theory/Keyboard Harmony I	3.00
MUS 107B	Music Theory/Keyboard Harmony II	3.00
MUS 108A	Aural Skills I	3.00
MUS 108B	Aural Skills II	3.00

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)

Twelve (12) credits are required from the following MUS ensembles or studio lessons
Ensembles offered every Fall and Spring for 1 credit.

- Chorus (5), Chamber Singers (5A), Vocal Jazz Ensemble (5C)
- Wind Symphony (6), Jazz Ensemble (6A), Merriweather Consort (6B), Percussion

- Ensemble (6C), Guitar Ensemble (6D), Brass Ensemble (6E), Jazz Combo (105)
- Orchestra (7), Flute Ensemble (7A), Contemporary Ensemble (7B), Wind Ensemble (7C), String Ensemble (7D)

Studio Lessons offered every semester for 1 or 2 credits.

- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B), Jazz Bass (53C/D)
- Guitar (54A/B), Jazz Guitar (54C/D)
- Flute (60A/B), Jazz Flute (60C/D), Oboe (61A/B), Clarinet (62A/B), Jazz Clarinet (62C/D), Bassoon (63A/B), Saxophone (64A/B), Jazz Saxophone (64C/D)
- Trumpet (70A/B), Jazz Trumpet (70C/D), Horn (71A/B), Trombone (72A/B), Jazz Trombone (72C/D), Euphonium (73A/B), Tuba (74A/B)
- Percussion (80A/B), Jazz Percussion (80C/D)
- Piano (83A/B), Jazz Piano (83C/D)
- Voice (88A/B), Jazz Voice (88C/D)
- Vocal Coaching (49A/B), Instrumental Coaching (49C/D), Advanced Conducting (49E/F), Vocal Jazz Coaching (49I/J), Instrumental Jazz Coaching (49K/L)
- Conducting I (20)
- Performance Workshop (39)
- Jazz Improvisation I (98A)

Taken for six (6) semesters (0 credits)

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

MUS 299	Capstone	3.00
MUS 298	Senior Thesis	3.00

Electives (3 credits)

Credit Requirements

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

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 32-33

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisites: Music 40 and Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisites: Music 40 and Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

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.

Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN

Credits: 1

Every Fall, Spring and Summer

MUS 50B Studio Lessons: Violin

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 Pierrrot 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 include 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: 3

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.

A pre requisite of Music 107A is required.

Credits: 3

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: 3

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: 3

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.F.A. in Theatre Arts, with concentrations in Acting and Musical Theatre and the B.A. in Theatre Arts.

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

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 516-299-2900 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 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

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.

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.

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 (THE 143 or THE 193 recommended)	3 credits
Perspectives on World Cultures (THE 142 THE 141 required)	3 credits
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)	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 (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
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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
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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.

Credit Requirements

Major Required Credits: 84

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

B.A. Theatre Arts

The Bachelor of Arts in Theatre Arts is an academic degree designed to help you place theatre within the wider context of humanistic studies. The 120-credit curriculum covers the broad-based study of theatre history and literature, acting, dance, design, directing, playwriting, dramaturgy, management and technical production. Classes are small and faculty members provide a supportive environment for you to develop as an individual artist.

LIU Post theatre arts majors are active participants in the Post Theatre Company, which produces plays and musicals for the public and campus community. Students have access to a number of performance spaces to showcase their talents. Our beautiful suburban campus is only 50 minutes away from the theatre capital of the world – New York City. There are many opportunities to collaborate with professional playwrights, designers, directors and producers.

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
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OR

THE 131	Directing	3.00
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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 Requirements

Major Required Credits: 42
 Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 90

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
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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)

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

Minimum Major GPA: 2.00

Credit and GPA Requirements

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

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 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.

Prerequisite: Dance major

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 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

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 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.

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 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.

Prerequisite: THE 122

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: THE 166 or permission of instructor 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 a 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 196 Musical Theatre Styles

This is an intermediate/advanced level musical theater dance class designed to better prepare the students for a career in musical theater. Students will learn a broad variety of iconic choreography and dance styles from throughout the history of musical theater. Additionally, students will develop a more advanced repertoire of different movement techniques to enrich their physicality and diversify

their choices in stage performance.

Pre requisite: 4 of the following: DNC 44A, DNC 144, DNC 121, DNC 122, DNC 123, DNC 124

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 & 104 or 105, in addition to pre requisites of THE 121 is required

Credits: 1

Every Spring

SCHOOL OF VISUAL ARTS

Dedicated to professional training within a liberal arts environment, the School of Visual Arts 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, DESIGN AND GAME DEVELOPMENT

The Department of Art, Design and Game Development 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. Programs offered provide students with the creative, technical and collaborative skills necessary to enter the professional world of art and design.

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.

The Department 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.

Internships in every major equip you with real-world experience as you graduate from the B.F.A. in Art, Digital Arts & Design and Digital Game Design and Development. 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 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.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

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 Requirements

Major Required Credits: 82

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 30

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 Requirements

Major Required Credits: 70
 Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30

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 Requirements

Major Required Credits: 63
 Major Co-Related Credits: 6
 Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30

Art, Design and Game Development 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 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

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

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

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

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 (early childhood education, elementary education, adolescent education, special education, health/physical education), 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 the 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 programs 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 various teacher preparation programs culminating in a bachelor's degree focusing on different stages of child development: 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 Biology, English and Students with Disabilities, Social Studies and Students with Disabilities, Mathematics and Students with Disabilities,

Mathematics, and Health/Physical Education (k-12). Teacher 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. Successful completion of one of these teacher education programs qualifies a prospective educator for New York State teacher certification.

The programs, most recently accredited by the Council for Accreditation of Educator Preparation (CAEP), are 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) 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.

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

The 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 American Studies, English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about concentrations, see the LIU website.

This program qualifies teacher 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 Education Department 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 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

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/Adolescent	3.00
EDS 630	Curriculum Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00

EDS 633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS 635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

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

Co-Related Requirements

MTH 15	Mathematics for Elementary Education	3.00
MTH 16	Mathematics for Elementary Education II	3.00
PSY 98	Psychology Applied to Teaching and Learning	3.00

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies, English, mathematics, psychology, science, social studies, or sociology. In addition, students may choose to double major in English 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. A grade of C or higher is required in all liberal arts concentration courses.

Required Teacher Certification

Workshops

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

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program portfolio.

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, teacher candidates examine theories of child development, motivation, and learning for children ranging from infants to Grade 6. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As teacher 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, teacher 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 teacher candidates to practice their new skills in a classroom setting. This degree qualifies teacher 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 American Studies, English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about concentrations, see the LIU website.

This program qualifies teacher 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 Education Department 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 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

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 15	Mathematics for Elementary Education I	3.00
MTH 16	Mathematics for Elementary Education II	3.00
PSY 98	Psychology Applied to Teaching and Learning	3.00
One of the following:		
HIS 3	American Civilization to 1877	3.00
HIS 4	American Civilization since 1877	3.00
and	Any ECO, GGR POL, SOC course	3.00

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies, English, mathematics, psychology, science, social studies, or sociology. In addition, students may choose to double major in English 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. A grade of C or higher is required in all liberal arts concentration courses.

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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 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, teacher 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 teacher candidates work toward this degree they gain an understanding and appreciation of subjects ranging from science to music to language arts. 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. Additionally, teacher candidates receive a vigorous course of study in the assessment and support of students with a variety of special needs. Teacher candidates learn about a variety of educational

approaches to special educations as well as practical applications across different educational settings. Throughout the program, teacher 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 American Studies, English, Mathematics, 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 Education Department 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 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

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/Adolescent	3.00
EDS 630	Curriculum and Assessment and Instruction of Students with Mild Disabilities	3.00
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS 635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

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

Please refer to the graduate bulletin for descriptions of EDS 600, EDS 630, EDS 632, and EDS 633

Co-Related Requirements

MTH 15	Mathematics for Elementary Education I	3.00
MTH 16	Mathematics for Elementary Education II	3.00

PSY 98	Psychology Applied to Teaching and Learning	3.00
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One of the following:

HIS 3	American Civilization to 1877	3.00
HIS 4	American Civilization since 1877	3.00
and	Any ECO, GGR POL, SOC course	3.00

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies, English, mathematics, psychology, science, social studies, or sociology. In addition, students may choose to double major in English 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. A grade of C or higher is required in all liberal arts concentration courses.

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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 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 teacher 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 Education Department 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. Most of the programs allow prospective teachers to pursue two certifications should the candidate take the appropriate state examination for becoming certified as a teacher of Students with Disabilities Generalist (7-12). In these programs, it may also be possible for graduates to pursue a third certification as a Special Education teacher in their specific academic discipline.

The following options are available to students:

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

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 students in grades 7-12. 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 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 study of the English language. Teacher candidates who successfully complete this program and pass all required NYS teacher certification exams will be eligible for two initial certifications.

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.

Students 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 allows teacher candidates to practice their new skills in both general and special education classroom settings.

After teacher 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 Education Department 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 Generalist (7-12) 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 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 - 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	Adolescent Psychology and Development	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 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	633	Accommodating Learners with Special Needs in the Classroom	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	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
		Any 6 credits of MTH	6.00
		Any 6 credits of Social Sciences (ECO, GGR, HIS, POL, SOC)	6.00
		Any 6 credits of Science	
		<i>Recommended Science courses:</i> AST 9/9A; AST 10/10A; CHM 6; ERS 1; ERS 2; ERS 3; ERS 4; FS 1; PHY 11; PHY 12	6.00

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	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

Additional Required Courses

Two of any of the following:

Any ENG course numbered 100 or above (excluding ENG 207)

ENG	389	Honors Thesis	3.00
ENG	390	Honors Thesis	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.

****A grade of C or higher is required in all English content courses.**

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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: 42 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, teacher candidates complete a minimum of 100 hours of field experiences working with students 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.

As a mathematics education major, teacher candidates strengthen their knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Through the program, teacher 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, students 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 teacher candidates work toward this degree, they 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 teacher candidates to practice their new skills in both general and special education classroom settings.

After teacher 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 Education Department 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 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.

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	Adolescent Psychology and Developmental	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

A grade of C or higher is required in all mathematics content courses as well as in PHY 3, PHY 4, and CS 101.

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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 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 teacher 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.

As a mathematics education major, teacher

candidates strengthen their knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Throughout the program, students 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, teacher 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, teacher candidates will apply for and be awarded initial teaching certification by the New York State Education Department 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 core requirements as follows:

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 - 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	Adolescent Psychology and Developmental	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 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 633	Accommodating Learners with Special Needs in the Classroom	3.00
EDS 635	Behavior Assessment and Management for Learners with Disability Classifications	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.

