
LIU Post

2023 - 2024 Undergraduate & Graduate 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, 2023. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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-robert@aramark.com
Enrollment Services <ul style="list-style-type: none"> • Academic Advisement • Financial Aid • International Student Services • Transcripts 	516-299-2323	Post-enrollmentservices@liu.edu
Facilities	516-299-2277	
Learning Center <ul style="list-style-type: none"> • Tutoring Program • Writing Program • Disability Support Services • 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	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 2023-2024

Fall 2023

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.

September 4	Labor Day-holiday
September 6	Weekday classes begin
September 6-19	Registration and program changes
September 9-10	First weekend session classes begin
September 19	Registration and program changes end
October 7	Last day to apply for a comprehensive examination
October 16	Spring 2024 Registration Begins for Continuing Students (tentative)
October 21-22	First weekend session final examinations
October 28-29	Second weekend session classes begin
November 10	Last day for full or partial withdrawal for full-term Fall courses
November 22-26	Thanksgiving holiday
November 27	Classes resume
December 15	Semester classes meeting Monday through Friday end
December 16-17	Second weekend session final examinations
December 18-22	Final examinations-undergraduate and graduate
December 22	Last day to submit thesis for Fall graduates
December 23	Winter recess begins

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 2024

Intersession Classes Begin	January 2
MLK Day - No classes	January 15

Final Class Meeting/Final Exam

January 16

Spring 2024

January 12	Fall Degrees Conferred
January 20-21	First weekend session classes begin
January 22	Weekday classes begin
January 22 - February 4	Registration and program changes
February 4	Registration and program changes end
February 19	Summer/Fall 24 Registration begins (tentative)
February 20	President's Day-no classes
March 2-35	First weekend session final examinations
March 5	Summer/Fall 24 Registration begins (tentative)
March 11	Spring Recess Begins
March 18	Classes resume
March 23-24	Second weekend session classes begin
April 5	Last day for withdrawal from full-semester classes
May 4-5	Second weekend session final examinations/Last Class Meeting
May 6	Semester classes meeting Monday through Friday end
May 7 - 13	Final examinations-undergraduate and graduate
May 12	Last day to submit a thesis for spring graduates
TBD	Commencement Ceremony (tentative)
May 12	Conferral of May degrees

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 2024

May 20	First day of classes for First Five Week and 10/12 Week Full Summer Sessions	July 31	Last day to drop/add classes for Third Five Week Session
May 22	Last day to add/drop classes for First Five Week	August 9	Last day of 12 Week Full Summer Session
May 26	Last day to add/drop classes for Full Summer Sessions	August 16	Last day for withdrawal from Third Five Week Session
May 25-27	Memorial Day-holiday	August 30	Last day of Third Five Week Session
May 31	Make up day from May 27th classes		
June 7	Last day for withdrawal from First Five Week Session		
June 21	Last day of First Five Week session		
June 24	First day of classes for Second Five Week Session		
June 26	Last day to add/drop for Second Five Week Session		
June 28	Last day for withdrawal from Weekend Session courses		
June 28	Last Day of First Six Week Session		
July 5	Last day for withdrawal for 10 Week session		
July 12	Last day for withdrawal from Second Five Week Session and 12 Week Summer Session		
July 13	First day of Weekend Session		
July 19	Last day to add/drop Weekend Session		
July 26	Last day of Second Five Week Session and 10 Week Session		
July 29	First day of classes for Third Five Week 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.

Graduate Admission

To apply to an LIU graduate program, a student must submit an application and official undergraduate and/or graduate transcripts from all colleges or universities the student attended. Applicants for graduate study must have a conferred bachelor's degree, or its equivalent, from an accredited institution prior to the start of the program. A non-refundable application fee must accompany the application. Graduate and doctoral application fees may vary by academic program.

Application requirements vary depending on the academic program and may be found in the Graduate

Catalog. Some programs require standardized test scores, interviews, and/or other documentation in order to be considered for admission.

Applicants are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions.

After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the following:

- **Acceptance:** For students whose credentials meet admissions LIU admissions standards for whom a place is available.
- **Pending:** For students who have to submit additional information before a decision can be made.
- **Wait List:** For students to whom admission may be offered at a later time when a place becomes available.
- **Denial:** For students who do not meet the criteria for admittance.

Applicants who are offered admission are encouraged to accept the offer as soon as possible by submitting a nonrefundable tuition deposit. The deposit deadline is May 1, or two weeks from date of acceptance, whichever is later.

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

Readmission

UNDERGRADUATE 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.

GRADUATE READMISSION

Graduate students who have not attended classes for one or more semesters but less than three years, maintained their maintenance of matriculation status, or have not been granted a leave of absence, must submit a readmission form.

Graduate students who have not attended for more than three years must submit a new graduate application and all supporting credentials required for admission.

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 graduate student's return is subject to the academic requirements posted in the graduate catalog in effect at the time of readmission.

Undergraduate Student Academic Forgiveness

Undergraduate 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 2022, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2015 was 54.5 percent.

HONORS COLLEGE

The Long Island University Honors College was inaugurated in 1963 as one of the nation's first Honors programs. The Long Island University Honors College is committed to academic excellence through innovation by enrolling highly competitive students, engaging faculty recognized for excellence in teaching and research, enhancing honors research experiences, providing study abroad experiences, promoting highly competitive co-ops and internships, and engaging a culture of winning prestigious awards towards meaningful job and graduate school opportunities.

Honors College students have exclusive access to the Honors Village, located in the historic Winnick Mansion at the Post campus and Honors Lounge located on the Brooklyn campus minutes away from New York City's world renowned culture and attractions. Students are encouraged to use the Honors College resources to study, meet with friends, and hold gatherings. In the Honors College, student ideas and leadership are at the heart of our mission to broaden and advance student learning.

Honors College faculty are top rated in the university with prestigious awards and recognition, research, scholarship, and recently published works. In the Honors College at Long Island University 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 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.

Long Island University Honors College students receive Honors recognition by earning 24 credits in a variety of ways. Honors recognition can be earned through honors courses, study abroad, graduate courses, independent study, upper-level research courses, honors internships, service learning courses, and AP courses earning a score of 5.

Honors College Recognition (24 credits) Options:

- Honors Courses - Honors courses challenge high achieving and gifted students taught by the University's top faculty. Honors courses include Research and Creative Scholarship, interdisciplinary learning, service learning and leadership, and experiential learning.
- Study Abroad - Study Abroad is a once in a lifetime opportunity to spend your summer expanding your understanding of the world, building a new network of friends and sharpening your professional goals.
- Graduate-Level Courses - Successfully complete graduate-level courses in your desired field (those typically restricted to graduate students and requiring special permission for undergraduates to register).
- Independent Study Courses - This course is a faculty-guided, independent research and/or writing project arranged with a faculty member. The 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.
- Upper-Level Research Courses - Students automatically earn program credit for enrollment in upper-level (300 or 400 level) research courses typically taken in a student's junior and senior year. No proposal submission is necessary to earn these credits.
- Honors Internships - Provides academic credit to all majors who engage in off-campus internships. Students submit reports about their experiences as interns. May be taken more than

once.

- Service Learning Courses - Service learning courses provide students the opportunity to discover the value of giving back.
- AP Credits (Score of 5) - All AP Courses with a Score of 5 counts towards fulfilling Honors recognition.

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.

Prerequisites: Honors Program

Co-requisite: BIO 301L

Credits: 3

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: 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

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 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

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

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).

Graduate Degrees

LIU Post awards the following graduate degrees: Master of Arts, Master of Philosophy, Master of Science, Master of Science in Education, Master of Business Administration, Master of Health Administration, Certificate of Advanced Studies, Doctor of Philosophy, Doctor of Education, Doctor of Psychology.

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.

Undergraduate

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

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

Undergraduate students may opt to 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 undergraduate 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 undergraduate 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.

- 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

GRADUATE

Graduate requirements for graduation are:

- 3.00 cumulative grade point average
- all course requirements and minimum credits earned for specific degree program
- any capstone requirement for specific program completed
- Oral, Qualifying or Comprehensive Exams: Some departments may require a student to take examinations in their area of study. These examinations include:

Qualifying Examination - this examination is given in academic departments that require a common core of courses. Degree candidacy status and an assignment of a thesis project are deferred until the examination is completed.

Comprehensive Examination - some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and their area of concentration. The examination may be oral or written.

Oral examination (and defense of thesis) - Academic departments that require a degree candidate to write a thesis may require the candidate to defend their thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

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 - Undergraduates only

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

Undergraduate:

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.

Graduate

1. **CRITICAL THINKING.** *Appropriate to the discipline and degree level. 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.*

2. **RESEARCH AND SCHOLARSHIP.**^[1] *Research and Scholarship or equivalent skills, knowledge, and experiences appropriate to the discipline and degree level. These skills may be demonstrated in the following areas:*

- Research Skills (especially for doctoral or academic master's programs)
- Professional Skills (especially for professional programs)
- Practical Skills (especially for clinical or teaching programs)
- Creation or Performance Skills (especially for artistic programs)

[1] Scholarship includes activities that contribute directly to the cumulative knowledge or creative resources in a discipline.

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	156	Irish American Fiction	3
ENG	22	Shakespeare: Tragedies, Romances	3	ENG	201	The English Language	3
ENG	59	Autobiographical Transformations: How a Writer Makes Life into Art	3	ENG	202	Varieties of English	3
ENG	69	From Fiction Into Film	3	ENG	303	World Literature I: From Antiquity to Renaissance	3
ENG	182	Introduction to Creative Writing	3	ENG	304	World Literature II: From the Enlightenment to the Present	3
ENG	186	Writing in the Digital Age	3	GGR	2	Geography and the Global Citizen	3
ENG	189	Creative Writing: Experimental Fiction	3	GGR	303	Human Geography: Man, Environment, Technology	3
ENG	193	Creative Writing: Young Adult Fiction	3	GGR	304	Human Geography: Cultural/Demographic Environment	3
ITL	72	Contemporary Italian Art and Media through the Lens of Fashion	3	GGR	304	Model UN	3
MUS	1	Introduction to Musical Concepts	3	FRE	1	Elementary French: Language and Culture I	3
MUS	2	Elementary Musicianship	3	FRE	2	Elementary French: Language and Culture II	3
PHI	16	Aesthetics: The Philosophy of Art and Beauty	3	FRE	3	Intermediate French: Language and Culture I	3
PHI	29	Dreams and the Philosophy of the Unconscious	3	FRE	4	Intermediate French: Language and Culture II	3
PHI	33	Philosophy and Film	3	HIS	1	The West and the World to 1750	3
THE	1	The Art of Theatre	3	HIS	2	The West and the World since 1750	3
THE	101	Introduction to Drama	3	HIS	3	American Civilization to 1877	3
THE	143	Shakespeare in Performance	3	HIS	4	American Civilization since 1877	3
THE	193	Devised Theatre	3	HIS	5	The Ancient World	3
THE	360	The Art of Theatre	3	HIS	6	The Medieval and Early Modern World	3
(6) Perspectives on World Cultures (3 credits)				HIS	14	Medieval Monsters	3
Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectivity between different cultures and regions. Courses in this cluster consider the problem of cultural empathy and provide a sense of the value of understanding and interpreting different cultures on their own terms. Learning Goal: Intercultural Knowledge.				HIS	25	Latin America: 1000 A.D. to 1810 A.D.	3
			Credits	HIS	29	Andean History, Culture, and Politics	3
ANT	2	Human Society	3	HIS	32	Human Rights and Citizenship	3
ANT	35	Global Cultures	3	HIS	46	Medieval Magic, Science, and Technology	3
ART	1	Intro to Visual Arts: What Humans Make	3	HIS	50	Civil War and Reconstruction	3
ART	52	Inspired: Where Art and Academics Intersect	3	HIS	303	Civ Ancient World to 18th Century	3
ART	53	Perspectives on World Cultures: Polyrythms	3	HIS	304	European History from French Revolution	3
CIN	5	The Art of Documentary	3	ITL	1	Elementary Italian: Language and Culture I	3
ENG	8	World Literature II: From the Enlightenment to the Present	3	ITL	2	Elementary Italian: Language and Culture II	3
ENG	13	The Short Story	3	ITL	3	Intermediate Italian: Language and Culture I	3
ENG	16	The Modern Novel	3	ITL	4	Intermediate Italian: Language and Culture II	3
ENG	62	Love in the Western World	3	JPN	1	Elementary Japanese: Language and Culture I	3
ENG	102	Literatures of Africa	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. Appeals must be submitted no later than 30 days after the end of the term. 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. Tuition costs are 50% of regular tuition charges. 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.