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
	any 6 credits of Social Sciences (ECO, GGR, HIS, POL, SOC)	6.00

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

A grade of C or higher is required in all mathematics content courses and in PHY 3 and PHY 4.

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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 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 program and pass all required NYS teacher certification exams will be eligible for two initial certifications when the BS is awarded.

As a social studies education major, teacher 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. Teacher 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, students gain an understanding and appreciation of the social sciences, their major area of study. Teacher 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 Education Department 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 Social Studies Education and SWD Generalist Grades 7-12 must satisfy all core curriculum requirements as follows:

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 - 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	Adolescent Psychology and Developmental	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	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	633	Accommodating Children with Special Needs in the Classroom	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	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.

Required Co-Related Courses (3 credits)

PSY	98	Psychology Applied to Teaching and Learning	3.00
		Any 6 credits of ENG	6.00
		Any 6 credits of MTH	6.00
		Any 6 credits of Science	6.00
		<i>Recommended Science courses:</i> AST 9/9A; AST 10/10A; CHM 6; ERS 1; ERS 2; ERS 3; ERS 4; FS 1; PHY 11; PHY 12	

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):

Please 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

A grade of C or higher is required in Social Studies content courses.

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program 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 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

This program prepares students to become certified teachers in both health education and physical education in elementary, middle, and high schools. The 127-credit Bachelor of Science in Health Education and Physical Education program provides teacher candidates with greater career flexibility as it 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 areas including nutrition, health care services, sexuality and family planning, personal well-being, and drugs in contemporary society. Students 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 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. After teacher 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 Education Department in both Health Education and Physical Education.

B.S. Health Education & Physical Education

{Program Code: 23210} {HEGIS: 0837}

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. in Health & Physical Education must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	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 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
HE	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
PE	138	Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball	3.00
PE	139	Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee	3.00

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	

Required Culminating Project

During their student teaching experience, candidates are required to complete a performance-based assessment that will become part of their final program portfolio.

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

PROGRAM

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.

SHARED CREDIT PROGRAMS

Several programs in the Department of Teaching and Learning require 12 credits of graduate

coursework. In completing these 12 credits, teacher 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 (7-12); Adolescence Education Mathematics/Students with Disabilities (7-12); and Adolescence Education Social Studies/Students with Disabilities (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/Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 633 *Accommodating Learners with Special Needs in Inclusive Setting*
- EDS 635 *Behavior Assessment and Management for Learners with Disability Classifications*

Childhood Education/Special Education

- EDS 600 *Introduction to the Study of the Exceptional Child/Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*
- EDS 635 *Behavior Assessment and Management for Learners with Disability Classifications*

Adolescence Education English Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child/Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*
- EDS 635 *Behavior Assessment and Management for Learners with Disability Classifications*

Adolescence Education Mathematics Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child/Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*

- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*
- EDS 635 *Behavior Assessment and Management for Learners with Disability Classifications*

Adolescence Education Social Studies Students with Disabilities/Students with Disabilities

Generalist (7-12)

- EDS 600 *Introduction to the Study of the Exceptional Child/Adolescent*
- EDS 630 *Curriculum-Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels*
- EDS 633 *Accommodating Learners with Special Needs in Inclusive Settings*
- EDS 635 *Behavior Assessment and Management for Learners with Disability Classifications*

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) and Special Education Generalist (grades 7-12), please refer to the LIU Post Graduate Bulletin.

Education Courses

EDI 10 Contemporary Issues in Education

This course explores contemporary issues in education, using 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 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 Adolescent Psychology and Development

This course examines various aspects of early adolescent and adolescent development, including cognition, intelligence, social relationships, stress, self-esteem, and moral development. Considerable attention is given to race, gender, ethnicity. The emphasis is on normal physical, intellectual, emotional, and social growth and development, though the course also introduces information about adolescents with special needs as well as the at-risk student.

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

Credits: 3

Every 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 35 General Methods of Teaching Secondary Education

This course considers the objectives, scope, and programs of Adolescent education in terms of the classroom teacher's commitment and responsibilities. It addresses general principles, pedagogy (i.e., instructional models, methods and strategies) and management strategies used for classroom instruction of adolescent students.

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

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 science in adolescent education. Relevant middle and high school curricula and related methods, materials, and technology are examined and appraised in relation to current needs and practices.

Prerequisite of EDI 14, 16A; 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

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

Prerequisite of EDI 14, 16A; 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 mathematics in adolescent education. Relevant middle and high school curricula and related methods, materials, and technology are examined and appraised in relation to current needs and practices.

Prerequisite of EDI 14, 16A; 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 social studies in adolescent education. Relevant middle and high school curricula and related methods, materials, and technology are examined and appraised in relation to current needs and practices.

Prerequisite of EDI 14, 16A; 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 music in adolescent education. Relevant middle and high school curricula and related methods, materials, and technology are examined and appraised in relation to current needs and practices.

Prerequisite of EDI 14, 16A; 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).

Candidates 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)

Candidates 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.

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 in kindergarten and the primary grades. 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.

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 accomplishments 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. 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 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. 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 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. 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 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 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 of lecture plus two hours of 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

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The School of Humanities and Social Sciences comprises departments and programs that explore the human condition and the world through cultural, social, political, and philosophical lenses. The disciplines within the school attempt, in one way or another, to capture, explain, or reframe the human experience of the world. Each department and program is distinguished by its specific focus (e.g., written texts, social institutions) and approaches, but they overlap in using quantitative and qualitative methods, experimental, experiential, and interpretive knowledge, for better comprehending how humans interact with one another and the world to shape lived experience in different historical, cultural, and social settings. The school thus incorporates traditional disciplines such as English, history, philosophy, languages, sociology, anthropology, and political science, as well as an array of interdisciplinary approaches. Studies in the school prepare students for a host of future pursuits by giving them transferable skills in communications, problem solving, creative thinking, argumentation, deep analysis, and more.

DEPARTMENT OF HUMANITIES

The Humanities Department 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 Humanities department also offers courses in Foreign Language and Philosophy. 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. 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

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

ENG 10	Introduction to Literature	3.00
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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

ENG 12	British Literature II: Survey Romantic, Victorian, Modern	3.00
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Required Major Figure Course

One of the following:

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 8	World Literature II: From the Enlightenment to the Present	3.00
ENG 13	The Short Story	3.00
ENG 16	The Modern Novel	3.00
ENG 21	Shakespeare: Comedies, Histories, Non-Dramatic Poetry	3.00
ENG 22	Shakespeare: Tragedies, Romances	3.00
ENG 32	Contemporary Literature	3.00
ENG 51	Greek Drama	3.00
ENG 67	Classical Literature in Translation	3.00
ENG 68	Approaches to the Study of Myth	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 152	The American Novel	3.00
ENG 168	The Jazz Age: American Literature in the Roaring Twenties	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 16	The Modern Novel	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 51	Greek Drama	3.00
ENG 63	The Literature of Memory	3.00
ENG 64	Crime, Guilt, and Atonement	3.00
ENG 68	Approaches to the Study of Myth	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 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 147	American Vampires	3.00
ENG 152	The American Novel	3.00
ENG 158	Freak Shows and the Modern American Imagination	3.00
ENG 165	Creativity and Nature	3.00

ENG 166	American Rebels	3.00
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Required Upper-Level English Literature Courses

Five courses/fifteen 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

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 Writing: 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	3.00
ENG 187	Editing and Professional Writing	3.00
ENG 188	Writing in the Workplace	3.00
ENG 189	Creative Writing: Experimental Fiction	3.00
ENG 192	Technical Writing	3.00
ENG 193	Creative 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

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 three courses/nine credits of the following:

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 22	Shakespeare: Tragedies and Romances	3.00
ENG 251	American Writers Since the Civil War	3.00

Credit Requirements

Major Required Credits: 42

Minimum Total Credits: 120

Minimum Liberal Arts Credits 90

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 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.

Prerequisites of ENG 1 and ENG 2 are required.

Not open to students who have taken ENG 303.

Credits: 3

On Occasion

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

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

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 *Invitation of a Beheading*, 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 Approaches to the Study of Myth

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. 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 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 147 American Vampires

This course explores the evolution of the vampire myth in twentieth-century America. Whether through their ageless beauty, worldly sophistication, or base savagery, vampires have captivated and terrified the Western imagination since the late 1800s. They have proven to be a compelling vehicle for examining cultural anxieties about age, gender, sexuality, race, consumerism, and the act of consumption itself. They have also been used to challenge institutional power structures that marginalize and oppress people. Along with their indefatigable appetites, the power of these creatures also represents powerful capitalistic interests and social structures that exploit harmful social, racial, gender, and sexual hierarchies. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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 Olaudah 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 Fenimore Cooper, Herman Melville, Harriet Beecher Stowe, Henry James, William Faulkner, Vladimir Nabokov, Ralph Ellison, Toni Morrison, Don DeLillo, and Philip Roth.

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

Credits: 3

On Occasion

ENG 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. 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

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, Petrararch, 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

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 Philosophy and Song

Philosophy & Song introduces students to the activity of philosophy through the medium of song. We will begin by looking at contemporary songs in popular culture. From that attractive, familiar starting point, we will then work backwards towards the beginning of Western song in Homer. The primary goal will be for students to learn how to interpret the poetic images (vehicles) of songs, that is to say, to unearth their meanings (tenors). Philosophical themes investigated may include: the Greek trinity of the Beautiful, the True, & the Good; Individual Liberty; the Political; and Eros. We will listen to singers such as: Kanye West, Snoop Dog, Bob Dylan, Pink Floyd, Robert Johnson, Richard Wagner, Sophocles, and Homer. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

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 143 Philosophy and Song

Philosophy & Song introduces students to the activity of philosophy through the medium of song. We will begin by looking at contemporary songs in popular culture. From that attractive, familiar starting point, we will then work backwards towards the beginning of Western song in Homer. The primary goal will be for students to learn how to interpret the poetic images (vehicles) of songs, that is to say, to unearth their meanings (tenors). Philosophical themes investigated may include: the Greek trinity of the Beautiful, the True, & the Good; Individual Liberty; the Political; and Eros. We will listen to singers such as: Kanye West, Snoop Dog, Bob Dylan, Pink Floyd, Robert Johnson, Richard Wagner, Sophocles, and Homer.

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

DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences includes three 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. Undergraduate courses in sociology 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.

For students 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).

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 Bachelor of Arts 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. The department of Social Sciences is home to the Pre-Law Advisor, who advises students on preparation for law school.

With its emphasis on critical thinking, a degree in Political Science is excellent preparation for a career in education, law, public administration, business, and many other fields. A Political Science degree is also an excellent choice for students who wish to continue on to law school after obtaining their undergraduate degree.

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	3 credits
(POL 2)	
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

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.

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, 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 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 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 20 Sociology of Aging

Sociological perspective to examine the social, cultural, economic, and political dynamics of aging. We will examine 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 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 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 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 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.

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. 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 Social Sciences 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 Department are required.

Credits: 3

On Occasion

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 Social Sciences 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 32 Human Rights and Citizenship

What are the origins of rights? The notion of human rights is based on the idea that rights are inherent in human dignity and cannot be made dependent on any other condition or circumstance. But claims to these rights have been much complicated by the question of how to guarantee them and how to gain recourse when they are violated. In practice, the right to have rights has been most fully guaranteed by having a nationality; having citizenship has made it more likely to have rights. This course is an exploration

of the history of human rights with an emphasis on their codependent relationship with national sovereignty and citizenship.

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 from the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.

Must be in Honors College

Credits: 3

Every Spring

HIS 360 Honors Advanced Elective

Spring Advanced Elective to be offered on a occasional basis.

Student must be in Sophomore, Junior, or Senior status as well as be in the Honors College OR be a History major with a cumulative GPA of 3.0 or higher.

Credits: 3

On Occasion

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 36 Public Opinion

This course covers the nature and formation of public opinion and its role in political and social affairs; influence of leadership, pressure groups and propaganda; areas of consensus; efforts to measure public opinion.

Credits: 3

On Occasion

POL 37 Political Parties

This course covers the development, organization, and activities of American political parties and the social and political conditions that influence their character and purpose.

Credits: 3

On Occasion

POL 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

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

SCHOOL OF NATURAL SCIENCES

The School of Natural Sciences provides students with fundamental and applied knowledge of key physical science disciplines, including but not limited to chemistry, earth sciences, mathematics, and physics. Our goal is to develop future leaders with skills needed to launch careers in STEM fields, with an emphasis upon the intersections amongst different scientific disciplines. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and scientific publications. Given the many challenges for future improvement intimately linked with climate change, diseases (new and old) and opportunities to translate fundamental knowledge into new innovations, a degree in Natural Sciences offers many paths to future success and the ability to make meaningful contributions to the planet and to society. Degrees offered include a Bachelor of Science in Biology, Mathematics, Health Sciences and Forensic Sciences, which applies many different aspects of fundamental sciences to analyze crime scenes to help prosecute perpetrators and absolve the innocent from suspicion. In addition, a Master of Science in Genetic Counseling is offered.

B.S. Biology

A major in biology prepares students for a wide array of careers. The degree will automatically fulfill the requirements for admission to almost all graduate programs, as well as most medical, dental, veterinary, and physician assistant schools. This degree program covers the fundamentals of biology with opportunities to explore a wide range of subjects such as genetics, cell biology, marine biology, ecology and microbiology.

Further specialization of the degree is obtained by choosing one of three concentrations.

- 1) Molecular Genetics - Cell Concentration
- 2) Ecology, Evolution, Behavior Concentration
- 3) Pre-Medical Sciences Concentration

These concentrations will prepare students for careers in the medical field (doctor, dentist, veterinarian, physician assistant, chiropractor, etc.), as well as, positions in scientific laboratories, pharmaceutical and biotech companies, national parks, zoos, museums, hospitals, and schools. In addition, the degree can position a graduate in prime position to pursue careers in patent law, environmental consulting, wildlife management, as well as, science education.

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 required)	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
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

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
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 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 254	Vertebrate Paleontology	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 281	Tropical Marine Biology	3.00
BIO 290	Special Topics in Ecology/Evolution	3.00-4.00

Ecology/Evolution/Behavior

Concentration

Required Ecology Course

BIO 109	Ecology	4.00
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Required Cellular/Molecular Biology

Courses

One of the following:

BIO 200	Comparative Physiology	4.00
BIO 201	Molecular Biology	4.00
BIO 205	Developmental Biology	4.00
BIO 240	Special Topics in Cell/Molecular Biology	3.00-4.00
BIO 250	Microbiology	4.00

Required Ecology/Evolution Course

Three of the following:

BIO 250	Microbiology	4.00
BIO 252	Invertebrate Zoology	4.00
BIO 254	Vertebrate Paleontology	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 281	Tropical Marine Biology	3.00
BIO 290	Special Topics in Ecology/Evolution	3.00-4.00

Pre-Medical Sciences Concentration**Required Pre-Medical Sciences Courses****All of the following:**

BIO 250	Microbiology	4.00
BMS 211	Pathophysiology	3.00

Elective Anatomy/Physiology Course**One of the following:**

BIO 200	Comparative Physiology	4.00
BIO 261	Comparative Vertebrate Anatomy	4.00
BIO 205	Developmental Biology	4.00

Elective Molecular Biology Course**One of the following:**

BIO 201	Molecular Biology	4.00
BIO 205	Developmental Biology	4.00
BIO 240	Special Topics in Cell/Molecular Biology	3.00-4.00

Elective Biomedical Sciences Advanced Courses**Two of the following:**

BIO 200	Comparative Biology	4.00
BIO 201	Molecular Biology	4.00
BIO 205	Developmental Biology	4.00
BIO 240	Special Topics in Cell/Molecular Biology	3.00-4.00
BIO 261	Comparative Vertebrate Anatomy	4.00
BMS 51	Pharmacology	3.00
BMS 80	Immunology	3.00
BMS 212	Pathophysiology II	3.00
CHM 71	Basic Biochemistry	4.00

Credit Requirements

Major Required Credits = 53

Major Co-Related Credits = 32

Minimum Total Credits = 120

Minimum Liberal Arts Credits = 60

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 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

One of the following:

MTH 3	College Algebra and Trigonometry	4.00
MTH 7	Calculus and Analytic Geometry I	4.00

One of the following:

ORC 1	Public Speaking	3.00
ORC 17	Speech Communication in Organizations	3.00
SPE 5	Voice and Diction	3.00

One of the following:

ECO 72	Statistics	3.00
HIM 54	Statistics and Research for Health Information Manager	3.00

MTH	19	Basic Statistics	3.00
MTH	41	Biostatistics	3.00

Selection of one of the following 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
ACC	12	Accounting Principles II	3.00
ACC	21	External Reporting I	3.00
ACC	22	External Reporting II	3.00

Two of the following:

ACC	61	Managerial Cost Analysis	3.00
ACC	80	Accounting Information Systems	3.00
ACC	82	Auditing	3.00
ACC	84	Tax & Business Strategies	3.00
ACC	85	Advanced Taxation	3.00
ACC	90	Applications in Accounting	3.00

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
MKT	11	Marketing Principles and Practices	3.00

One of the following:

ACC	11	Accounting Principles I	3.00
FIN	11	Corporation Finance	3.00

Elective Business Courses (9 credits)

Nine credits of any FIN, MAN, MKT, MIS courses.

Health Administration Subplan

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
HAD	11	Management of Healthcare Organizations	3.00
HPA	13	Legal Aspects in Health	3.00
HPA	14	Financial Management in the Health Care/Public Administration	3.00
HPA	15	Resource Allocation	3.00
HPA	20	Computer-Based Management Systems	3.00

Health and Society Subplan

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
SOC	18	Class and Social Inequality	3.00
SOC	21	Sociology of Health and Illness	3.00
SOC	69	Race and Ethnicity	3.00

Choose **ONE** of the following

SOC	18	Class and Inequality	3.00
SOC	21	Sociology of Health and Illness	3.00
SOC	59	Gendered Violence	3.00
SOC	60	Sociology of Gender	3.00
SOC	61	Feminism and Social Change	3.00
SOC	69	Race and Ethnicity	3.00

Choose **TWO** of the following

SOC	1	Introduction to Sociology	3.00
SOC	4	Food and Society	3.00
SOC	18	Class and Social Inequality	3.00

SOC	20	Sociology of Aging	
SOC	21	Sociology of Health and Illness	3.00
SOC	58	Sociology of Men and Masculinities	3.00
SOC	59	Gendered Violence	3.00
SOC	60	Sociology of Gender	3.00
SOC	73	Environmental Sociology	3.00
SOC	98	Topics in Sociology	3.00

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
NTR	101	Contemporary Nutrition Strategies	3.00
NTR	206	Nutrition Communication	3.00
NTR	215	Energy and Exercise	3.00

One of the following set of courses

NTR	16	Cultural & Social Aspects of Food	2.00
NTR	16L	Cultural & Social Aspects of Food Lab	1.00

or

NTR	21	Introductory Food Science	3.00
NTR	21L	Introductory Food Science Laboratory	1.00

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

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

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

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 Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 41

Minimum Requisite Minor Credits: 9-19

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.

BIO 7 & BIO 7L must be taken as co-requisites.

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 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 Pre-requisite or Co-requisite of BIO 107 are required.

Credits: 4

Every Spring

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

Every Fall, Spring and Summer

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

Every Spring

BIO 205 Developmental Biology

This course covers the developmental processes of animals from game to genesis to establishment of the principal organ systems. Laboratory includes study of frog, chick and pig development.

Three hours lecture, three hours laboratory.

Prerequisite of BIO 107 is required.

Credits: 4

Every Fall

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

Annually

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

Every Fall

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

Every Fall

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

Every Spring

Health Science and Pharmacy Courses

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 effective practice skills.

Required course for BS Health Science majors, elective for Social Work Majors (Open to Juniors or Seniors, 3 credits)

Open to Juniors or Seniors.

Credits: 3

Annually

HSC 111 Veterinary Science for Beginners

An overview of veterinary science as the basis for consideration of a career as a veterinary professional. The course will present the aspects of natural and medical science that relate to veterinary practice, a review of animal husbandry of some common species attended to by veterinarians, veterinary technologists, and ancillary personnel. The range of career choices available to veterinary professionals, such as clinical practice, research, industry, and education will be discussed. The course will include guest lectures from veterinary professionals.

Credits: 3

On Occasion

HSC 145 Special Topics in Health Sciences

The instructor chooses a study of selected topics related to the Health Sciences 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

DEPARTMENT OF NATURAL SCIENCES

The Department of Natural Science offers a B.S. in Mathematics and a B.S. in Forensic Science, as well as joint programs with the College of Education, Information and Technology. The bachelor's program in mathematics is designed to provide flexibility while emphasizing mathematical reasoning and problem-solving, preparing the student for graduate school or a career in mathematics in secondary school teaching, business, industry, government, or academia. A person with a degree in 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. In conjunction with the College of Education, Information and Technology, students can prepare for careers as high school math teachers through the B.S. in Adolescence Education: Mathematics/ Special Education (Grades 7 to 12). A Mathematics concentration is also offered for the B.S. in Early Childhood Education/ Special Education (Birth to Grade 2), the B.S. in Childhood Education/Special Education (Grades 1 to 6).