Undergraduate Life Experience Credit

Undergraduate 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 LIU Post 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 (Psychology-Clinical PsyD, Transformational Leadership EdD, Information Studies PhD, Speech Language Pathology MA), non-refundable	500
Tuition Deposit (all other programs), non-refundable	200
Housing Deposit	300
Undergraduate Tuition:	
• Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	19,729
• Bachelor's Degree and Undergraduate Studies, per credit	1,231
• Academic Resource Center, per term	2,250
• Undergraduate Audit Fee, per credit	616
• High School Scholars, per course	290
Graduate Tuition:	
• Master's Degree and Graduate Studies, per credit	1,352
• Graduate Audit Fee, per credit	677
• Registered Dietician Nutritionist MS/RDN and Speech Language Pathology MA, per credit	1,377
• Psychology - Clinical PsyD, years (1-3), 9+ credits	28,103
• Psychology - Clinical PsyD, year 4+, Transformational Leadership EdD and Informational Studies PhD, per credit & Dissertation and Supervision (PSY 842) and Dissertation Maintenance (PSY 843), per course;	1,798
University Fee:	
• 12+ credits, per term	1,017
• Less than 12 credits, per term	509
Other Required Fees:	
• University Dining Dollars, 9+ credits, per term	75
Nursing Testing and Lab Fees:	
• Undergraduate Program Fee	950
• Graduate Program Fee	800
• Nutrition & Dietetics BS, MS & Adv Cert, per term	100

Course Fees (additional fee per class):

• MUS (Private Instruction)	475
• PE 116, 117, 118	600
• ATCG 601, 602, 603, 604	200
• PSY 841	200
• VST 212	700

Other Fees:

• Freshman Orientation Fee	275
• Transfer and Graduate Orientation Fee	75
• Late Payment Fee	350
• Maintenance of Matriculation Fee	100
• Maintenance of Matriculation Fee - Doctoral	250
• 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:

Enrollment Fee	\$35
Enrollment Dates	Fall : June 15 - September 15 (Late enrollment through October 15) Spring : December 1 - February 15 (Late enrollment through March 15) Summer : April 15 - June 30 (Late enrollment through July 15)
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 20
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, generate an On-Demand statement or 1098T form or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
After Spring registration opens	\$350
Winter Term	
1st Day	\$150
Spring Term	
After Fall registration opens	\$350
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 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 the Affordable Care Act 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 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for 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.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

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
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<i>Credits Attempted</i>	<i>Credits Earned</i>	<i>Total Credits Earned</i>	<i>Cum GPA Required</i>
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:

- Phi Sigma Kappa
- Sigma Alpha Epsilon
- Tau Kappa Epsilon

Sororities:

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

Greek Life Honor Societies:

- Order of Omega
- Gamma Sigma Alpha
- Rho Lambda

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 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
On Demand

Oral Communication Courses

ORC 1 Public Speaking

Principles of speech composition, public address, and role that public speaking plays in communication settings are the focus of this course. Students gain self-confidence as they prepare and deliver short speeches to their peers. They learn to use technological tools designed to enhance oral

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

Credits: 3
Every Semester

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.

Pre requisites of Junior or Senior status and permission of the Program Director is required.
Credits: 1 to 3
On Demand

PR 91 Capstone I

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

Prerequisites: Senior status in Public Relations, PR 20, PR 25, PR70 and director permission. 3 credits.
**PR 91 and PR 92 may not be taken in the same semester NO LONGER a WAC course.*
Credits: 3
On Demand

PR 92 Capstone II Project & Portfolio

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

*Prerequisites: Senior status in Public Relations, PR 91, and permission of the Program Director. 4 credits *PR 91 and PR 92 may not be taken in the same semester*

Credits: 4
On Demand

SCHOOL OF FILM AND DIGITAL MEDIA

The School of Film and Digital 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 and Digital 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, and storytelling that is fundamental to all art forms. The school challenges students to look forward because today's creatives must be aware of emerging market trends that will both reflect and influence the arts. 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 make them creative and insightful leaders.

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
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MUS 46	Introduction to World Music	3.00
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Required Applied Music Courses: (4 credits)

MUS 20	Conducting I	2.00
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MUS 40	ConductingII	2.00
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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
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MUS 6	Wind Symphony	1.00
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MUS 7	Orchestra	1.00
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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.M. Music Education (Birth to Grade 12)

[Program Code: 24068] [HEGIS: 0832.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

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

Power, Institutions & Structures 3 credits

Additional course from one cluster 3-4 credits

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

Major Requirements

All music education majors will complete the music education sequence, which includes MUS 15, 17A, 17F, 18A, 19A, 19B, 19C, 19D and 19E. Music education majors with an instrumental concentration are required to take MUS 17D Instrumental Methods. Music education majors with a choral concentration are required to take MUS 17C Secondary Choral Methods. Music education students are encouraged to take both MUS 17C and MUS 17D to ensure a broader understanding of music teaching and the learning process. Great care is taken in preparing candidates for the student teaching experience and for the workplace upon graduation. Departmental competency requirements in music education, which all music education majors must complete, are designed to ensure best practices in student teaching and to graduate caring, competent, and qualified music educators.

Entering freshman will receive information pertaining to current and updated departmental competency requirements in music education, as well as all mid-degree and exit requirements.

Music education students are required to: a) participate in at least two Collegiate National Association for Music Education (NAfME) sponsored on-campus music education workshops; b) successfully complete the Sophomore Review; c) participate in the Rompertunes early childhood music teaching and learning program, d) successfully complete 100 hours of pre-student teaching field observation; e) meet the requirements of the Student Teaching Eligibility Portfolio and Interview; f) complete NY State teaching certification examinations prior to graduation; and g) meet the requirements of the Exit Portfolio. Details concerning the above requirements are available from the Director of Music Education.

* Student must receive a grade of C or better in all EDI, EDS and MUS courses

Required Education Courses: (24 credits)

EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	16A	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI	19	Culturally Responsive-Sustaining (CR-S) Education	3.00

EDI	38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI	35G	Methods and Materials in Teaching Secondary Methods: Music	3.00
EDS	44G	Music Foundations For Teaching Special Learners	3.00
EDS	60	Literacy Development: Birth-Grade 6	3.00

Required Education Seminars:

CATX	100	Child Abuse Identification & Reporting	0.00
DASA	100	Dignity in Schools Act	0.00
EDUX	100	Project S.A.V.E. – Safe Schools Against Violence in Education Act	0.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire & Arson	0.00
EDUX	300	Preventing Alcohol, Tobacco, and other Substance Abuse	0.00

Students are required to do one of the following: a foreign language course, American Sign Language (SPE 98), or Equivalent milestone (with permission from the department chair).

Required Music Education Courses: (14 credits)

MUS	15	Introduction to Music Education	1.00
MUS	17A	Elementary General Music Methods	3.00
MUS	17F	Technology and Music Education	2.00
MUS	18A	Musicianship for Music Teachers	2.00
MUS	19A	Brass Methods	1.00
MUS	19B	String Methods	1.00
MUS	19C	Woodwind Methods	1.00
MUS	19D	Percussion Methods	1.00
MUS	19E	Vocal Methods	2.00

One specialization course from the following:

MUS	17C	Secondary Choral Music Methods	3.00
MUS	17D	Instrumental Music Methods	3.00

Required Music Courses

Required Musicianship Core Courses:

MUS	107A	Music Theory/Keyboard Harmony I	2.00
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MUS	107B	Music Theory/Keyboard Harmony II	2.00
MUS	107C	Music Theory/Keyboard Harmony III	2.00
MUS	107D	Music Theory/Keyboard Harmony IV	2.00
MUS	108A	Aural Skills I	2.00
MUS	108B	Aural Skills II	2.00
MUS	108C	Aural Skills III	2.00
MUS	108D	Aural Skills IV	2.00
MUS	109	Arranging, Orchestration and Analysis	2.00

Required Music History/ Literature Courses

MUS	11	Intro to Music Literature	3.00
MUS	21	Music in Western Civilization I	3.00
MUS	46	Introduction to World Music	3.00

Required Applied Music Courses

MUS	20	Conducting I	2.00
MUS	40	ConductingII	2.00

Required Music Lessons:

Eight credits of Studio Lessons must be completed on primary applied instrument from the following:

- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B)
- Guitar (54A/B)
- Flute (60A/B), Oboe (61A/B), Clarinet (62A/B), Bassoon (63A/B), Saxophone (64A/B)
- Trumpet (70A/B), Horn (71A/B), Trombone (72A/B), Euphonium (73A/B), Tuba (74A/B)
- Percussion (80A/B)
- Piano (83A/B)
- Voice (88A/B)

Music education students are strongly encouraged to take sixteen credits of Studio Lessons. Some of these additional lessons may be taken on the following instruments:

- Jazz Bass (53C/D)
- Jazz Guitar (54C/D)
- Jazz Flute (60C/D), Jazz Clarinet (62C/D), Jazz Saxophone (64C/D)
- Jazz Trumpet (70C/D), Jazz Trombone (72C/D)
- Jazz Percussion (80C/D)
- Jazz Piano (83C/D)
- Jazz Voice 88C/D)

Lessons are offered each semester for 1 or 2 credits.

One of the following is required every semester:

MUS	5	Chorus	0.50
MUS	6	Wind Symphony	0.50
MUS	7	Orchestra	0.50

Taken every semester except during Student Teaching

MUS	4	Music Convocation	0.00
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Required Recital Course

MUS	151	Senior Recital	0.00
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Successful completion of the Music Theory Comprehensive Exam and the Music History Comprehensive Exam is required of all undergraduate music majors.

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 30
 Minimum Education Major Credits: 34
 Required Music Major Credits: 50
 Guided Elective Credits: 8
 Minimum Overall GPA: 2.50
 Minimum Major GPA: 2.75
 Curriculum and Assessment for Pre-service Teachers

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

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

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

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

ADMISSION REQUIREMENTS

For admission to the Bachelor of Fine Arts program, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into

the music program is also contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

AUDITIONS FOR ADMISSION

As a prospective undergraduate music major, you may compete through audition for performance awards.

Schedule

Audition Days will be posted on the university's website and in routinely updated print media. Alternate dates by appointment.

Auditions will be held 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

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 and Summer

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 100 Music Review

A remedial course to address substantive deficiencies in Music Theory or Music History to be determined through the Music Theory

Comprehensive Exam and the Music History Comprehensive Exam. Curricula will be determined on an individual basis after review of the results of the above exams and in consultation with the instructor. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

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

Credits: 3

Every Fall and Spring

MUS 101 Chamber Music Ensembles

Instrumentalists and select vocalists are assigned to chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque Period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one hour coaching session with a music faculty member.

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

Credits: 0 to 1

Every Fall and Spring

MUS 105 Jazz Combo

Audition may be required. Course provides the experience of singing and playing a wide range of jazz styles in a small group setting. The primary goals are the development of improvisational skills and learning of repertoire. Instrumentation is variable, typically includes bass, drums, piano and/or guitar, horns, and vocals. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at:

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

Credits: 0 to 1

Every Fall and Spring

MUS 106A Basic Keyboard I

This course centers on the development of basic piano skills including fingerings, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections, and technical exercises. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Credits: 1

Every Fall

MUS 106B Basic Keyboard II

This course is a continuation of Basic Keyboard I. Requirements include performing My Country 'tis

of Thee in six (6) different keys, singing My Country 'tis of Thee while playing a basic standard chord accompaniment, and writing and performing an original piano composition that includes mixed meters. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Prerequisite(s): MUS 106A

Credits: 1

Every Spring

MUS 107A Theory/Keyboard Harmony I

This course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition. Requirements including performing and notating 1) London Bridge, Silent Night, and Happy Birthday with appropriate chords; 2) diatonic circle of fifths and falling fourths progression; and 3) root position triads in close and open positions in six (6) different keys. Students compose an original simple four-part composition that includes open and close position chords. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.

Co-requisite: MUS 106A

Credits: 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 Spring

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 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 with the Post Theatre Company in all facets of theatre production.

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, and an audition is required for admission.

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.

This exciting program is coordinated with the Post Theatre Company, where students gain hands-on experience in all aspects of a working theatre company.

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.

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 musical theatre concentration, prepare one short monologue and 32 bars of a song.
- Submit a headshot and résumé at the time of audition.

Auditions for admission into the B.F.A. Theatre Arts Acting Program are held in the Theatre, Dance & Arts Management Department, virtually and at multiple locations throughout the United States.

Auditions for Post Theatre Company

Productions

Auditions for the season productions are open to all theatre majors, and are held at the end of each semester for performances in the subsequent term.

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, and an audition is required for admission.

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.

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 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 32 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, virtually and at multiple locations throughout the United States.

Auditions for Post Theatre Company

Productions

Auditions for the season productions are open to all theatre majors, and are held at the end of each semester for performances in the subsequent term.

B.F.A. Theatre Arts

{Program Code: 14401} {HEGIS: 1007.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

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

(THE 143 or THE 193 recommended)

Perspectives on World Cultures	3 credits
(THE 142 THE 141 required)	
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
Additional course from one cluster	3-4 credits
(THE 141, THE 142, THE 143, or THE 193 available)	

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

Major Requirements

Required Introductory Theatre Arts Courses (6 credits)

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

Required Theatrical History and Literature Courses (9 credits)

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

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

Required Theatre Production Laboratory Courses (4 credits)

Four credits from any of the following:

THE 239	Production Laboratory	1.00
THE 240	Production Laboratory	1.00

Required Theatre Contract Courses

THE 204	Department Contract	0.00
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Three courses from the following:

THE 201	Department Contract	0.00
THE 202	Department Contract	0.00

Acting Concentration Requirements

Required Acting Courses (24 credits)

THE 121	Basic Acting I	3.00
THE 122	Basic Acting II	3.00
THE 123	Intermediate Acting I	3.00
THE 124	Intermediate Acting II	3.00
THE 125	Advanced Acting I	3.00
THE 126	Advanced Acting II	3.00
THE 152	Professional Skills: The Business of Acting	3.00
THE 192	Senior Acting Studio	3.00

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

THE 168	Advanced Voice & Speech I	3.00
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THE 542	Advanced Theatre Movement	3.00
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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
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THE 542	Advanced Theatre Movement	3.00
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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
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THE 166	Beginning Speech	3.00
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THE 167	Beginning Voice	3.00
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Six (6 credits) of the following:

THE 180	Contemporary Musical Theatre Seminar	3.00
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THE 195	Musical Theatre Seminar II	3.00
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Required Theatre, Music, Dance, Voice Jury Courses

8 credits of the following:

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

Credit and GPA Requirements

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

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 focuses on the vocal instrument and teaches the fundamentals of breath, vocal use, and speech for the stage. Through exercises and basic text work, the student explores the basics of breath and sound creation, the connection to text, and ultimately, communication with both partners and audience. Students will also learn to maintain healthy vocal production through 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 an understanding of healthy vocal production. It focuses on the use of the vocal instrument and provides an embodied knowledge of the International Phonetic Alphabet chart and its possible applications. Through exercises and text

work, the student explores the relationship of breath/voice to text and acquires the applied knowledge to care for the vocal instrument through healthy production and maintenance. Students deepen their understanding of their voice, their ability to speak clearly and effectively, and the relationship between breath and listening as it pertains to re/acting on impulse.

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 reflects the nature of the present moment and points toward the future.

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 artist entrepreneurs and/or pursue graduate study in the visual arts. As an art major you will study with practicing artists and leading scholars. You will build a solid foundation in drawing, painting, printmaking, sculpture, ceramics, and digital fabrication, while exploring the history and theory of human creativity. Art Foundations are required of all freshmen in the program, where concepts and practices in two-dimensional, three-dimensional, and time-based art forms are examined.

Advanced studio classes develop your skills to prepare you for your art internship in your Junior year where you will work with a professional artist or other creative enterprise aligned with your career goals. As a senior your faculty advisor will guide you in preparing a senior exhibition of works in your chosen media. Facilities include drawing, painting, printmaking, and ceramic studios, as well as a 3D Fabrication Lab with 3D-printer, laser cutter, CNC router, and woodworking machine tools. Two art galleries are dedicated to the exhibition of student work and 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 optional for admission to the Art B.F.A Program. Students wishing to transfer into the Art B.F.A program are required to submit a portfolio and transcript for transfer evaluation. 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 the Art B.F.A Program. Portfolio reviews are offered by appointment at all LIU Post Open Houses or online at getacceptd.com/liu. Call (516) 299-2385 to schedule your portfolio review.

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, Design and Game Development 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

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 32 Pottery/Ceramics II 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

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

Free Elective (6 credits)

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 A portfolio is not required to apply to the Digital Arts and Design program. Students applying to transfer into the program must submit a transcript for evaluation of transfer credits.

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

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 90	Senior Game Prototyping*	3.00
DGD 91	Senior Game Project*	3.00

Required Co-Related Courses: (9 credits)

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

Choose one from:

ART 6	3-D Visualization and Animation	3.00
CGPH 4	Computer Layout 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.

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 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 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

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, a variant of Java, and Unity, a game engine.

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 large multi-week projects.

A pre requisite of DGD 1, DGD 4 and DGD 5 is required.

Credits: 3

Every Fall

DGD 20 Level Design For Games

Great games require more than carefully designed systems. The minute-to-minute experience of playing a game is defined by its levels. Creating interesting and memorable levels is its own skill and is one that good game developers foster early. In this course, students will learn how to construct levels and maps for existing games that challenge and intrigue the player across a variety of genres.

A pre requisite of DGD 1 is required.

Credits: 3

Annually

DGD 51 Game Studio

This class explores team-based development in client settings. The class organizes students into teams that last the entire semester and gives them a single project to work on for the duration of the course. The project is based on specific topic or brand chosen by the instructor and the instructor serves as the client of the project demonstrating a typical client-developer relationship. The goal of the course is to build on the producing and team development skills of the class by giving them a longer and more developed project to complete. *A pre requisite of DGD 5 is required.*

Credits: 3

Every Spring

DGD 52 Team Based Game Development

This Digital Game Design class focused on team-based game development. Students work on short project assignments in which they serve in each of the key digital game development roles: artist, programmer, and game designer/producer. The core content of the class is learning the agile development process, task list creation and management, and key game design documentation such as prototype specs, design documents, style sheets, assets lists, and code comments and technical documentation.

A pre requisite of DGD 5 is required.

Credits: 3

Every Fall

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.

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 Childhood Education and Special Education select a Liberal Arts and Sciences concentration. Current options are American Studies, Diversity, Equity and Inclusion (DEI), 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
PSY 120	Child and Adolescent Development	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 Childhood Education/Early Childhood Education select a Liberal Arts and Sciences concentration. Current options are American Studies, Diversity, Equity and Inclusion (DEI), 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
PSY 120	Child and Adolescent Development	3.00
PSY 270	Developmental Disabilities	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, Diversity, Equity and Inclusion (DEI), English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about 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
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****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

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: Biology (Grades 7-12)

The 120-credit Bachelor of Science program in Adolescence Education: Biology prepares a new generation of biology teachers to cultivate and enhance student success in biology comprehension and application. This program equips teacher candidates with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, the environment, living organisms, experimentation and research.

Throughout the program, candidates will complete a minimum of 100 hours of field experiences working with young children in schools. The program includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to biology. This program is jointly offered by the Teaching and Learning Department and the Biology Department.

In the biology coursework, candidates will be prepared to introduce the science of living organisms to students in grades 7 to 12. Candidates will study the cellular and molecular mechanisms underlying processes fundamental to all life: energy utilization, growth, development and reproduction. They will explore the evolutionary and ecological principles that govern the interaction of all living things, including such topics as population growth, natural selection, animal behavior and food webs. They will learn how to read and interpret scientific papers, how knowledge is acquired and presented in the laboratory sciences, and how to communicate such knowledge to young students. In addition to a thorough grounding in the life sciences, candidates will strengthen their understandings of the disciplines that play a crucial role in biological investigations: math, chemistry and physics.

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

B.S. Adolescence Education: Biology {Program Code 23178} {HEGIS: 0401.0}

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 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: (303 credits)

EDI 14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI 16A	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI 17	Psychology and Developmental of the Adolescent	3.00
EDI 19	Culturally Relevant Sustaining Education	
EDI 35	General Methods of Teaching Secondary Education	3.00
EDI 35A	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science	3.00
EDI 38	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI 56	Literacy Acquisition for Second Language Learners	3.00
EDS 45	Teaching Students with Disabilities in Inclusive Classrooms	3.00

EDS 75A	Literary Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
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****A grade of "C-" or higher is required in all education courses**

Biology Major Requirements

Required Biology Courses

All of the following (24 credits):

BIO 103	General Biology I	4.00
BIO 104	General Biology II	4.00
BIO 107	Genetics	4.00
BIO 108	Cell Biology	4.00
BIO 109	Ecology	4.00
BIO 110	Evolution	4.00

One of the following (4 credits):

BIO 7	Anatomy and Physiology I	4.00
BIO 201	Molecular Biology	4.00
BIO 205	Developmental Biology	4.00
BIO 240	Special Topics	4.00
BIO 250	Microbiology	4.00

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

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

Required Co-Related Courses

All of the following: (30 credits)

CHM 3	Principles of Chemistry I	4.00
CHM 4	Principles of Chemistry II	4.00
ERS 1	Earth Science I	4.00
MTH 7	Calculus and Analytic Geometry I	4.00
MTH 8	Calculus and Analytic Geometry II	4.00
PHY 3	University Physics I	4.00
PSY 98	Psychology Applied to Teaching and Learning	3.00
PSY 270	Developmental Disabilities	3.00

Required Teacher Certification Workshops

EDUX 100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
EDUX 200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00

EDUX 300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
CATX 100	Child Abuse Identification and Reporting	0.00
DASX 100	Dignity in Schools Act	0.00

Required 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 Biology: 31 credits
- Minimum Education Major: 30 credits
- Minimum Biology GPA: 2.75
- Minimum Education Major GPA: 2.75
- Minimum Overall GPA: 2.50

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

The dual certification BS in Adolescent English and Special Education prepares teacher candidates to become knowledgeable, caring, and inspiring general education English and special education teachers of 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: AST 9/9A; AST 10/10A; CHM 6; ERS 1; ERS 2; ERS 3; ERS 4; FS 1; PHY 11; PHY 12</i>	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
PSY 270	Developmental Disabilities	

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 middle and 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
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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
PSY	98	Psychological Perspectives of Teaching and Learning	3.00
PSY	120	Child and Adolescent Development	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

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 and Spring

EDI 14 Historical, Philosophical and Sociological Foundations of Education

This course addresses the historical, social, legislative, economic, and philosophical dimensions of American education with particular emphasis on the intersectionality of race, class, gender, linguistic and cultural diversity, and students with disabilities. It is intended to provide future educators with an appreciation of the factors shaping educational policy and practice, as well as the needs and interests of the multiple populations with whom they will interact to enhance their ability to develop productive relationships and interactions among the school, home, and community for enhancing learning.

Credits: 3

Every Fall and Spring

EDI 16A Curriculum and Assessment for Pre-service Teachers

This course explores issues relevant to developing curricula and building instructional frameworks for designing lessons and units for PK-12 classrooms. Students will explore state and national learning standards, making connections between theory and practice in designing instruction and teaching in small and whole group settings. The course also addresses principles of test construction, modes of authentic assessment (portfolio and performance), aspects of classroom management, design of positive learning environments, and motivation techniques to support the diversity of learners in NY general education classrooms.

Credits: 3

Every Fall and Spring

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

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

communities; and developing socio-politically conscious and socio-culturally responsive approaches to all facets of education.