B.S. Forensic Science

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 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
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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
CHM 37	Quantitative Analysis	4.00
CHM 71	Basic Biochemistry	4.00

Required Forensic Science Courses

All of the following:

FSC 51	Forensic Anthropology	3.00
FSC 71	Introduction to Criminalistics	3.00
FSC 255	Toxicology	3.00
FSC 257	Applications of Forensic Biology	4.00
FSC 271	Forensic Science Internship	2.00
FSC 39	Forensic Instrumentation	4.00
CACJ 76	Criminal Procedure	3.00

Recommended Elective courses: CHM 24, BIO 201, BMS 90 or BIO 250, BMS 51, 63, 244, PSY 281 or CRJ 35, CRJ 47, PHI 19, FSC 359

Credit Requirements

Major Required Credits: 76

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

B.S. Mathematics

The 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 4 credits 7)	
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:**

PHY 3	University Physics I	4.00
PHY 4	University Physics II	4.00

Credit Requirements

Major Required Credits: 49
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60

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 a 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 with a grade of C- or better 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 online searching of various databases with emphasis on Chemical Abstracts.
Prerequisites of CHM 21 or 25 is required.
Credits: 1

Every Spring

CHM 37 Quantitative Analysis

This course is a study of classical gravimetric and volumetric quantitative determinations. The theory and practice of some of the more modern techniques of instrumental methods are studied. Three hours lecture, four hours laboratory.
Prerequisite CHM 4 is required.
Credits: 4
Every Fall

CHM 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. 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.

Credits: 3

Every Fall

CHM 98 Senior Research I

This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty adviser. The adviser must be selected during the first week of the semester.

Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 98.

Prerequisite of CHM 56 is required.

Credits: 3

Every Fall

CHM 99 Senior Research II

This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 99.

Prerequisite of CHM 98 is required.

Credits: 3

Every Spring

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 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, tsunamis, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 22.

Credits: 4

Every Spring

ERS 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

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: 3

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 information collection 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. 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 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 including cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Lecture and laboratory components are included in this course.

Prerequisite of HSMB 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.

Prerequisite of FSC 256 is required.

Credits: 4

Every Fall

FSC 271 Forensic Science Internship

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. A final report of the internship work is required. Internship placements are internal (on-campus) or external at an approved forensic facility. External placements are dependent on availability and with the approval of the Clinical Director. Two hundred hours are expected for this supervised practical internship.

Prerequisite of FSC 71, FSC 39 and FSC 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. Students will investigate a staged homicide scene where subject / victims remains from a shallow grave strategically placed on campus grounds is documented and processed. Their final interpretive results from reconstructing the crime scene chain of events will culminate in each of the individual student teams presenting the findings 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, and Veterinary Sciences.

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

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, tsunamis, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies,

forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Same as GGR 22.

Credits: 4
Every Spring

GGR 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, IPPC. 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 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 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

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.

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.

Credits: 4
Every Fall and Spring

MTH 3S College Algebra and Trigonometry

Same as MTH 3.
Five hours lecture/recitation.

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 MTH 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 4S is required.

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 8.

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 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 department permission 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 department permission 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.

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, 1-1, and onto functions. 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.

Prerequisite of MTH 8 is required. Not open to students who have taken MTH 19, 41 or BIO 141.

Credits: 3

On Occasion

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 department permission is 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. 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 Fall

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 Spring

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

On Occasion

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 three 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

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

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

This 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.

PHY 11 College Physics I

This 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

This 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, PHY 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, PHY 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, PHY 4 and prerequisite or co-requisite of MTH 9 are 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

On Occasion

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 solutions, electromagnetic theory of light, cavity resonators, wave guides.

Prerequisites of PHY 16 and MTH 21 are 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.

Prerequisite 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

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

The School of Engineering, Computer Science and Artificial Intelligence provides students with fundamental and applied knowledge of computer and digital sciences. Our goal is to develop future leaders with skills and experience sufficient to launch careers in rapidly-expanding fields, including but not limited to data acquisition, analysis and communication. Given the predominance of data in today's world, we emphasize intersections of digital engineering, computers science and artificial intelligence with other scientific and real-world disciplines and applications. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and publications. A degree from the School of Engineering, Computer Science and Artificial Intelligence can offer many paths to future success and the ability to make meaningful contributions to the planet and to society. The degrees offered include a Bachelor of Science Artificial Intelligence or Computer Science. The school also offers a Master of Science in Artificial Intelligence.

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 B.S. in Computer Science provides students with the knowledge and technical skills necessary to develop software systems and engage in technology startups. 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.

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 Requirements

Minimum Total: 120 credits

Minimum Liberal Arts: 60 credits

Minimum Major: 54 credits

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 Objected Oriented Programming I

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 Programming 2 (with Data Structures)

This course applies and extends the programming concepts of CS 111. The student will design and build programs of increased complexity and size. Application of more advanced data structures as well as "Big O" will be considered in building solutions. Students will be required to produce program specification and testing documentation for each project.

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.

Prerequisite CS 116 is required.

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

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 skillset 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 Requirements

Minimum Total Credits: 120

Required Program Credits: 60

Minimum Liberal Arts Credits: 60

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

THE ROOSEVELT SCHOOL

The Roosevelt School provides students with an international relations and diplomacy foundation, 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 Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

ACCELERATED/SHARED CREDIT PROGRAM

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
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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
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Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 39
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.20
Minimum Undergraduate Cumulative GPA: 3.20
Minimum Graduate GPA: 3.00

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 and tax are offered fully online. 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 Bachelor of Science in Accountancy prepares students for careers in public, corporate, governmental, and not-for-profit accounting, as well careers in budgeting, forecasting, and analysis. Over the course of their studies, students receive many opportunities to participate in paid internships, and nearly 100% of graduates from the LIU Post B.S. in Accountancy program land jobs at the Big Four accounting firms or at other prestigious accounting firms in the NYC/metropolitan area. Alumni of this program can be found in leadership positions in some of the world's most prestigious businesses.

The B.S. in Accountancy program is characterized by a friendly and professional atmosphere. Professors with extensive professional accounting experience and top academic credentials lead small classes, and interact closely with students.

The curriculum of the B.S. in professional accountancy program prepares students for the CPA exam. It teaches them to solve problems using the most widespread and state-of-the-art accounting software programs. The LIU Post Accounting Society and the Kappa Omicron Chapter of Beta Alpha Psi are active student bodies that bring practicing accounting professionals to campus and hosts formal and informal events throughout the year.

B.S. Accountancy

{Program Code: 06983} {HEGIS:0502.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5 required)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Add'l course from one cluster (ECO 11 required)	3-4 credits

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

Major Requirements

Required Accountancy Courses

Students must have a grade of C or better in all courses to fulfill this requirement.

ACC 11	Accounting Principles I	3.00
ACC 12	Accounting Principles II	3.00
ACC 21	External Reporting I	3.00
ACC 22	External Reporting II	3.00
ACC 61	Managerial Cost Analysis	3.00
ACC 80	Accounting Information Systems	3.00
ACC 82	Auditing	3.00
ACC 84	Tax & Business Strategies	3.00
ACC 85	Advanced Taxation	3.00
ACC 90	Applications in Accounting	3.00

Required Business Courses

Student must complete at least 50% (12 credits) of business courses at LIU Post to graduate.

FIN 11	Principles of Finance I	3.00
FIN 12	Principles of Finance II	3.00
LAW 13	Legal Environment of Business	3.00
LAW 19	Commercial Law 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 Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Accounting and Business Credits: 54

ACCELERATED SHARED CREDIT PROGRAMS

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 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 3-4 credits
 cluster **(ECO 11 required)**
 For a more detailed listing of these requirements,
 see the core curriculum section of this bulletin.

Undergraduate Major Requirements

Required Undergraduate Accountancy Courses

All courses must be completed with a grade of C
 or better (B or better in ACC 11 and ACC 12)

ACC 11	Accounting Principles I	3.00
ACC 12	Accounting Principles II	3.00
ACC 21	External Reporting I	3.00
ACC 22	External Reporting II	3.00
ACC 61	Managerial Cost Analysis	3.00
ACC 80	Accounting Information Systems	3.00
ACC 82	Auditing	3.00
ACC 84	Tax & Business Strategies	3.00
ACC 85	Advanced Taxation	3.00
ACC 90	Applications in Accounting	3.00

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 Technology and e-Commerce	3.00
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 required)	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (ECO 11 required)	3-4 credits

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

Undergraduate Major Requirements

Required Accountancy Courses

Students must complete at least 50% (15 credits) of accounting courses. Transfer students can only transfer in ACC 11, 12, 21, 22. Students must have a grade of B or better in all courses to fulfill this requirement.

ACC 11	Accounting Principles I	3.00
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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
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ORC 17	Speech Communication in Organizations	3.00
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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 13 Accounting for Entrepreneurs

This course provides all the financial tools necessary to allow student entrepreneurs set up their own business. The course will provide an understanding of QuickBooks, tax fundamentals, financial statement analysis, and new technology (ie blockchain)

Credits: 3

Not Set

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

SCHOOL OF BUSINESS

Long Island University's School of Business is located only 25 miles from New York City, allowing easy access to Fortune 500 companies, internships, and job opportunities. Experiential learning is a fundamental part of the business school curriculum where students can choose from engaging in consulting projects with real companies to serving as financial analysts, researching and investing in the stock market. Because of the market-relevant coursework and hands-on opportunities, students graduate well prepared to enter the job market. Available majors include Finance, Marketing, Management, and Business Administration at the graduate and undergraduate levels.

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 B.S. in Business Administration program curriculum aligns with current organizational marketplace dynamics. It covers a full spectrum of business functions and strategies to help students achieve exceptional job placements. Students gain the skills needed to effectively manage industry challenges. The program boasts a strong network of successful alumni who periodically mentor students and help them find internships and jobs. Students are given opportunities to gain hands-on business experiences that will prepare them to face real-world management challenges.

The LIU Post B.S. in Business Administration program is taught by world-class faculty from highly reputable Universities. It is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB) and housed within one of the best Business Schools as ranked by the Princeton Review and the US News & World Report.

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 (ECO 10 required) 3 credits

Additional course from one cluster (ECO 11 required) 3-4 credits

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

Major Requirements

Business Administration required courses (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 Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60
 Minimum Business Major Credits: 57

B.S. Finance

The B.S. in Finance degree prepares students to succeed in careers in corporate, public or personal finance. Students are taught to make sound investments using such skills as planning, strategizing, fund raising, risk management, etc.