A pre requisite of EDI 14 is required.

Credits: 3

Every Fall and Spring

EDI 35 General Methods of Teaching Secondary Education

This course is a study of general instructional and assessment techniques in which the candidate begins to explore the development of a repertoire of methodologies and materials to match instructional purposes and develop appropriate assessments for any content area taught in grades 7-12. Teacher candidates demonstrate mastery in a variety of teaching methods and investigate how to engage students with disabilities, ELs, and diverse student populations using these methods as they design lesson and unit plans directed at addressing state standards. Candidates engage in discussion about the alignment of goals, instructional methods, activities, and assessments.

Prerequisites of EDI 14 and 16A or PSY 98 OR EDI 15A.

Credits: 3

Every Fall

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

This course examines the scope and sequence of instruction in secondary Science. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the science curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.

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 examines the scope and sequence of instruction in secondary English Language Arts. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the ELA curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.

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 examines the scope and sequence of instruction in secondary Mathematics. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the mathematics curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.

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 examines the scope and sequence of instruction in secondary Social Studies. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the Social Studies curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.

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 14 weeks 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 14 weeks 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)

This 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 within an inclusive environment. Candidates learn how to encourage continuous growth and development through 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 6th Grade)

Taking a broad ecological approach, this 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 linguistic and cultural 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, this 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, inquiry 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 supporting ability-diverse 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 Early Childhood and Childhood Education teacher-candidates to current standards for content and pedagogy specific to the mathematics curriculum. 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 skills in creating engaging instructional activities and writing lesson plans aligned with state and national mathematics standards for Early Childhood and Childhood classrooms that are relevant to a diverse student body. The key role of assessment in developing instruction will be emphasized. Teacher candidates

will design, practice teaching mathematics lessons, and reflect on their teaching in consultation with peers and the course instructor.

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 theoretical and practical background into the issues related to the development of literacy skills for dual language learners (DLLs) with focus on the transfer of literacy skills from a native to a second language; the social, cultural and socioeconomic dimensions of literacy, including students' funds of knowledge; research on students' first and second language acquisition in the settings of home, community and in schools; bilingualism and biliteracy; teaching literacy to dual language learners of diverse ages and linguistic, ethnic, cultural and socioeconomic backgrounds; and developing advanced literacy through academic content areas. Given the extent to which DLLs are placed in special education settings, the needs of DLLs with disabilities will be emphasized.

Credits: 3

Every Fall and Spring

EDI 63 Methods in Teaching Elementary Social studies

This course addresses the content, methods, and materials relevant to teaching social studies in the elementary school and is intended to develop skill in creating engaging instructional activities, writing lesson plans aligned with state and national social studies standards, and using contemporary methods and strategies to teach concepts consistent with current best practice. Multiple approaches to instructional planning, design, and assessment will be considered with the goal of creating equitable learning environments for diverse students.

Pre-requisites 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 14 weeks 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 14 weeks 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 35 days in early childhood and minimum 35 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 35 days in early childhood and a minimum of 35 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 and is intended to develop skill in creating engaging instructional activities, writing lesson plans aligned with state and national science standards, and using contemporary methods and strategies to teach concepts consistent with current best practice. Multiple approaches to instructional planning, design, and assessment will be considered with the goal of creating equitable learning environments for diverse students.

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

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 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 observe and explore various ways literacy and language are used in the classroom.

Credits: 3
Every Fall and Spring

EDS 62 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course emphasizes a classroom level diagnostic/prescriptive approach to teaching literacy in the elementary classroom. Popular diagnostic assessment techniques, such as running records, will be emphasized as a means of informing instruction. The role of standardized and on-line assessment will also be discussed.

Credits: 3

Every Fall and Spring

EDS 75A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12

This course connects literacy research and best practice for practical classroom application, especially in the content areas. Teacher candidates 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. Literacy assignments involve approaches, experiences, techniques, and materials relevant to broadening the 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, historical, 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. In addition, the Department 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

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

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
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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 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 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 35 Childhood and Literature

The class will read and discuss works of recognized literary quality which trace the development of a child or adolescent. In some cases the course will revisit works ordinarily read by pre-college students, and perhaps by the class members, to test the concept of altered reactions to and understanding of a work of literature over time. A typical series of readings for this course might include versions of fairy tales like "Cinderella" and "Beauty and the Beast"; classics of children's literature like J. M. Barrie's Peter Pan and Lewis Carroll's Alice in Wonderland; and contemporary works from the viewpoint of the child or adolescent narrator. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

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

Credits: 3

On Occasion

ENG 36 Adolescent Literature

This course provides an overview of literature written for and about culturally diverse adolescents (young adults) and emphasizes literary, socio-cultural, and psychological approaches to texts, focusing particularly on adolescent identity development. Students will read and analyze adolescent literature in a variety of genres. Class sessions will include lectures, book discussions, and student engagement. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

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

Credits: 3

On Occasion

ENG 47 Literary Forms and Genres

This course is a close analysis of a particular form or genre illustrated by literary works; for example, contemporary poetry, science fiction, the Gothic

novel. This course may be taken more than once if topic duplication is avoided.

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

Credits: 3

On Occasion

ENG 48 Ideas and Themes in Literature

This course is a close analysis of a body of literature bound together by a common factor or concern, for example comic literature, literature of the East, the middle class in society, the Industrial Revolution. This course may be taken more than once if topic duplication is avoided.

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

Credits: 3

On Occasion

ENG 63 The Literature of Memory

An interdisciplinary study of selected major literary texts that exemplify an array of memory events, both voluntary and involuntary. Readings include Rousseau's The Confessions, Proust's Combray, Woolf's To the Lighthouse, Faulkner's As I Lay Dying, Nin's Seduction of the Minotaur, Nabokov's Speak, Memory as well as selections from the poetry of Constantine Cavafy, André Breton, Octavio Paz and Jorge Borges in English translation. Efforts will be made to classify the kinds of recollection such writers demonstrate according to categories established by psychologists and neuroscientists. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 64 Crime, Guilt, and Atonement

Students in this course will explore the themes of crime, guilt, and atonement in various texts ranging from classical Greek tragedies to the early 21st-century novel. We will examine the power structures and underlying ideologies that produce various forms of crime and abuse of power and the impact on individual lives of these society-sanctioned ideas and practices. We will explore how imperialism, racism, totalitarianism, classism, and/or sexism permeate and warp the hearts of otherwise decent human beings until they themselves commit acts of oppression—acts which cry out for atonement. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ENG 68 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.

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

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

Credits: 3

On Occasion

ENG 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

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 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 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.

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 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.

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

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

Health Science and Pharmacy Courses

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 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

HSC 301 Health Promotion and Self-Care Strategies for the College Student

This course will provide an introduction to health promotion and include the application of theory on behavior change. The course will also include a discussion on the multi-faceted effects of stress on the body and the importance of implementing self-care, healthy lifestyle behaviors, and stress-reduction activities.

Must be in Honors College

Credits: 3

On Occasion

HSC 359 Honors Advanced Elective: Health Reporting

This course focuses on developing writing and interview skills for those interested in health reporting or providing information about their health profession on social media. The course explores how to identify credible sources including experts, peer reviewed studies and associations, to be used for writing articles about the latest topics in healthcare. The student will participate in workshops and lectures in class culminating information into an article about a trending healthcare topic as if they were a network health journalist or healthcare professional who wants to provide information on social media and network media.

Must be in Honors College

Credits: 3

On Occasion

HSC 360 Honors Advanced Elective

Must be in Honors College

Credits: 3

Not Set

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: FSC 1
Corequisite: CHM 02L
Credits: 3
 Every Spring

CHM 3 Principles of Chemistry I

This course, along with its corresponding laboratory (CHM 3L), are 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.. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Prerequisite: MTH 3 or 3S with a grade of C or above or *Co-requisite* of MTH 7 or MTH 8
Co-requisite: CHM 03L
 Not open to students who have taken CHM 4, 21, 22, 25, 37 or 71.
Credits: 3
 Every Fall, Spring and Summer

CHM 3L Principles of Chemistry I

Corresponding laboratory for CHM 3. Three hours laboratory. This course and its corresponding lecture (CHM 3) fulfill the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Co-requisite CHM 3 is required.
Credits: 1
 Every Fall, Spring and Summer

CHM 4 Principles of Chemistry II

This course, along with its corresponding laboratory (CHM 4L), are 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.
Prerequisite: CHM 3 with a grade of C- or better
Co-requisite: CHM 4 L
 Not open to students who have taken CHM 21, 22, 25, 37 or 71.
Credits: 3
 Every Fall, Spring and Summer

CHM 4L Principles of Chemistry II

Corresponding Laboratory for CHM 4. Three hours laboratory.
Co-requisite CHM 4 is required.
Credits: 1
 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.
 CHM 6 & CHM 6L must be taken as co-requisites.
Credits: 3
 Every Fall and Spring

CHM 6L Chemistry of Life

Corresponding laboratory for CHM 6. Three hours laboratory.
 CHM 6 & CHM 6L must be taken as co-requisites.
Credits: 1
 Every Fall and Spring

CHM 21 Organic Chemistry I

This course, along with its corresponding laboratory (CHM 21L), are 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.
Prerequisite: CHM 4
Co-requisite: CHM 21L
 Not open to students who have taken CHM 22 or CHM 71.
Credits: 3
 Every Fall and Summer

CHM 21L Organic Chemistry I Lab

Corresponding laboratory for CHM 21. Four hours laboratory.
Co-requisite CHM 21 is required.
Credits: 1
 Every Fall and Summer

CHM 22 Organic Chemistry II

This course, along with its corresponding laboratory (CHM 22L), are 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.
Prerequisite: CHM 21
Co-requisite: CHM 22L
 Not open to students who have taken CHM 71.
Credits: 3
 Every Spring and Summer

CHM 22L Organic Chemistry II

Corresponding laboratory for CHM 22. Four hours laboratory.
Co-requisite: CHM 22
Credits: 1
 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. Prerequisites of CHM 22 and CHM 22L are required.
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.
Prerequisite: CHM 4
Co-requisite: CHM 25L
 Not open to students who have taken CHM 71.
Credits: 3
 Every Fall

CHM 25L Basic Organic Chm Lab

Corresponding laboratory for CHM 25. Three hours laboratory.
Co-requisite CHM 25 is required.
Credits: 1
 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.

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 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 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.
ERS 22 & ERS 22L must be taken as co-requisites.
Credits: 3
Every Spring

GGR 27 Sustainable Cities and Suburbs

Sustainable cities can be joyful, ecological, healthy, and socially just. They also must balance land use, environmental quality, transportation, economic development, taxes, and cultural diversity. Specific course topics include: sustainable and healthy cities, campus ecology, urban sprawl and smart growth, green buildings, and the greening of transportation.
 Same as ERS 27.

Credits: 3
On Occasion

GGR 29 Human Dimension of Climate Change

Global climate change will shape human societies in profound ways and force us to make difficult choices in the 21st century. The first half of the course will emphasize how mass media, environmentalists, and global warming critics selectively filter the work of scientists and the International Panel on Climate Change, IPCC. The second half of the semester will examine the human impacts of climate change on our economy, cities, ecological systems, and human health systems.
Credits: 3
On Occasion

GGR 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

Mathematics Courses

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 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 in Artificial Intelligence or Computer Science. The school also offers a Master of Science in Artificial Intelligence.

DEPARTMENT OF COMPUTER SCIENCE

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

development. Discipline dependent projects will be assigned.

A pre requisite of CS 106 and CS 111 are required.

Credits: 3

Alternate Fall

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 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 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 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

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
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning and Scientific Inquiry & the Natural World (MTH 7 required)	4 credits

Scientific Inquiry and the Natural World (BIOL 1 and 1L required)	4 credits
Creativity, Media and the Arts course	3 credits
Perspectives on World Cultures course (any foreign language required)	3 credits
Power Institutions and Structures course (ECO 10 required)	3 credits
Self, Society and Ethics (PSY 101 required)	3 credits
Additional Core Cluster (PHI 8 required)	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

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'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

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 1 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

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

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

DEPARTMENT OF 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.

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	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics (must take PHI 13)	3 credits
Power, Institutions & Structures (must take ECO 10)	3 credits
Add'l course from one cluster (must take ECO 11)	3-4 credits

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

Major Requirements

Required Health Care Administration Courses

All of the following:

HAD 10	American Health Systems	3.00
HPA 13	Legal Aspects of Health Care/Public Admin.	3.00
HPA 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

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

MBA 625 Global Business: 3.00
Environment and
Operations

**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 3.00
Information Systems

ACC 753 Advanced Auditing and 3.00
Data Analytics

Required Graduate Capstone Course

MBA 820 Business Policy 3.00

Elective Undergraduate Courses

Undergraduate accounting courses that are not being used to satisfy major or core requirements may be used as free undergraduate elective courses.

Elective Graduate 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

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):

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
MBA	624*	Operations Management	3.00

Required Graduate Management Perspective Courses:

MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	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 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.

Credits: 3

Annually

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 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 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

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
One from:			
QAS	19	Busines Statistics	3.00
ECO	72	Statistics	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
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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: 20

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	Global Produce Development and Strategic Planning	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 37	Fashion Style 3D	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
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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	13	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

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

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

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.

PHY 11 College Physics I 4.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major Credits: 59

Minimum Major GPA: 2.8

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 (herein "SHP") strives to provide every student with a rewarding educational experience. If any SHP 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 SHP, 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 SHP 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 SHP 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 SHP 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 SHP Academic Standing Committee. A meeting of the SHP Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHP 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 SHP Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHP 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 SHP Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHP before an appeal to the Vice President for Academic Affairs.

SCHOOL OF NURSING

The School of Nursing is dedicated to educating nurses who provide the highest quality of care to populations in challenging and ever-changing social, political, and economic environments across the country and around the globe. The school offers full-time tracks.

The mission and philosophy of the Nursing Department and faculty is to prepare students for life-long learning to meet the increasing demands of the expanding environment of nursing practice. The graduates of the School of Nursing will have developed the values and competencies that are embraced by the nursing profession that include: Caring, interprofessional collaboration, communication, critical thinking, diversity, cultural and global world perspective within a framework of professionalism and scientific principles that are central to the delivery of nursing care and core concepts of the LIU-POST School of Nursing.

Applicants may be admitted as freshmen or transfer students. The School of Nursing admits students on a rolling basis. The baccalaureate degree program in nursing at LIU Post is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Graduates qualify to sit for the NCLEX-RN licensure examination.

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 2.75 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 and major 2.75 GPA index.
- Students who do not maintain an overall GPA of at least 2.75 will be placed on probation. 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 2.75, **after one semester** on probation, or any other subsequent semester, 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

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

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, NRS 220C, NRS 220R, NRS 230, NRS 230C, and MTH 19

Co requisite: NRS 110, and NRS 240C

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.

Pre requisites: NRS 220, NRS 220C, NRS 220R, NRS 230, NRS 230C, and MTH 19

Co requisite: NRS 110, and 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 400, NRS 410

Credits: 0

Every Spring

SCHOOL OF VISUAL ARTS

Dedicated to rigorous professional training, the School of Visual Arts & Digital Technologies prepares graduate students for careers in many of today's fastest-growing visual, print, digital, and broadcast industries. The School's individual degree programs offer unique programs of study and opportunities to engage in a multitude of artistic mediums.

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 offers the M.A. in Clinical Art Therapy and Counseling. The graduate art program is conceived and structured to provide the student with rigorous preparation and the opportunity to qualify for licensure as an Art Therapist.

Our master's degree program is designed for serious, talented students who desire a strong liberal arts background and the cultural advantages that only a private university can offer. Renowned practicing therapists, educators, and artists conduct lectures, critiques and seminars, and every student has access to numerous art studios, state-of-the-art imaging, student exhibition galleries, and the university's permanent collection and ongoing new exhibitions in the Steinberg Museum of Art. You will take full advantage of LIU Post's proximity to New York City's wealth of creative resources.

M.A. in Clinical Art Therapy and Counseling

The Clinical Art Therapy Program provides education and training in art therapy and professional counseling. This Master of Arts graduate program is a total of 60 credits, with 48 credits taken in the Clinical Art Therapy Program, and 12 credits taken from the Department of Counseling and Development Program.

This Master of Arts in Clinical Art Therapy and Counseling Program has been designed to allow graduates the opportunity to qualify for licensing as a Registered (ATR), Licensed Creative Arts Therapist in New York (LCAT), and sit for their National Board Certification exam in Art Therapy (ATCB). Additionally, it provides eligibility to apply nationwide for licenses such as Licensed Professional Counselor (LPC), outside of New York State. The curriculum meets standards for the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation standards. Individual students should check with their home states for specific educational requirements regarding LPC licensure.

Applicants to the Master of Arts program must meet the following requirements for admission:

- Application for admission
- Application fee: non-refundable
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- The candidate must have fulfilled the prerequisite minimum of 12 credits in psychology (including Abnormal Psychology) and 18 credits in studio art.
- Bachelor's degree from an accredited school with at least a 3.0 cumulative grade point average. Students who do not meet the minimum grade point average (3.00) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given nonmatriculated status with the one-year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation.
- Required with application: submit art portfolio; submit student profile with a personal statement that addresses why you are interested in pursuing graduate work in this area of study; submit APA research paper or writing sample; schedule personal interview with the Director of the Art Therapy program.
- Art portfolio, evaluated by the Art Therapy faculty, is required for admission and should contain 15 to 20 samples of your most recent work (with variety of media) and a numbered inventory list. Samples can be any electronic format.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials, with the exception of the portfolio, to:

Graduate Admissions
LIU Post
720 Northern Blvd.
Brookville, NY 11548-1300

The portfolio should be mailed or emailed to:
(Please include your name, phone number, and email address as well as the Program of Study and Degree applying for on portfolio)

Art Department Graduate Studies Office
LIU Post Campus
Long Island University
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2935
Email: post-arttherapy@liu.edu

Clinical Art Therapy and Counseling

M.A. Requirements

[Program Code: 36442]

Required Art Therapy Courses

ARTH 600	Theories in Art Therapy and Counseling	3.00
ARTH 602	Drawing, Painting and Sculpture for the Art Therapist - Studio	3.00
ARTH 603	Multicultural Issues in Clinical Art Therapy	3.00
ARTH 605	History and Philosophy of Art Therapy	3.00
ARTH 607	Clinical Methods in Group Art Therapy with Adults	3.00
ARTH 609	Special Populations in Child/Adolescent Art Therapy and Art Education	3.00
ARTH 611	Therapeutic Systems in Family Art Therapy	3.00
ARTH 614	Internship I: Supervision Seminar	3.00
ARTH 615	Internship II: Supervision Seminar	3.00
ARTH 616	Clinical Projectives and Art-Based Assessments	3.00
ARTH 706	Research Methods	3.00
PSY	Elective/Counseling Elective	3.00

Required Counseling Courses

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Assessment and Intervention Strategies in Clinical Mental Health Counseling	3.00

EDC 676 Career Development 3.00

EDC 611 Evidence Based
Treatments in Mental
Health Counseling 3.00

**Any one graduate-level course: ARTH 617;
ARTH elective**

ARTH 617 Art Therapy International
Social Action 3.00

or ARTH elective

Or One of the following EDC courses:

EDC 612 Trauma Counseling 3.00

EDC 614 Human Growth and
Development Over the
Lifespan 3.00

EDC 616 Family Counseling 3.00

EDC 617 Principles of Couple
Counseling 3.00

EDC 652 Counselor's Approaches
to Human Sexuality 3.00

EDC 654 Counselor Examines
Alcoholism and
Substance Abuse 3.00

EDC 657 Treating and Counseling
Families with Alcoholism
and Substance Abuse 3.00

EDC 658 Critical Treatment Issues
Confronting Professional
Counselors 3.00

EDC 750 Special Topics in
Counseling 3.00

Required Thesis Courses

ARTH 707 Thesis Research 3.00

ARTH 708 Thesis 3.00

Art Electives- 3 credits

Courses that are being used to satisfy major.

Credit Requirements

Minimum Required Credits: 60

ARTH 611 Family Art Therapy & Family Counseling

This course covers major family systems theories and their applications to family art therapy treatment. Students will develop skills to identify the differences in varied theoretical approaches to family system theory and also to create artistic interventions that embrace the family art therapy evaluative process. This course will help students gain awareness of their own personal, cultural background and how that affects their value systems, behavior, art making, artistic values and personal biases within their own family.

Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.

Credits: 3

Every Fall

ARTH 614 Internship I: Supervision Seminar

This course consists of in-depth field experience under direct supervision. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.

Pre requisites: ARTH 600, 605, 607, 609, and 616

Credits: 3

Every Semester

ARTH 615 Internship II: Supervision Seminar

This consists of in-depth field experience under the direct supervision of a registered art therapist. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation, and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.

Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.

Credits: 3

Every Semester

ARTH 616 Clinical Projectives and Art-Based Assessments

This course covers a variety of art-based assessments with in-depth exploration of drawing, painting and sculpture for their diagnostic and clinical value. Students will develop skills to administer and analyze clinical projective art therapy assessments. This course will help students to gain awareness of ethical, cultural and legal considerations when selecting, conducting and interpreting art therapy assessments.

Prerequisites of ARTH 600 and 605 are required.

Credits: 3

Every Spring

ARTH 706 Research Methods

This course is an overview of research paradigms and different research frameworks within the field of clinical art therapy. Students will develop skills to formulate a thesis research topic, formulate an effective research design and conduct a clinically-based research study. This course will help students gain understanding of important ethical, legal and cultural considerations in art therapy research.

Prerequisites: ARTH 607, ARTH 609, and ARTH 616

Credits: 3

Every Summer

ARTH 708 Thesis

This course covers the following topics: collecting data, analyzing data and identifying research findings and implications. Students will develop skills to conduct effective and ethical art therapy research projects. This course will help students gain understanding of the basic steps required to design, conduct and present an innovative art therapy research study.

Prerequisite of ARTH707 is required.

Credits: 3

Every Semester

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 and health and 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 Council for Accreditation of Educator Preparation (CAEP), have decided to pursue accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). As per NYS Commissioner of Education Regulation §52.21, these continue to meet the NYS accreditation requirement while pursuing accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP).

DEPARTMENT OF COUNSELING AND DEVELOPMENT

Our mission is to prepare, ethical, professional, and competent counseling professionals in the areas of clinical mental health and school counseling. They will be equipped to work in our increasingly diverse and multicultural society. We provide our students with the educational and experiential tools to implement best practices and to acquire positions in a wide variety of mental health and school settings. We are committed to the university's larger mission to provide

excellence and access in private higher education, to those who seek a professional life that is meaningful, and a career to promote the best interest of clients, and communities, as well as, service to the profession. The program's curricula is built on the eight core areas of the CACREP (Counseling and Counseling Related Educational Programs) Standards listed below:

(1) Professional Orientation and Ethical Practice
Counseling graduate students will demonstrate an understanding of counselors' roles and responsibilities.

(2) Social and Cultural Diversity
Students will demonstrate cultural competencies consistent with ACA Ethical standards.

(3) Human Growth and Development
Students are able to demonstrate ethical and culturally relevant strategies for differentiated interventions across the lifespan.

(4) Career Development
Counseling graduate students will demonstrate an understanding and the application of career development theory to help individuals with career planning and decisions.

(5) Counseling and Helping Relationships
Counseling graduate students will demonstrate the knowledge and skills of evidence-based theories and practices used in the counseling process.

(6) Group Counseling and Group Work
Students demonstrate competency information and facilitation of group counseling; in the roles and function of group leaders and in the appropriate termination of the group.

(7) Assessment and Testing
Students will demonstrate an understanding of the use of assessments for diagnostic and treatment planning purposes.

(8) Research
Students demonstrate an understanding of the importance of research in advancing the counseling profession and be able to apply research data to inform counseling practice.

Clinical Mental Health Counseling

(1) Foundations
Students will demonstrate an understanding of counseling theories and apply critical thinking skills in the conceptualization and treatment of mental health diagnoses.