Students are also able to join the Student Management Investment Fund—one of the College’s experiential learning programs. This along with Bloomberg Terminal training and internship opportunities provide students with real-world, hands-on experiences in the latest technologies and methodologies in finance today. Because of LIU’s proximity to Wall Street, students have access to high profile internship and job opportunities with leading financial industries. Members of the College’s strong alumni base regularly mentor students in their job searches.

The LIU Post’s B.S. in Finance program is taught by world-class faculty from highly reputable Universities. It is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB) and housed within one of the best Business Schools as ranked by the Princeton Review and the US News & World Report.

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 (24 credits):

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 (18 credits):			
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

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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Total Credits:

Minimum total credits: 120
 Minimum Liberal Arts credits: 60
 Minimum Finance major credits: 60

B.S. Marketing

The B.S. in Marketing program at LIU is a state-of-the-art degree that prepares students for careers in the marketing industry. The program includes two concentration options: Branding and Licensing and Digital Marketing. These concentrations give graduates a focused skillset that allows them to showcase their knowledge to potential employers. Student in the B.S. in Marketing program has access to a network of experienced alumni who guide students in their internships and jobs searches.

The LIU Post B.S. in Marketing program is taught by world-class faculty from highly reputable Universities. It is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB) and housed in one of the best Business Schools as ranked by the Princeton Review and the US News & World Report.

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 Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Business Major Credits: 57

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
MAN	81	Management Seminar	3.00

Nine Credits from the following:

MAN	13	Managing Group Dynamics	3.00
MAN	22	Human Resource Management and Labor Relations	3.00
MAN	23	Business and Society	3.00
MAN	31	Negotiation Strategy	3.00
MAN	34	Service Management	3.00
MAN	51	Production Management	3.00
MAN	75	International Management and Cross Cultural Behavior	3.00
MAN	91	Independent Research Study	1.00

MAN	92	Independent Research Study	2.00
MAN	93	Management Internships	3.00
MAN	94	Management Internships	3.00

One additional undergraduate course from: ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS is required

Required Graduate Business Courses:

(A grade of B or better is required to satisfy this requirement.)

**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
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	625	Global Business: Environment and Operations	3.00

Elective Graduate Business Courses:

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726.

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00
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Required Undergraduate Co-Related Courses:

(A grade of B or better is required for ECO 11, 12. A grade of B or better in QAS 20 is needed to waive GBA 525.)

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
MTH	5	Linear Mathematics for Business and Social Science	3.00
MTH	6	Calculus for Business and Social Science	3.00
POL	2	Introduction to American Politics	3.00

(A 3.0 GPA in undergraduate 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 ENTREPRENEURSHIP AND INNOVATION

The School of Entrepreneurship and Innovation offers programs designed for students who think creatively and are seeking to work collaboratively with interdisciplinary applications. Courses are taught by faculty who have work experience in their respective fields to add relevant market context to academic content and prepare students for their future careers. The BS and MS degrees in Data Analytics are highly relevant in today's data-driven marketplace and applicable to all majors. The School of Entrepreneurship and Innovation offers degrees in Data Analytics, Economics, Entrepreneurship, Fashion Merchandising, and Sports Management.

DEPARTMENT OF ENTREPRENEURSHIP AND INNOVATION

B.S in Data Analytics

We live in the era of big data. The last two years alone produced 90% of the data that the world has ever seen (Forbes). In both society and business, the demand for data analytics and data-driven decision-making capabilities is ever-growing. Machine Learning and Artificial Intelligence are the top emerging jobs with 74% annual growth (LinkedIn).

The B.S. in Data Analytics (BSDA) is a STEM-designated degree program that prepares students for an indispensable set of careers with the responsibilities of harnessing an enormous amount of data. Students in the BSDA program will learn cutting-edge technologies in data analytics and build skills to produce practical and meaningful insights for substantial competitive advantages.

In addition to the common core curriculum, the upper-division coursework innovatively consists of four modules. 1) The Foundational Module includes courses of programming in Python, data analytics with Excel, R, and Python, and data structures and algorithms. 2) The Core Module includes courses of database management, data visualization, advanced statistics, data mining and business intelligence, machine learning, and artificial intelligence. 3) The Applied Module includes courses on data analytics ethics, Fintech, cryptography, computational genomics, deep learning, and a capstone project. 4) The Elective Module allows students to take courses in relevant areas, such as Accounting, Artificial Intelligence, Business Administration, Computer Science,

Digital Engineering, Entrepreneurship, Fashion Merchandising, Finance, Marketing, and Sports Management.

Data Analytics stands at the intersection of statistics, computer science and business. With competence in these fields, students in the BSDA program will not only gain a strategic advantage for their career development but also build a solid foundation for advanced education.

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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Required Major Electives (12 Credits):

Choose 12 credits from the following subject areas: AI and DA. With program director's written approval students can choose up to 9 credits of electives from any of the following subject areas: ACC, BUS, CS, ECO, ENT, FIN, FM, LAW, MAN, MIS, MKT, QAS, or SPM.

Credit Requirements:

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Major credits: 48

B.A. Economics

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 hour 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 economic disciplines. Graduates of the B.A. in Economics can aspire to careers as lawyers specializing in corporate law and regulations; industry and financial analysts; policy analysts working for governmental and non-governmental organizations; aid workers helping poor countries improve their economies; and diplomats specializing in the relationship between industry and government, to name a few.

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 (32-35 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5	6-8 credits
an 6 required) or (MTH 7 and 8)	
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 (18 credits):

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 (18 credits):

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

Credit Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits : 90

B.S. in Entrepreneurship

The B.S. in Entrepreneurship program is designed to engage students to think entrepreneurially while they learn how to execute their vision efficiently and effectively. Entrepreneurship majors 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.

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.

Entrepreneurship 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 (PHI 8 required)	3 credits

Power, Institutions & Structures (ECO 10 required) 3 credits

Additional course from one cluster (ECO 11 required) 3-4 credits

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

Major Requirements

All of the following are required (27 credits):

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 (18 credits):

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:

Additional Required Course (3 credits):

ORC 1	Public Speaking	3.00
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Credit Requirement

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60 credits

Minimum Major Credits: 60

B.S. Fashion Merchandising

Fashion merchandisers work in fashion, beauty, textile, accessories, and retail organizations in both local and international marketplaces. The B.S. degree 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.

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 (36 credits):

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 (6 credits):

MKT 11	Marketing Principles and Practices	3.00
FM 25	Brand Management	3.00

Choose two from the following Fashion

Merchandising Elective Courses (6 credits):

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 Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 48

B.S. in Sports Management

The B.S. in Sports Management program delivers an innovative educational experience grounded

both in relevant theory and practical application providing the tools each student requires to become a successful leader in the global sports industry. 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. The teachers in the Sports Management program are professionals with practical experience in various fields of the sports industry.

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
SPM	146	Psychology of Sports	3.00

Co-Related Required Courses (19 credits)

BIO	1	Foundations of Biology I	4.00
CACJ	39	Sports Crimes	3.00
HE	205	Substance Abuse	3.00
NTR	10	Nutrition	3.00
ORC	1	Public Speaking	3.00
PHI	9	Business Ethics	3.00

Credit Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 42

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

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 Making Sense of 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.

Pre requisite: MTH 23

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.

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.

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 Introduction 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.

Credits: 3

Every Fall and Spring

DA 162 Introduction to Artificial Intelligence

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 Requisite: DA 120

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 understating economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 10 is required.

Credits: 3

Every Fall, Spring and Summer

ECO 21 Money and Banking

This course covers the description and analysis of the monetary and credit system and appraisal of the contributions of Federal Reserve policy to a program of economic stabilization.

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 Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.

Prerequisites of ECO 10 or 11 and MTH 6 are required

Credits: 3

On Occasion

ECO 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 18 Emotional Intelligence

Emotional Intelligence (EO) is the capacity to discover, understand, and manage your emotions to

relieve stress, empathize with others, overcome challenges, effectively communicate, and resolve conflicts. EO helps build strong relations, succeed at work, and enhance the ability to connect with others on a more personal level. They will learn and practice essential skills and knowledge to control their emotions in the workplace effectively, and turn them into powerful leadership competencies. On the 2021 top 5 LinkedIn soft skills demanded by employers worldwide, it ranks 5th behind Creativity, Persuasion, Collaboration, and Adaptability.

Credits: 3

Every Fall

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

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 Bachelor of Arts degree program in criminal justice is designed to meet the demands of students looking for careers in law enforcement, the courts, corrections, and related fields. The program also provides an excellent pathway towards the academic study of law.

The criminal justice curriculum is designed to expose students to today's technology that impacts the criminal justice system. In addition to our core curriculum, which thoroughly explores the theory and practice of criminal justice, students can choose from elective courses that focus on specialized areas of interest such as sports crime and terrorism. Internships opportunities are available for all students in the program. The LIU Post criminal justice professors are an internationally renowned group of academic professionals with extensive experience in the criminal justice field. They provide students with the tools necessary for careers in the field of criminal justice. Our professors will engage and

inspire you to achieve your goals.

B.A. Criminal Justice

{Program Code: 07077} {HEGIS: 2105.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

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

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

Major Requirements

Required Criminal Justice & Cyber Analytics Courses

All of the following (36 credits):

CACJ 11	Introduction to Criminal Justice & Cyber Security	3.00
CACJ 20	Critical Issues in Criminal Justice	3.00
CACJ 23	Theories of Crime	3.00
CACJ 30	Gender and the Law	3.00
CACJ 37	Foundation for Scholarship	3.00
CACJ 38	Methods of Criminal Justice Research	3.00
CACJ 41	Criminal Law	3.00
CACJ 44	The Police and Community Relations	3.00
CACJ 60	Terrorism	3.00
CACJ 68	Correctional Philosophy: Theory and Practice	3.00
CACJ 76	Criminal Procedure	3.00
CACJ 85	Criminal Justice & Cyber Security Practicum	3.00

Required Elective Criminal Justice & Cyber Analytics Courses

Three courses (9 credits) from all CACJ courses excluding 300-level Honors courses

Credit Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

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

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 in Cyberspace

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 Behavioral Health Professions (includes Clinical Doctorate in Psychology, Psychology and Social Work), Diagnostic Health Professions (includes Biomedical/Clinical Laboratory Sciences, Health Administration, Radiologic Technology and Nutrition), Nursing, Therapeutic Health Professions (includes Communication Sciences and Disorders and Veterinary Technology). 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 evidenced by their abilities in teaching, clinical practice, and scholarship.