(2) Contextual Dimensions
Students will demonstrate an understanding of neurobiological factors and their impact on mental health.

(3) Practice
Students will demonstrate sound ethical practices in the application of techniques and interventions when working with clients who present with mental health concerns.

School Counseling

(1) Foundations
Students will apply developmental counseling and learning theories through the application of strength-based interventions using critical thinking skills.

(2) Contextual Dimensions

Students will learn strategies to provide appraisal and advisement to students and families and identify characteristics, risk factors, and warning signs of students at risk for mental health and crisis situations in a school setting.

(3) Practice
Students will learn how to use data to identify appropriate strategies and apply counseling interventions that positively impact student outcomes.

M.S. in School Counselor

The Master of Science in School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

"The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted Re-accreditation to the following programs in the Department of Counseling and Development at Long Island University: Clinical Mental Health Counseling (M.S.), School Counseling (M.S.Ed.)."

The program prepares students to work with young people from a developmental perspective to clarify goals, overcome behavioral and social obstacles, and enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle, and high school). This 48-credit program leads to Provisional (Initial) New York State certification as a school counselor.

ADMISSION REQUIREMENTS

Applicants to the Master of Science in School Counselor must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years of work-related experiences beyond their degree and/or

Chair, the GRE will be waived.

- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Interview with a faculty member of the Department of Counseling and Development
- Pass a spontaneous writing sample at the admissions interview
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:

- August 20 for fall admission
- January 10 for spring admission
- April 30 for summer admission

M.S. Clinical Mental Health Counseling

{Program Code: 79433}

Degree Requirements: (60 Credits)

EDC 610	Psychopathology for the Professional Counselor	3.00
EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 614	Human Growth and Development Over the Lifespan	3.00
EDC 615	Theories Of Counseling	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00
EDC 687	Group Counseling: Theory and Practice	3.00
EDC 702	Research Methods In Counseling	3.00

Specialization Requirements

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling	3.00
EDC 611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00

EDC 616	Family Counseling	3.00
EDC 660	Practicum In Psychological Testing for Counselors	3.00
EDC 683	Clinical Mental Hlth Coun Intrnship I	3.00
EDC 684	Clinical Mental Hlth Coun Intrnship II	3.00

Electives- 3 Electives

EDC 612	Trauma Counseling	3.00
EDC 617	Principles of Couple Counseling	3.00
EDC 652	Counselor's Approach to Human Sexuality	3.00
EDC 654	Introduction to Addictions Counseling	3.00
EDC 657	Treatment Approaches in Addictions Counseling	3.00
EDC 658	Critical Treatment Issues Confronting Professional Counselors	3.00
EDC 750	*Special Topics in Counseling	3.00

- The Adolescent in Crisis: Detection, Intervention and Referral
- Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
- Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
- Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss
- Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel

Culminating Experience - Students will take the Counselor Education Comprehensive Examination (CECE). Students must take the exam the semester before they graduate. Students who fail the CECE examination *twice* will be required to take a written examination developed by the department. Students must take the Child Abuse Workshop.

Course Format: The overwhelming majority of courses within both the clinical mental health counseling and school counseling programs are taught in a face-to-face classroom format.

There are some courses that are offered in a blended format. For those courses offered in a blended format, five (5) class sessions are conducted online using Blackboard. Courses offered in the blended format are identified on LIU's schedule of classes, which is posted prior to registration. Thus, students will know which courses are utilizing a blended format when registering for coursework. The syllabi for blended courses are identified as such and include a course calendar informing students when they will be meeting face-to-face and when Blackboard will be utilized.

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

Advanced Certificate: Clinical Mental Health Counseling

{Program Code: 35256}

Requirements: (18 credits)

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Diagnostic Interviewing and Assesment in Clinical Mental Health Counseling	3.00
EDC 611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 683	Clinical Mental Health Counseling Internship I	3.00
EDC 684	Clinical Mental Health Counseling Internship II	3.00

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Major GPA: 3.00

The Advanced Certificate in Clinical Mental Health Counseling program is not CACREP Accredited. CACREP does not accredit Advanced Certificate programs.

techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy (e.g., psychoanalytic, existential, person centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

A pre requisite or co requisite of EDC 601 or EDC 602 is required.

Credits: 3

Every Fall and Spring

EDC 616 Family Counseling

This course offers an introduction to the major theories of family development, functioning, and counseling. Transitional issues occurring during the family's developmental life-cycle are covered.

Various methods of assessing family functioning are reviewed. Models of family counseling along with the primary interventions are investigated.

Credits: 3

Every Fall

EDC 617 Principles of Couple Counseling

A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.

Credits: 3

Rotating Basis

EDC 652 Counselor's Approach to Human Sexuality

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.

Credits: 3

Rotating Basis

EDC 653 Evidence Based Strategies for School Counselors

This course offers a preparatory to evidenced-based school counseling practice and provides students with information and skills to identify, track, and analyze data through the examination of case examples and scenarios. In addition, students will be able to develop a basic knowledge on how to use and evaluate data and promote evidenced-based interventions.

Prerequisites: EDC 601 or 602 and 615

Credits: 3

Not Set

EDC 654 Introduction to Addictions Counseling

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarized with processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will cover the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.

Credits: 3

Every Fall

EDC 657 Treatment Approaches in Addictions Counseling

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.

Prerequisite of EDC 654 is required.

Credits: 3

Every Spring

EDC 658 Critical Treatment Issues Confronting Professional Counselors

Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual preference issues. This course will provide the counselor trainee with essential information on these critical issues so that they will develop a solid foundation from which to develop competencies and skills necessary to treat clients manifesting these issues. This course is intended to enhance awareness, promote professional competence and provide sufficient basic information about treatment options available and resources to consult for further information.

Credits: 3

Rotating Basis

EDC 659 Counseling for the College Admission

and Selection Process

This advanced course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards.

A pre requisite of EDC 602 is required.

Credits: 3

Every Spring

EDC 660 Practicum In Psychological Testing for Counselors

This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories.

A pre requisite of EDC 601 is required.

Credits: 3

Every Spring

EDC 668 Counseling Pre-Practicum

This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students must have three to five actual tape-recorded role playing sessions with another student in the course who will act as the client; the professor may give permission for students to work with a client who is not a member of the class. Interview summaries, detailed analyses and other relevant counseling experiences are part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed.

A pre or co requisite of EDC 601 or EDC 602 and EDC 615 is required

Credits: 3

Every Fall and Spring

EDC 669 Counseling Practicum

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of to with: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analysis and other relevant counseling experiences

are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With onsite clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e. professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students.

Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.

Credits: 6
Every Fall and Spring

EDC 670 Educational Tests and Measurements

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards and the assessments which will accompany the higher graduation requirements.

Credits: 3
Every Fall

EDC 676 Career Development

This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical

counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed.

Credits: 3
Every Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I

This course is designed for students in the latter part of the graduate program after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings and to prepare weekly logs directed toward observation, insight and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings and schedule a weekly meeting with the field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health Insurance is required for Mental Health Counseling students.

Prerequisite of EDC 669 and Pre or Co-requisite of EDC 601, 608, & 687 are required.

Credits: 3
Every Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II

A second semester internship required for mental health counseling students. Course content and time requirements are the same as for EDC 683. Health insurance is required for Mental Health counseling students.

Prerequisite of EDC 683 is required.

Credits: 3
Every Fall, Spring and Summer

EDC 685 Clinical Mental Health Counseling Internship III - Advanced Certificate only

This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance is required for Mental Health Counseling Students.

Credits: 3
On Occasion

EDC 686 Clinical Mental Health Counseling Internship IV - Advanced Certificate only

This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling

setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance is required for Mental Health Counseling students.

(EDC 685 & EDC 686 are only taken by students who graduated from the LIU master's degree program in school counseling prior to the implementation of EDC 690 and EDC 691.)

Prerequisites of EDC 685 is required.

Credits: 3
On Occasion

EDC 687 Group Counseling: Theory and Practice

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored.

Credits: 3
Every Fall and Spring

EDC 690 School Counseling Internship I

This course is designed for students in the school counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and coursework in the counseling process and its application within a school setting. The student is required to attend weekly seminar meetings, and to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the cooperating counselor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required.

Pre requisite of EDC 669 and EDC 659, and a pre or corequisite of EDC 687 is required.

Credits: 3
Every Fall

EDC 691 School Counseling Internship II

This course consists of a supervised experience involving 300 hours in a school setting. Course content and time requirements are the same as 690. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.

Prerequisite of EDC 690 is required.

Credits: 3

Every Spring

EDC 702 Research Methods In Counseling

This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant and practical.

Credits: 3

Every Fall and Spring

EDC 750 Special Topics in Counseling

Summer Session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional and career advancement. All courses are open to visiting students and working professionals.

TOPICS FOR EDC 750

* The Adolescent in Crisis: Detection, Intervention and Referral

* Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques

* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student

* Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss

* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support

Personnel

Credits: 3

Rotating Basis

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning offers master's degree teacher preparation programs that focus on the different stages of child development. Programs offered are Early Childhood/Childhood Education (Birth-Grade 6), Childhood/Special Education (Grades 1-6), Adolescence Education (Grades 7-12), Special Education (Grades 1-6), and Special Education Generalist (Grades 7-12). Successful completion of the teacher education programs qualifies a prospective educator for New York State (NYS) 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 programs of study require fieldwork hours in formal or informal educational settings. Depending on which degree teacher candidates are seeking (e.g., initial certification, dual certification) the number of fieldwork hours required will differ. Please direct questions on fieldwork to the department chairperson.

All graduate 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 teacher 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 their chosen areas of specialization; edTPA) and have completed all required teacher certification workshops, the LIU Post Office of Clinical and Professional Certification will help teacher candidates to process their application for certification.

The New York State Education Department (NYSED) sometimes makes changes to degree requirements that could impact current students. Refer to the NYSED website for the most up-to-

date information regarding certification requirements. Information will be communicated through the College of Education, Information, and Technology through academic advising.

ADMISSION REQUIREMENTS

The following are the admission requirements for all graduate programs in the Teaching and Learning Department.

- Undergraduate GPA of 3.0 or higher *
- Application for Admission.
- Application fee (non-refundable).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is not a home language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score of 6.5.
- Specifically for the M.S.Ed. in Students with Disabilities Generalist (Grades 7-12), applicants will need to have earned (or will need to pursue) 6 credits coursework in each of the four content areas: English, Mathematics, Science, and Social Studies.

* GPA under 3.0 will be reviewed/considered on a case-by-case basis.

Some programs may have additional admissions requirements.

M.S in Early Childhood Education/Childhood Education (Dual Certification)

The Master of Science dual degree in Early Childhood Education/Childhood Education prepares professional teachers and leaders to work with children from Birth to Grade 6. Graduates develop multiple lenses to view children's growth and development, care and education, methods of assessment, and diverse educational environments in a child-centered program. The program culminates in a semester-long student teaching experience that allows the practice of new skills in actual classroom settings.

Teacher candidates are trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers, and other programs related to the education of children through grade 6. The program is designed for individuals who have earned a bachelor's degree from an accredited university or college and who

wish to begin a new career as a certified school teacher. Upon successful completion of all program requirements, teacher candidates will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise from Birth to sixth grade. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 14 education courses (42 credits), Practicum in Early Childhood in a Preschool Context (3 credits), and Supervised Student Teaching and Seminar in Childhood (3 credits) for a total of 48 credits. 150 hours of field experience are required in this program.

In the required courses, candidates study the physical, intellectual, emotional and social development of children, including culturally diverse populations. Candidates will gain an understanding of the theory and practice of teaching language arts -- reading, writing, listening and speaking -- in the early childhood and childhood classroom. The curriculum includes courses in psychological foundations of Education, creative expression, child development, beginning reading and writing. The curriculum also includes methods courses in a variety of subject areas aligned with the Next Generation Learning Standards.

This program qualifies teacher candidates to pursue two NYS initial teaching certifications. 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 Early Childhood Education (Birth-Grade 2) and Childhood Education (Grades 1-6).

A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the Teaching and Learning Department in this section.