DEPARTMENT OF BEHAVIORAL HEALTH PROFESSIONS

The Department of Behavioral Health Professions offers a variety of programs in the fields of Psychology and Social Work. The Bachelor of Arts in Psychology program offers students the opportunity to develop a strong foundation in the science of psychology. The degree requirements ensure that students gain an understanding of fundamental areas within psychology as well as develop the tools needed - in terms of statistics and research methods - to make advancements in the field. The Master's in Behavior Analysis program helps students prepare themselves for a rewarding career that allows the application of ideas and principles from Psychology and the field of

Behavior Analysis in order to help improve the lives of others. This program provides students with the coursework needed to sit for the Behavior Analysis Certification exam. The doctoral program in Clinical Psychology provides students with training and education needed to have a rewarding career helping others.

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.A. in Psychology

The 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
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 Introductory Psychology Sequence

PSY 101 General Psychology 3.00

OR

PSY 102 Principles of Psychology 4.00

Required Psychology Courses

Taken within the first 9 credits in the major, with a required grade of at least C-

PSY 110 Psychological Statistics I 3.00

Taken within the first 15 credits in the major, with a required grade of at least C-

PSY 211 Experimental Psychology I 3.00

One of the following:

PSY 212 Psychological Tests and Measures 3.00

PSY 213 Psychological Statistics II 3.00

Two of the following:

PSY 416 Experimental Psychology II 3.00

PSY 422 Issues in Developmental Psychology 3.00

PSY 430 Differential Diagnosis 3.00

PSY 440 Issues in Social Psychology 3.00

PSY 460	Issues in Behavior Analysis	3.00
Two of the following:		
PSY 221	Developmental Psychology: Adolescence	3.00
PSY 230	Psychopharmacology	3.00
PSY 242	Psychology of Group Differences	3.00
PSY 261	Applied Behavior Analysis	3.00
PSY 270	Developmental Disabilities	3.00
PSY 281	Forensic Psychology: Law and Behavior	3.00
PSY 282	Psychology in the Workplace	3.00
PSY 283	Psychosomatics: Bodily Protest	3.00
PSY 284	Behavioral Economics	3.00

Foundational Psychology Courses

At least 12 credits of the following:

PSY 120	Developmental Psychology: Childhood	3.00
PSY 121	Human growth and development	3.00
PSY 130	Neuroscience	3.00
PSY 131	Sensation and Perception	3.00
PSY 140	Social Psychology	3.00
PSY 150	Cognitive Psychology	3.00
PSY 160	Learning and Memory	3.00
PSY 170	Abnormal Psychology	3.00

Credit Requirements

Major Required Credits: 36

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

B.S. Social Work

The Bachelor of Science in Social Work degree will prepare you for a career in helping the at risk, oppressed and underserved populations. The work emphasizes social justice advocacy, clinical training with individuals, families and groups, as well as administration and leadership roles in human service organizations.

The program teaches the knowledge, skills and values that support generalist, professional practice and offers a liberal arts training with a strong experiential component. Classes that make up the social work major include human behavior in the social environment, social welfare and policy analysis, research methods, and field practice. The field seminars link classroom learning to field placements in settings such as hospitals, schools,

counseling centers, homeless shelters, social service agencies and other community based organizations.

The undergraduate social work program at LIU Post offers students small class learning with individualized attention from their professors. The program boasts an active student club, blending undergraduate and graduate social work majors where professional opportunities are provided outside of the classroom. Students and faculty are encouraged to learn from each other and are always challenged to engage with community social workers and leaders in the field to carry out the work of our profession.

PROGRESSION REQUIREMENTS

Requirements for advancement/transfer to the Junior year (Fall semester) as a Social Work major include:

- Students must maintain a major and cumulative GPA of 2.75 or better to remain standing in the program.
- Students must complete the following courses: PSY 101; SOC 1; BIO 1 (or BIO 7); ECO 10 (or ECO 11); PHL 13; SWK 1; and SWK 50.

PROFESSIONAL FIELD PLACEMENT REQUIREMENTS

Field placement, which begins in the Spring semester of the Junior year, requires students to function as professionals and often involves direct client contact. Therefore, the Social Work Program invests heavily in ensuring that the students who progress to field placements are ready to assume the serious responsibility it entails. During the Fall semester of the Junior year, students take foundation courses in social work and a field instruction seminar in preparation for field placement. The instructors teaching these courses are committed to helping identify students' learning needs as early as possible and assisting them so that they will be able to meet the requirements to proceed to the field. These include:

- Completion of prerequisites (PSY 101, SOC 1, BIO 1 or 7, PHL 13, ECO 10 or 11).
- Completion of the following Social Work courses: SWK 1, SWK 50, SWK 60, SWK 70, and SWK 79.
- Maintaining a major and cumulative GPA of 2.75 or better.
- Demonstrating commitment to follow all policies and procedures as documented in the program's student handbook and field manual.
- Completion of a short self-assessment essay and an academic performance review.

OPTIONAL FOCUS IN HEALTHCARE

Students interested in healthcare as a future field of practice can enhance their generalist practice education with a focus on the healthcare system. Those who elect this path will be placed in a healthcare-related setting for their senior year

internship and will take social work electives in connection with the health sciences department.

The two required courses are:

- HSC 101 – Introduction to Health Professions
- SWK 30/HSC 102 – Interdisciplinary Helping Professions

B.S. Social Work

B.S. in Social Work

{Program Code: 19722} {HEGIS: 2104.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World (BIO 1 required)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (PSY 101 required)	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits
Additional course from one cluster (PHI 13 required)	3-4 credits
Ethics, Self & Society cluster	

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

Major Requirements

Required Classes for the B.S. in Social Work

HPA/ SWK 18	Research Methods	3.00
HPA/ SWK 19	Statistics for the Administrators	3.00
HPA 20	Computer-Based Management Systems	3.00
SWK 1	Introduction to Social Work and Social Welfare	3.00
SWK 50	Social Welfare Programs & Policies I	3.00
SWK 51	Social Welfare Programs & Policies II	3.00
SWK 60	Human Behavior in the Social Environment I	3.00

SWK 61	Human Behavior in the Social Environment II	3.00
SWK 70	Social Work Practice I	3.00
SWK 71	Social Work Practice II	3.00
SWK 75	Diversity-Sensitive Social Work Practice	3.00
SWK 79	Introduction to Field Instruction	1.00
SWK 80	Field Instruction I	4.00
SWK 90	Field Instruction II	6.00
SWK 91	Field Instruction III	6.00
Required Social Work Elective Courses		
Choose two of the following:		
ANT 1	Development of the Human Species, Culture and Society	3.00
ANT 2	Human Society	3.00
PHI 8	Introduction to Philosophy	3.00
PHI 14	Introduction to Critical Reasoning	3.00
PHI 19	Biomedical Ethics	3.00
PSY 25	Developmental Psychology: Childhood	3.00
PSY 26	Developmental Psychology: Adolescence	3.00
PSY 29	Developmental Disabilities	3.00
PSY 30	Personality: Research and Theory	3.00
PSY 32	Social Psychology	3.00
PSY 63	Abnormal Psychology	3.00
PSY 70	Developmental Psychology: Adulthood and Aging	3.00
PSY 121	Human Growth and Development Across the Lifespan	3.00
SOC 2	Social Institutions	3.00
SOC 3	Social Problems	3.00
SOC 15	Social Change	3.00
SOC 22	Sociology of Families	3.00
SOC 24	Sociology of Adolescence and Youth	3.00
SOC 33	Deviant Behavior	3.00
SOC 70	Sociology of Poverty	3.00
SWK 30	Interdisciplinary Helping Professions	3.00

SWK 31	Child and Family Services: The Practice	3.00
SWK 385	Honors Tutorial	3.00
SWK 386	Honors Tutorial	3.00
SWK 389	Honors Thesis	3.00
SWK 390	Honors Thesis	3.00

Required General Co-Related Courses

ECO 10	Introduction to Microeconomics	3.00
HPA 20	Computer-Based Management Systems	3.00
HPA 40	Organizational Leadership	3.00
PHI 13	Ethics and Society	3.00
PSY 101	General Psychology	3.00
SOC 1	Introduction to Sociology	3.00

Required Co-Related Biology Courses

BIO 1	Foundations of Biology I	4.00
Or		
BIO 7	Human Anatomy and Physiology I	4.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60
 Minimum Major Credits: 50
 Minimum Overall GPA: 2.75
 Minimum Major GPA: 2.75

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.

- 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 credits of coursework.

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.

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 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 and Spring

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 late 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

This course addresses the role of the real and imagined presence of others on people's thoughts, feelings, and behaviors. It examines how people make sense of others' behavior as well as topics including interpersonal relationships, aggression, and altruism.

Credits: 3

Every Fall

PSY 150 Cognitive Psychology

This course addresses how we understand and make sense of the world. Topics include perception, memory, thinking, knowledge, and language.

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

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

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.

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

This course addresses some of the types of tests and measurements that are used within different areas of psychology. The course focuses on concepts such as reliability and validity and how the utility of tests can be assessed.

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

The course examines cognition, intelligence, social relationships, familial relationships, stress, self-esteem, and moral development during adolescence. Attention is also given to race, gender, and ethnicity. The emphasis 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

On Occasion

PSY 242 Psychology of Group Differences

In an increasingly diverse America, it becomes imperative to understand differences in thinking and behaviors between groups (e.g., gender differences, cultural differences). This course addresses group differences, emphasizing psychology's role in understanding interpersonal relationships and intergroup interactions. PSY140 recommended.

Credits: 3

Every Fall

PSY 261 Applied Behavior Analysis

This course is a survey of the methodology for the analysis of human behavior and techniques for behavioral change. It includes a discussion of behavioral approaches to developing more effective systems of rehabilitation in institutions for the mentally ill and intellectually impaired, and for behavior change in the homes or classrooms of normal and emotionally disturbed children.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

Every Spring

PSY 270 Developmental Disabilities

This course is a survey of the etiology and treatment of a wide range of developmental disabilities including autism, intellectual impairment, perceptual impairments, speech and language disorders, and behavioral and emotional disabilities.

Credits: 3

On Occasion

PSY 281 Forensic Psychology: The Law and Human Behavior

This course covers psychological principles and practices applied to the legal system. Expert testimony, relevancy of mental illness, competencies, abuse and trauma are among the topics covered.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

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.

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

On Occasion

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 or co 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 or co requisite of PSY 160 is required

Credits: 3

Every Fall

Social Work Courses

SWK 1 Introduction to Social Work and Social Welfare

This course teaches the values, knowledge and skills that inform the helping professions. Students learn the broad definition of improving the well being of people by meeting their unmet needs and advocating for social justice. Examples of community projects and presentations include activities such as combating hunger, reducing homelessness and educating about mental health. Open to all students.

Credits: 3

Every Fall and Spring

SWK 18 Research Methods

This course provides an overview of the the empirical research process as it informs social work practice. In the this writing intensive class, students will read and interpret quantitative and qualitative research studies, design ethically sound research, and learn to use research to guide and evaluate their professional practice.

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

This class discusses statistical procedures, research design, sampling techniques, descriptive and inferential statistics, and specifically frequency distributions, measures of central tendency, dispersion, correlations, regressions, test of significance and reliability.

Prerequisite of HPA 18 or SWK 18 is required.

Credits: 3

Every Fall

SWK 30 Interdisciplinary Helping Professions

This course teaches an introduction to relationship building as the conceptual and methodological framework for interdisciplinary collaborative care delivery. Students engage in dyadic and small group exercises that teach effective practice skills. Important course for health care professions including social work, speech therapy, physical therapy, nutrition, medicine and nursing.

Credits: 3

Annually

SWK 50 Social Welfare Programs & Policies I

This course introduces students to policy practice and analysis through an exploration of the tradition of advocacy and social reform. Topics covered include historical and contemporary social welfare services, the political, economic, cultural and organizational systems influencing social policies, and social issues. Students study inequitable treatment of specific population groups and the social justice approach to meeting social needs.

Prerequisite of SOC 1 is required for SWK majors

only. Open to all other majors without prerequisite.

Credits: 3

Every Spring

SWK 51 Social Welfare Programs & Policies II

SWK 51 teaches how social problems are defined and trigger social policy. Students analyze and design policies in terms of their responses to age, race, gender, culture and class issues of oppressed populations.

Open to Juniors or Seniors.

Credits: 3

Every Fall

SWK 60 Human Behavior in the Social Environment I

This course provides foundation knowledge of the theoretical perspectives informing individual behavior across the lifespan from conception through late childhood. Biological, psychological, social and spiritual factors that affect human growth and development are examined. Special topics covered include child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addiction and deviant behaviors.

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 teaches human behavior from adolescence through late adulthood. Developmental stages are studied in the context of social systems including families, groups, organizations and communities. Students examine specific social problems such as addiction, domestic violence, mental illness and diversity variables.

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. This course teaches generalist practice with individuals and organizations. (Open to juniors only)

Pre-requisite SWK 1 and SWK 50

Co-requisite SWK 79

Prerequisite of SWK 1 and 50 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 79 is required.

Social Work majors only.

Credits: 3

Every Fall

SWK 71 Social Work Practice II

The second of a two course sequence, this course teaches the helping process as identified in working with families, groups and communities. Students learn the generalist practice skills of engagement, assessment, and contracting.

Pre-requisite SWK 70

Co-requisite SWK 80

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 studies the impact of ethnicity, social class and minority status on generalist social work practice. Students learn the skills to make ethnic-sensitive social work assessments and interventions. Emphasis is placed on understanding the complex problems that face diverse cultures and populations at risk for discrimination and oppression.

Pre-requisite SWK 71

Prerequisite of SWK 71 is required. Open to students with Senior status only.

Credits: 3

Every Spring

SWK 79 Introduction to Field Instruction

This course provides an orientation for students to their field practicum. Class discussions include the role and responsibilities of student interns in field placements, the importance of supervision, the specific tasks and requirements of the field students, and navigating the learning experience as a student intern. Students are prepared for the challenges and opportunities that field experiences offer the social work student.

Social Work majors only

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 and Spring

SWK 80 Field Instruction I

Students are placed in a social work-related field setting for a total of 100 hours during the Spring semester of their junior year. This course accompanies the field assignment and supports the student's learning experience. Through journals, assignments and class discussions, students learn to problem solve situations at their agency and with their clients. Specific learning opportunities include understanding the agency mission, purpose and services; the supervisory process, diversity and ethical practices.

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

This course is taken along with the student's field placement requiring 200 hours at the field agency in the Spring semester. The class supports the field learning and covers the theories and principles of social work practice that are applied to field practice. Students learn through assignments, class discussions and journals how to maximize the learning opportunities in field placement.

Pre-requisite SWK 90

Prerequisite of SWK 90 is required.

Credits: 6

Every Spring

DEPARTMENT OF DIAGNOSTIC HEALTH PROFESSIONS

The Department of Health Sciences and Administration offers a broad range of academic programs both on the undergraduate and graduate levels with significant clinical and internship placements. Our programs pride themselves on our accreditation's and community support which lead to excellent career opportunities in the health professions. We have a faculty which combines scholarship with distinguished professional experience. What makes us unique is our interdisciplinary approach to education. Our students are exposed to all of our disciplines which allows them to select the appropriate career path. Once you visit us you will see quality and concern for our student's growth. The Department of Health Sciences and Administration is committed to both your excellence and your success. You are our first priority. Below you can read about each program and then come visit us.

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 Health Sciences and Administrations 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:

FSC 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 Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 82
 Minimum Major Credits: 63

B.S. Health Care Administration

The B.S. degree in Health 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 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	First-Year Seminar	1 credit
	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 15	Health Resource Allocation in Health Care/Public Sector	3.00
HPA 18	Research Methods	3.00
HPA 19	Statistics for the Administrators	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
ADM 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
MHA	603	Foundations of Budgeting and Finance in the Health Sector	3.00

Required Course List 3 - one of the following:

HPA	22	Personnel Administration in Health Care/Public Sectors	3.00
MHA	602	Human Resources Administration	3.00

Required Course List 4 - one of the following:

HPA	20	Computer-Based Management Systems	3.00
ADM	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 Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

MEDICAL IMAGING PROGRAM**B.S. Radiologic Technology**

The Bachelor of Science in Radiologic Technology is professionally accredited by the joint Review Committee on Education in Radiologic technology (JRCERT). The program is designed to provide professional training for students aiming to become part of the health care team as a Radiologic Technologist. Upon successful completion of the degree you will be eligible to sit for the American Registry of Radiologic Technologist (ARRT) certification exam and New York state licensure. Once certified and licensed you can seek employment performing diagnostic x-rays, mammograms, Computer Tomography (CT) and Magnetic Resonance Imaging (MRI) scans. Technologists provide images of bones, tissues and organs to help radiologists and other physicians determine the best course of care for the patient.

The Radiologic Technology Program's curriculum provides a variety of learning environments and experiences. Students are introduced to material in didactic lecture courses, have hands-on instruction in the program's state of the art laboratories and apply what they've learned working with patients in the clinical setting. All faculty are available by appointment for extra help and tutoring.

The Radiologic Technology Program is one of the only in the country to have a laboratory with two live rooms, a simulation room, a mammography suite, as well as a surgical simulation room. The program's laboratory houses digital equipment, a portable machine for simulating portable radiography, a portable C-Arm fluoroscope for completing operating room simulations and a mammography unit for simulation of mammographic positioning using live models. The program's mammography, Computer Tomography (CT), and Magnetic Resonance Imaging (MRI) courses satisfy the Structured Learning requirement for advanced certification in those areas.

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.

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. All applicants must complete and submit written documentation of six hours of observation in a hospital or office setting. 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 the August prior to beginning 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 college algebra and trigonometry or higher), and a basic computer course prior to starting the program. LIU equivalency for BIO 7, BIO 8, MTH 3 and CLA 6.

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	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (must take MTH 3)	3 credits
Scientific Inquiry & the Natural World (must take BIO 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 100	Introduction to Medical Imaging	3.00
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	2.00
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	Mathematical Recitation 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
HAD 11	Management of Healthcare Organizations	3.00

Required Prerequisite Courses

BIO 7	Human Anatomy and Physiology I	4.00
BIO 8	Human Anatomy and Physiology II	4.00
MTH 3	College Algebra & Trigonometry	3.00
HAD 11	Mgt of Health Care Org	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 2 elective credits

Credit Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major Credits: 61
- 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 earn a verification statement 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 and completion of a Masters Degree is required before a 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

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
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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

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

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 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.

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 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

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.

Credits: 3

On Demand

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

Credits: 2

On Demand

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

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: 2

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.

Credits: 4

Every Spring

RDT 156L Medical Imaging Procedures II Laboratory

Laboratory course for RDT 156 Medical Imaging Procedures II. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment.

Prerequisite of RDT 155 and a co-requisite of RDT 156 are required.

Credits: 0

Every Spring

RDT 157 Medical Imaging Procedures III

This course serves to focus on the more advanced positions utilized in the practice of medical imaging. The student is introduced to medical imaging procedures of the skull. Practical laboratory experience will compliment the information presented in the didactic portion of the course, allowing the student to demonstrate the ability on the phantom patient.

Prerequisite of RDT 156 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.

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 = 2.75
- Minimum Overall GPA = 2.75

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, 220R, 230, 230R & MTH 19

Co requisites: NRS 240

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 of nursing care. Classroom discussions and activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist. Integrating knowledge from multiple sources that may include quality care, safety, policy, finance, effective communication, clinical prevention, health promotion, 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

Students will explore foundational elements of nursing interventions with individual patients in

controlled and predictable environments based on the core principles of nursing care. Classroom discussions and activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist.

Integrating knowledge from multiple sources that may include quality care, safety, policy, finance, effective communication, clinical prevention, health promotion, health restoration and professional values to guide nursing care will be covered in the lab setting.

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 in the laboratory setting.

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 in different health care environments. Legal, ethical principles, 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 with 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 with 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 in laboratory setting.

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 in the laboratory setting.

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

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 200R

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 requisite: 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, NRS 210

Co requisites: NRS 230 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, 200R, NRS 210

Co requisites: NRS 220, 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

NRS 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, 220R, NRS 230 and MTH 19

Co requisite: 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 post-partum 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

for honor students
 Must be in Honors College
 Credits: 3
 On Occasion

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. Note this is a writing across the curriculum course. (WAC)

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
 Co requisites: NRS 400
 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 THERAPEUTIC HEALTH PROFESSIONS

The Department of Therapeutic Health Professions focuses on the care of adults, children, and animals through the Communication Sciences Disorders program and the Veterinary Technician program. Students complete a BS in Speech-Language Pathology and Audiology assisting adults and children in overcoming their communication difficulties. Graduates of the Veterinary Technology Program are prepared to work in small and large animal practices, research and agricultural industries.