M.S. in Early Childhood Education/Childhood Education Dual Certification Leading to NYS Initial Certification:

(Program Code: 36054} (HEGIS: 0823.0)

Requirements (51 Credits)

Core Courses (18 credits) - must be taken prior to co-related and pedagogical core courses:**

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe 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
EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Required Teacher Certification Workshops

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

Culminating Experience

All students complete a professional portfolio during student teaching as their culminating project in this program.

For the few students who for various reasons elect not to pursue a teaching certification and therefore forego student teaching, a culminating experience is still required. There are two options: students can enroll in six credits of thesis (i.e., EDI 703 and EDI 705) or a six-credit creative project course (i.e., EDI 708).

Credit and GPA Requirements

Minimum Total Credits: 48
Minimum Major GPA: 3.00

M.S. in Adolescence Education: Pedagogy-Only

This program prepares teacher candidates to teach academic disciplines in middle and high school settings. Typically, students pursuing the M.S. in Adolescence Education: Pedagogy-only degree have previously earned an undergraduate degree in the discipline (e.g., English, Biology, Mathematics, Social Science, Chemistry, Physics,

Earth Science) or they have completed an undergraduate degree in which they have taken 30 credits in one of these disciplines. For applicants pursuing a Social Science certification, they will need to have completed a minimum of 18 credits in History and a combination of 12 credits of content in Economics, Geography, Political Science, or Sociology. Grades of C or higher in the academic discipline coursework previously taken will be necessary in order for the course to count towards this total required 30 credits.

Applicants who do not have the requisite criteria of 30 credits of coursework in the desired discipline and wish to pursue a teaching certification in Adolescent Education must meet with the Department Chairperson who will refer the applicant to the appropriate faculty to design a plan for completing the liberal arts coursework in the chosen discipline. This coursework must be completed either prior to beginning the M.S. in Adolescence Education: Pedagogy-only or while pursuing the M.S. degree. Such coursework can be taken at LIU Post or other institutions, and they can be taken as undergraduate or graduate courses.

After teacher candidates complete all degree requirements, successfully pass NYS 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 (Grades 7-12) in their academic discipline area. A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

M.S. in Adolescence Education (Grades 7-12) (Pedagogy Only)

{Program Code: 27268} {HEGIS: 0803.0}

Program Requirements (36 Credits)

Required Adolescence Education Core

Courses**

EDI	551	Psychology of the Adolescent Student	3.00
EDI	555	Organizational and Social Foundation of the High School	3.00
EDI	610	General Methods of Teaching in Middle and High School	3.00
EDI	643	Education for Cultural Diversity	3.00

EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	700	Introduction to Educational Research	3.00
EDS	612	Literacy Teaching & Learning: Gr 5-12	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

and one of the following (depending on your specialization):

EDI	660	Methods and Materials of Teaching Social Studies in Secondary Schools	3.00
EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
EDI	658	Methods and Materials of Teaching English in Secondary Schools	3.00
EDI	659	Method and Materials of Teaching Mathematics in Secondary Schools	3.00

and Student Teaching**

EDI	712	Supervised Student Teaching and Seminar Grades 7-12	6.00
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****A grade of "B-" or higher is required in all education classes**

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

Culminating Experience

All students complete a professional portfolio during student teaching as their culminating project in this program. For the few students who for various reasons elect

EDS	630	Curr-based Assess and Instr of Students with Mild Disabilities	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

One of the following (3 credits)

EDS	632	Instruction and Classroom Management in Special Education	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

Research Course (3 credits)

EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
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Practicum (3 credits)

Students choose one of the following practica:

EDS	702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00
EDS	704	Supervised Practicum in Autism	3.00

Cumulative Project:

A required cumulative project, in the form of a professional portfolio will be completed during the practicum course.

****A minimum grade of B- is required in all education courses.**

Credit and GPA Requirements

Minimum Major GPA: 3.00

Minimum Credits Required: 30

instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skills in task analysis, IEP preparation, and lesson planning. Case presentations will be used to highlight team building and interdisciplinary collaboration in educating children with severe disabilities.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 632 Instr & Classroom Management for Children and Adolescents with Emotional and Behavior Problems

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (PK-Grade 12)

Placement in the least restrictive environment, such that students with disabilities have access to typical peers, is a fundamental right under IDEA. In this course, students will learn strategies to support learners with disabilities within the general education setting. While content will address inclusive settings for all students with disabilities, the focus will be on instruction and assessment for students with mild disabilities. Included will be discussions of historical perspectives, collaboration among families and professionals, instructional accommodations, and assistive technology. Social development of students with disabilities is also emphasized.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 635 Behavior Assessment and Management for Learners with Disability Classifications (PK-Grade 12)

This course provides an extension of the principles of applied behavior analysis and their relationship to instructional practices. Teacher candidates will identify, specify, and measure specific behaviors that interfere with a student's ability to be successful in a school or clinical setting with respect to both learning and socioemotional development. The focus will include a variety of assessments such as the multiple elements required to conduct a Functional Behavior Assessment (FBA), directly observe students in situ, and use assessment tools to

measure functional repertoires for individual students. Once these assessments have been explored and practiced, students are expected to identify the function of the interfering behaviors, to identify specific skill deficits, and then design intervention strategies via a Behavior Intervention Plan (BIP) that is to be evaluated using on-going student-designed data collection protocols, graphing, and analysis. This course covers 35 hours of behavior assessment and 10 hours of behavior change procedures including selecting and implementing interventions.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Spring

EDS 641 Literacy In Content Area 5-12

In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content are literacy for adolescents.

Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.
Credits: 3
Every Fall

EDS 702 Supervised Practicum in Special Education at the Elementary and Secondary Levels

This course is designed for students to gain practical experience in teaching in a school setting, to include attending annual review meetings for students with IEPs, interact with administration and related service providers, and develop parent partnerships. Students will spend at least 100 hours in direct contact with students.

Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.
Credits: 3
Every Spring

EDS 704 Supervised Practicum In Special Education - Autism

This course is designed for students to gain practical experience in the selection, design, and implementation of behavioral programs for individuals with autism and developmental disabilities. All students are expected to work in school or agency settings, attend and complete required orientations, meet school or agency guidelines, and be supervised by BCBAs or BCBA-Ds. Students will spend at least 100 hours (150 hours for students pursuing the NYS LBA credential) in situations to design and implement instruction and behavior treatment plans and

collect and graph data using techniques consistent with the empirical basis of Applied Behavior Analysis. This course includes 15 hours of concepts and principles in behavior analysis.

Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.
Credits: 3
Every Fall

EDS 713 Supervised Student Teaching and Seminar in Special Education

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3
Every Fall and Spring

EDS 750 Institute

Summer Institute available summer only.
Credits: 3
Every Summer

EDL 641 School District Administration: Problems and Issues 3.00

Required Educational Leadership Internship Course

EDL 651 Internship in School Administration-Advanced Certificate Level 6.00

Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.00

M.S. in Educational Technology

The M.S. in Educational Technology program is designed for certified K-12 teachers to qualify for their New York State professional certification in their classroom teaching certificate and to qualify them to become certified as an Educational Technology Specialist. It also is especially relevant for the teacher who wants to be part of the changing world of education caused by constantly evolving technologies. The program moves your thinking from the bricks-and-mortar style of learning to learning that builds communities of practice within the virtual world of cloud technologies, online learning materials, and multimedia. To qualify for the initial or professional certificate as an Educational Technology Specialist, the candidate must complete the equivalent of 50 hours of field experience or practicum. It should also be noted that among other requirements the student must pass the NYSTCE Content Specialty Test (71) Educational Technology Specialist.

Cohorts

The program uses a cohort approach that joins students with a variety of experience and career goals who stay together from the start of the program until its completion. Together you will emerge as teachers with expertise in using and applying digital technologies for 21st-century communications, content creation and access, and personal and group learning in a virtual world. These skills will transform and enrich a variety of teaching and learning experiences. You can still teach music, math, history, English, or your area of specialty, but you will teach it with greater creativity and a wider knowledge of learning applications that incorporate current and emerging technologies.

M.S. in Educational Technology

{Program Code: 30938}

Required Course

EDT 908B Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice 3.00

Required Culminating Experience

EDT 776A Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning 3.00

EDT 776B Culminating Experience: Actualizing Systemic Technology-Based Learning 3.00

Additional Educational Technology Courses

Seven (7) courses from the following graduate EDT or EDI Courses are selected by the program directors prior to creation of cohorts. Course selection is made to best fit the needs of the cohort group being formed.

EDT 664 Foundations of Educational Technology: Learning Theories, Critical Thinking, and Technologies for Teaching and Learning 3.00

EDT 676 Understanding Developmentally Appropriate Educational Technologies for Improving Learning Communities and Learning Systems 3.00

EDT 686 Foundations of Educational Technology II: Fundamentals of Educational Research in Technology-Enriched Learning and Evaluation 3.00

EDT 736 Applying Educational Technologies for Building Learning Communities and Learning Systems 3.00

EDT 746 Outcomes Assessment for Educational Technologists 3.00

EDT 756 Understanding the Role of Educational Technologies in Changing School Cultures, Organizations and Communities 3.00

EDT 766 Designing and Evaluating Assessment Plans for Technology-Enriched Theoretically-Grounded Learning Environments 3.00

EDT 661 Transforming Communities of Practice: Applications, Technologies & Implementation 3.00

EDT 662 Transforming Communities of Practice: Technology-Rich Learning Environments 3.00

EDT 663 Technologies in the 21st Century: Applying Digital Media and Multimedia in Teaching and Learning 3.00

EDT 701B Technology and Learning Conferencing 3.00

Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.00

DOCTORAL PROGRAM IN TRANSFORMATIONAL LEADERSHIP

Program Overview

The program brings broad perspectives to important issues in education and focuses on the study of theory, practice and issues affecting the Pre-K-16 continuum and other education-related domains. Minimum requirements include satisfactory performance in all coursework within the 10-year time frame, completion of the residency requirement, and a doctoral dissertation. This program leads to the granting of the Doctor of Education (Ed.D.) degree.

Success in the program depends in large part on each student’s initiative. Students are strongly encouraged to read broadly, to actively consult, to interact with faculty and fellow students, and attend meetings related to their profession and areas of study. At the completion of the program, graduates are expected to be better prepared to think across paradigms, broadening and deepening their perspectives regarding key issues. Applying different approaches to critical questions in education and related areas and contributing in a critical and meaningful way is the foundation for study in this program.

Program Philosophy

The Ed.D. program is built on the belief that research needs to be conducted not only within the university, but also in the “laboratory of the every day”—in classrooms, schools and communities, and other organizations and settings. In this program, the many complex factors that make up learning communities, as well as the responsibilities of leaders within those communities, will be examined. This is based on the conviction that educational research that fails to consider the context of schools and learning communities frequently misses the many variables inherent in cultures, communities, language, changes in state-level policies, advances in technology and more. Graduates of this program will produce research that addresses identified needs in particular communities of learners.

Admission Requirements

Applicants must hold a master’s degree in education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership, or equivalent experience in related fields such as health sciences, law, and technology. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program.

Applications to the Doctoral Program are

conducted on a rolling basis. Applicants must submit the following material in order to ensure admission prior to fall classes.

1. A completed application form (available online).
2. A personal statement/research inquiry that describes educational and professional goals and discusses what applicants hope to gain from doctoral study at Long Island University. The statement of purpose should also include a reference to the candidate’s research inquiry, which describes the primary area of research.
3. Two official copies of all undergraduate and graduate transcripts (from each college or university where courses leading to a bachelor’s and/or master’s degree were taken.) Transcripts of all other coursework deemed relevant to the program should also be submitted. Transcripts must be sent in sealed envelopes with the registrar’s signature across the seal.
4. Two letters of recommendation. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant for graduate study. Applicants to the Ed.D. in Transformational Leadership Program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal, or superintendent must write one other recommendation.

Residency and Registration Requirements

All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program and in consideration of the university resources available both for classroom study and research, students are required to maintain registration every semester until and including the term in which the dissertation is approved by the doctoral program faculty and dean of the college.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters followed by one summer semester. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

Academic Policies

The academic policies are available on the university website.