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
EDUX 300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00

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

B.S. Veterinary Technology

LIU 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. 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. 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. In addition to courses specifically aimed at the veterinary science (veterinary pharmacology, veterinary anatomy and physiology, etc.) students acquire over 500 hours of hands-on clinical experience, in everything from small hospitals to major multi-specialty practices. We also 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 hours of hand-on clinical experience as other students. 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. The B.S. in Veterinary Technology Program is accredited by the American Veterinary Medical Association, and its graduates are entitled to sit for the national licensing examination.

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 - minimum of C+ required in all 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 - minimum of C+ required in all 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 (minimum of C+ required):

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 - minimum of C+ required in all 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

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 once 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 phonetics 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 examinations 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, 67, 85 and 93

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 writing intensive 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, 84, and PHY 11

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, 63, and 84

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 to 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 writing intensive 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

Veterinary Technology Courses

VST 89 Independent Study in Veterinary Science

This course is designed to give the upper level student the opportunity to pursue a topic of particular interest in greater depth. It is the student's responsibility to seek out the Program Director, who will assist the student in choosing a topic and a faculty member with whom to work. Existing courses cannot be taught as independent studies. Program Director consent is required.

A pre requisite of VST 101 is required.

Credits: 1 to 3

On Demand

VST 97 Outbreak! Veterinary and Human Disease Emergencies

This course is the Freshman Seminar course for the major, and a required course for transfers. It discusses the history of human and veterinary epidemics and pandemics, from both a biological and a public health standpoint. Approaches to diagnosis and treatment are also covered.

Credits: 3

Every Fall

VST 101 Introduction to Veterinary Sciences

This course includes information pertaining to veterinary terminology, various classifications and breeds of animals, restraint methods, zoonotic diseases, common systemic diseases, future employment potential, and basic scientific concepts regarding animal health. 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

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 principals involved in operating a veterinary practice. Medico-legal issues will be discussed, as well as methods of managing personnel, financial responsibilities, ordering drugs and supplies, keeping inventory, and bookkeeping. Students will become familiar with medical notes and software currently in use.

A pre requisite of VST 101 is required.

A pre requisite of VST 101 is required.

Credits: 2

Every Spring

VST 103 Rabies Forum

As of winter 2022, that ALL students enrolled in veterinary technology/technician programs nationwide must receive the pre-exposure rabies vaccines (a series of three). This course will provide information on rabies and arrange for the vaccines. The lab fee for this course is 1400 dollars, which covers the cost of the vaccines as part of your tuition. Students are not permitted to work with animals or animal biologics if unvaccinated.

No prerequisite

Required of all majors; typically taken in the first Fall semester

Credits: 0

Every Fall

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. The integumentary, circulatory, skeletal, muscular, respiratory, gastrointestinal and metabolic systems will be covered during the first semester. 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

Pre or Co requisite: BIO 103

Co requisite(s): VST 101, VST 201L - Lab
 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

Laboratory component to VST 201 Lecture
 Pre or Co requisite: BIO 103
 Co requisite(s): VST 101, 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 medications and therapeutics used in veterinary medicine. General pharmacological principles and classification of agents used in veterinary medicine are covered. Included are drug dosage calculation, monitoring 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
 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. The reproductive, endocrine, neurologic, immune and sensory systems will be covered during this second semester of the two-course sequence.
 Pre requisite: VST 201 and 201 L
 Co requisite: VST 203 L - Lab
 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
 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. 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 - Laboratory
 Pre requisite: VST 203
 Co requisite(s): VST 202, VST 204L - Lab
 Credits: 2
 Every Fall

VST 204L Veterinary Nursing I - Lab

Lab to VST 204
 Co requisite: VST 204 -Lecture
 Co requisite: VST 204 - Lecture
 Credits: 1
 Every Fall

VST 211 Veterinary Clinical Laboratory Techniques

Focus will be given to laboratory analysis of clinical specimens. In addition, students gain an appreciation for the manner in which diagnostic tests integrate with the entire diagnostic process. The course will focus on urology, clinical chemistry, clinical serology, digestive function tests, veterinary microbiology and parasitology.
 Pre requisite(s): VST 202, VST 204/204L
 Co requisite: VST 211L - Lab
 Pre requisite(s): VST 202, VST 204
 Co requisite: VST 211L - Lab
 Credits: 2
 Every Fall

VST 211L Veterinary Clinical Laboratory Techniques - Lab

VST 211L Veterinary Clinical Laboratory Techniques - Laboratory
 Lab to VST 211 Lecture Laboratory sessions are concerned primarily with collection, storage, handling and analysis of blood, feces and other bodily secretions and excretions.
 Co requisite: VST 211 - Lecture
 Credits: 1
 Every Fall
 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 farm 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.
 Pre requisite: VST 202, VST 215/215P
 Co requisite: VST 212P
 Pre requisite: VST 215
 Co requisite: VST 212P
 Credits: 2
 Every Spring

VST 212P Large Animal Health, Diseases and Nursing Practicum

This is the hands-on portion of VST 212.

Note: This course requires a laboratory fee of 750 dollars.

Co requisite: VST 212
 Co requisite: VST 212
 Credits: 1
 Every Spring

VST 213 Veterinary Externship I

A three-semester externship sequence provides the student with supervised applied training in a veterinary hospital/facility. Students will engage in a minimum of 150 hours of supervised clinical experience. 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 202, VST 214/214L
 Co requisite: VST 213P
 Pre requisite: VST 214
 Co requisite: VST 213P
 Credits: 1
 Every Fall

VST 213P Veterinary Externship I - Practicum

Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist in a clinical setting. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation as this program is held off-campus. A co requisite of VST 213 is required. 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 acquisition of required essential skills in small animal care and treatment. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, clinical and post-surgical nursing, bandaging, dental prophylaxis, handling and restraint, practice of injection techniques, blood withdrawal, and experience in well-care.
 Pre requisite: VST 204/204L
 Co requisite: VST 214 L - Lab
 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
 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. Common veterinary diseases caused by parasites will be discussed.

Pre or co requisite: VST 202, VST 214/214L
Co requisite: VST 215 L - Lab
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
In the laboratory the student develops the routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination.
Co requisite: VST 215
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.
Pre-requisite: VST 204/204L
A pre requisite of VST 102 is required.
Credits: 3
On Occasion

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 214/214L is required.
A pre requisite of VST 214 is required.
Credits: 3
On Occasion

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.
A pre requisite of VST 215 is required
A pre requisite of VST 215 is required.
Credits: 3
On Occasion

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.
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.
A pre requisite of VST 101 is required.
Credits: 3
Every Spring

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, legislation, ethics and views in society. The course also provides an overview of the issues involved in keeping and treating non-traditional pets.
Pre requisite: VST 403, VST 212
Co requisite: VST 401L - Lab
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
Co requisite: VST 401 - Lecture
Credits: 1
Every Fall

VST 402 Veterinary Externship II

Students will experience minimum of 185 hours of supervised clinical experience. 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
Co requisites: VST 403 and VST 403L
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 185 hours of supervised clinical experience. 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.
A co requisite of VST 402 is required.
Credits: 3
Every Fall

VST 403 Veterinary Nursing III

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. 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

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

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. There will be one off-campus wet lab to complete dental essential skills.

A pre requisite of VST 403 is required.

A pre requisite of VST 403 is required.

Credits: 2

Every Spring

VST 405 Veterinary Externship III

Students will experience a minimum of 185 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

Pre requisite: VST 402

Co requisite: VST 405P

Credits: 1

Every Spring

VST 405P Veterinary Externship III - Practicum

Students will experience a minimum of 185 hours of supervised clinical experience. Through this supervised applied training, the student will

develop his/her skills as a veterinary technologist.

Performance in the clinic will be formally evaluated twice a semester. 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.

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.

A co requisite of VST 405 is required.

Credits: 2

Every Spring

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.
 - The hearing will have all parties present.
 - The hearing will be recorded.
 - The student will present their appeal including justifications, circumstances, and any other relevant information for consideration.
 - The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
 - 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.
 - Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
 - 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.

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 & Design**SCHOOL OF PERFORMING ARTS**

Major	HEGIS Code	Degree
Music	1004	BS
Music Education	0832	BM
Music Technology, Entrepreneurship & Technology	1099	BFA
Theatre Arts	1007	BA, BFA

SCHOOL OF VISUAL ARTS

Major	HEGIS Code	Degree
Art	1002	BFA
Clinical Art Therapy & Counseling	1099	MA
Digital Arts and Design	1002	BFA
Digital Game Design & Development	1099	BFA

SCHOOL OF FILM AND DIGITAL MEDIA

Major	HEGIS Code	Degree
Broadcasting	0605	BFA
Film	1010	BFA

College of Education, Information and Technology

Major	HEGIS Code	Degree
Adolescence Education (Grades 7-12)	0803	MS
Adolescence Education: Biology		MS
Adolescence Education: English and SWD Grades 7-12 (dual initial certification)	1501.01	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.
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	M. Phil., 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
Public Library Administration	1601	Adv.Crt.
School Counselor	0826.01	MS
School District Business Leader	0827	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

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Major	HEGIS Code	Degree
English	1501	BA
Political Science	2207	BA

POLK SCHOOL OF COMMUNICATION

Major	HEGIS Code	Degree
Communications	0605	BS
Journalism	0602	BFA

College of Science

SCHOOL OF NATURAL AND LIFE SCIENCES

Major	HEGIS Code	Degree
Forensic Science	1999.2	BS
Genetic Counseling	0422	MS
Mathematics	1701	BS

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

Major	HEGIS Code	Degree
Artificial Intelligence	0701	BS, MS
Computer Science	0702	BS

Roosevelt School

Major	HEGIS Code	Degree
International Relations and Diplomacy	2210	BA

College of Management

SCHOOL OF BUSINESS

Major	HEGIS Code	Degree
Business Administration	0506	BS, MBA
Finance	0504	BS
Marketing (Branding and Licensing, Digital Marketing)	0509	BS

SCHOOL OF PROFESSIONAL ACCOUNTANCY

Major	HEGIS Code	Degree
Accountancy	0502	BS, MS

SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

Major	HEGIS Code	Degree
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Criminal Justice	2105	BA, MS
Data Analytics	0703	BS
Data Analytics & Strategic Business Intelligence	0703	MS
Economics	2204	BA
Fashion Merchandising	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
Nursing	1203.1	BS
Nutrition and Dietetics	1299	BS
Nutrition	0424	MS
Radiologic Technology	1225	BS
Registered Dietician Nutritionist	0424	MS
Psychology	2001	BA
Social Work	2104	BS, MSW
Speech-Language Pathology and Audiology	1200	BS
Speech-Language Pathology	1220	MA
Veterinary Technology	0104.0	BS

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