Candidacy for the Degree

Upon admission to the program, students become “doctoral students” or doctorants and remain in that status until they have completed their digital portfolio, the comprehensive exams, and have

successfully defended their dissertation proposal. At that time, they are advanced to the status of “doctoral candidate” and may use the initials ABD (all but dissertation) as an indication of their advanced status in the doctoral program. That designation expires with any applicable statutes of limitation.

All students must be eligible for candidacy. To be eligible, students must successfully complete the following: the portfolio, the written comprehensive exam, and the oral comprehensive exam. The following requirements provide the basis for doctoral candidacy.

Digital Portfolios

The Ed.D. Digital Portfolio will provide evidence of the doctoral student’s intellectual development and achievement during the coursework phase of the doctoral program.

Each doctoral student will assemble a digital portfolio that includes: (a) a cover page; (b) one paper or project from each doctoral course completed at LIU in the first two years of the program; and (c) a written personal reflection (of three to five pages) in APA style on the role and nature of Interdisciplinary studies in education with a special emphasis on the student’s primary area of interest. All materials in the portfolio must be in an Internet-accessible digital format and should include such resources as Adobe PDF or Microsoft Word documents, websites, images, videos, or other digital media.

The portfolio should be developed with the guidance of the student’s dissertation committee chair who will also have the authority to approve the Digital Portfolio.

Written and Oral Comprehensive Exams

The Doctoral Program has developed an approach that fulfills the evaluative and assessment objectives of the comprehensive exams and also maximizes their value as an integral component of the learning experience for our students. The format of the comprehensives avoids unnecessary or redundant retesting of students’ mastery of course content knowledge that would already have been assessed by individual course instructors. The design of the comprehensives is intended to advance students’ progress toward their dissertation research. The comprehensive exams include a research précis that demonstrates the research methods, skills, and perspectives developed during the student’s core (covering research skills and methods) courses and reflects the knowledge they developed in their field.

Research Précis

The written portion of the comprehensive exams will be a research précis comprising three components:

- The first component is a preliminary literature

review related to the student's proposed area of dissertation research and should reflect both an understanding of research and of the student's field of expertise [about 10 double-spaced pages plus references].

- The second component is a discussion of the proposed research methodology (including philosophical perspectives, analytic methods, sample, instruments, and measures) and its strengths and limitations [about five to seven pages plus references].
- The third component is a statement describing the interdisciplinary nature of the proposed research and of its benefits (about two to three pages).

The written portion of the comprehensive exams will be assessed by the dissertation committee chair and one other member of the dissertation committee, as designated by the chair. In the event of a split judgment, the third member of the committee would be asked to break the tie. If two members of the committee find the exam not ready for approval, the committee will offer corrective advice to the student and ask that the research précis be revised and resubmitted.

Orals

The oral portion of the comprehensive exams will be achieved by having the student make an oral presentation of the research précis to the three-person dissertation committee. The members of the committee will use that presentation as an opportunity to explore the student's mastery of the content knowledge and understanding of theory and research in the student's specialization, as it relates to the student's planned dissertation topic.

Dissertation Requirements

Under the guidance of a dissertation committee as described in the Ed.D. Student Handbook, the student must develop and successfully defend a dissertation proposal and subsequently, develop and defend a final dissertation of scholarly and professional value.

Curriculum

Students must complete a minimum of 51 credits beyond the master's degree, including eight core courses (24 credits), six field courses (18 credits), and a minimum of three courses of dissertation preparation (9 credits). In addition, students must successfully pass a written and oral comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

- Required doctoral-level core courses (24 credits)
- Required doctoral-level field courses (18 credits)
- Development and presentation of a working

portfolio

- Written comprehensive examination
- Oral comprehensive examination
- Dissertation proposal preparation
- Dissertation proposal defense
- IRB submission and approval
- Dissertation research
- Dissertation defense
- Graduation

Student Cohort Groups

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will work together as an interdisciplinary group.

Doctoral Program Requirements

Doctoral Program (Ed.D.) in Transformational Leadership

{Program Code: 32295}

Program Requirement Core

EDD 1000	Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies	3.00
EDD 1001	Multiple Perspectives on Educational Policy Analysis and the History of Educational Reform	3.00
EDD 1003	Psychological, Sociological and Cultural Aspects of Human Development	3.00
EDD 1005	Educational Research Methods I	3.00
EDD 1006	Educational Research Methods II	3.00
EDD 1007	Applied Research Design in Educational Studies	3.00
EDD 1103	Sociopolitical Contexts of Multicultural Education	3.00
EDD 1205	Critical Issues and Trends in Pre-K - 16 Education	3.00

Field Courses from the Following:

EDD 1002	Organizational Theory: Approaches to Studying and Analyzing School Organizations	3.00
EDD 1004	School and Community: Policy and Practices	3.00
EDD 1101	Collaborative Team Models in Education	3.00
EDD 1102	Facilitating Transitions Throughout the Educational Process	3.00
EDD 1104	Bilingual Second Language Acquisition	3.00

EDD 1105	Contemporary Issues in Assessment and Evaluation	3.00
EDD 1106	Technology-Enhanced Teaching & Learning	3.00
EDD 1201	Educational Reform: An Interdisciplinary Theoretical Perspective	3.00
EDD 1202	Perspectives on Leadership, Restructuring and Teacher Empowerment	3.00
EDD 1203	Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform	3.00
EDD 1204	Public and Community Relations: Creating an Environment Conducive to Educational Reform	3.00
EDD 1206	School Reform: Instructional Leadership in Pre-K - 16 Settings	3.00

Dissertation Courses (9 credits minimum)

EDD 1008	Dissertation Seminar	3.00
EDD 1009	Dissertation Advisement I	3.00
EDD 1010	Dissertation Advisement II	3.00
EDD 1011	Continuing Dissertation Advisement (repeated every semester while dissertation research is in progress)	1.00

In addition to course requirements listed above, a Doctoral level written/oral comprehensive exam is required.

Credit and GPA Requirements

Minimum Total Credits: 51
Minimum Major GPA: 3.00

Doctoral Education Courses

EDD 1000 Philosophy of Science & Interdisciplinary Approach to Educational Studies

This foundational seminar must be taken in the first year of the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem-solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts, and norms that strongly influence how they perceive and structure their educational experience. With this as a backdrop, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education.

*Credits: 3
Annually*

EDD 1001 Multiple Perspectives on Educational Policy Analysis and the History of Education

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.

*Credits: 3
Annually*

EDD 1002 Organizational Theory: Approaches to Studying and Analyzing School Organizations

This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, know what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on

knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space, and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles, and to improve school effectiveness.

*Credits: 3
Annually*

EDD 1003 Psychological, Sociological, and Cultural Aspects of Human Development

The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the way in which psychological, social, and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.

*Credits: 3
Annually*

EDD 1004 School and Community: Policy and Practices

This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects; influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state, and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community.

*Credits: 3
Annually*

EDD 1005 Educational Research Methods I

Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion,

participants will be able to demonstrate the ability to plan, carry out, and analyze a qualitative research project.

*Credits: 3
Every Fall and Spring*

EDD 1006 Educational Research Methods II

Building upon the perspectives and skills developed in Research Methods for Interdisciplinary Inquiry I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects.

*Credits: 3
Every Fall and Spring*

EDD 1007 Applied Research Design in Educational Studies

This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework, and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues.

Prerequisite of EDD 1006 or permission of instructor is required.

*Credits: 3
Every Fall and Spring*

EDD 1103 Sociopolitical Contexts of Multicultural Education

This course will explore the constant and complex interplay and interactions among personal, social, political, and education factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students; achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language, and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, and community experiences of successful

students from various backgrounds, and come to understand how these factors influenced school achievement.

*Credits: 3
Every Fall and Spring*

EDD 1105 Contemporary Issues in Assessment and Evaluation

This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and State curricula, standards, and testing programs.

*Credits: 3
Annually*

EDD 1106 Technology-Enhanced Teaching and Learning

This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory, and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.

*Credits: 3
Annually*

EDD 1205 Critical Issues and Trends in Pre-K - 16 Education

This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and politics, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice; and the interplay between federal, state, and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of

schools and other educational organizations, and, most importantly, on teaching and learning. As a culminating project, all students will conduct a research project which makes extensive use of a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses.

*Credits: 3
Annually*

EDD 1206 School Reform: Instructional Leadership in Pre-K - 16 Settings

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre - k - 16 context. It will include a study of the tasks, functions, and roles of the principal, assistant principal, department head, building coordinator, and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore the educational, political, economic, and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students, and community in the era of rapid change.

*Credits: 3
Annually*

Dissertation Courses

EDD 1008 Dissertation Seminar

This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review, and develop a pre-proposal.

3 credits
*Credits: 3
Annually*

EDD 1009 Dissertation Advsiement I

This course provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review, and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which this course is taken or in the

semester immediately following enrollment in this course. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.

*Credits: 3
Every Fall, Spring and Summer*

EDD 1010 Dissertation Advisement II

In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals.

*Credits: 3
Every Fall, Spring and Summer*

EDD 1011 Continuing Dissertation Advisement

This is a one credit course given each semester (Fall and Spring semesters) for those students who have completed the required 51 hours of the Interdisciplinary Educational Studies Doctoral Ed.D. program, but have not yet successfully defended their dissertation. This course allows the doctoral students to continue in the program, enabling them to receive continued support of their dissertation committee members, and giving them access to other university services (e.g. technology and library services) until they successfully defend their dissertation. Students are required to enroll in one (1) credit hour of EDD 1011 after completing Dissertation Advisement until they have completed and successfully defended their dissertations.

*Credits: 1
Every Fall, Spring and Summer*

Educational Leadership and Administration Courses

EDL 630 Administrative Core I

This course presents a balanced viewpoint of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration. They are: human relations, leadership and school-community relations.

*Credits: 6
All Sessions*

EDL 631 Administrative Core II

The goals of this course are to have students become wise consumers of educational research and develop the skills, knowledge, and abilities to

understand data, incorporate analytical evidence in executive decisions, and communicate decisions to stakeholders. Core II may be taken before Core I.
Pre requisites: EDL 630 or permission from Dept. Chair

Credits: 3

All Sessions

EDL 632 Curricular Concerns in Public School Administration

This course is a study of curricular concerns and administrator decision-making. Major topics include administering programmatic change, understanding theories of curriculum and instruction and addressing current curriculum issues related to regional, state and federal policy.

Credits: 3

All Sessions

EDL 634 School Personnel Administration

This is a study of the skills, attitudes and knowledge essential for effective school personnel administration. Areas of concentration for the school personnel administrator include recruitment; certification; selection; assignment; load and transfer; orientation; salaries and scheduling; leaves of absence; tenure; in-service education; personnel records; morale; retirement; professional associations and collective bargaining.

Credits: 3

All Sessions

EDL 635 School Law

This course is a study of the major topics of law related to public schools. Areas of concentration include sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board; and personal liability of school employees.

Credits: 3

All Sessions

EDL 636 Public School Finance

This course is a study of public school finance. Major topics include: the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; fiscal control; and school support formulas.

Prerequisite of EDL 631 is required.

Credits: 3

All Sessions

EDL 637 Supervisor In School Setting

This course is a study of the major components of school supervision. Areas of concentration include: the nature of the supervisory process; functions of the supervisor; principles of supervision; leadership styles of supervisors; procedures used by the supervisor; the supervision of teachers; and the evaluation of the supervisor.

Credits: 3

Every Semester

EDL 639 American Presidential Leadership

American Presidential Leadership is a course studying the role, powers, dynamics and impact of the United States presidency. This course addresses the needs of teachers in K-12 schools to guide children in the concepts and knowledge of U.S. presidential studies. Using an interdisciplinary approach, the program integrates social studies, art and culture, environmental studies, literacy, civic education, leadership qualities, among other disciplines. Experiential teaching strategies and practices that integrate content area achievement will be introduced. LIU provides scholarly initiatives that support the study of the United States presidency. These include the Society of Presidential Leadership, the Theodore Roosevelt Institute Library, and the Roosevelt School, which is located in an historic building designed to simulate rooms of the White House.

Credits: 1

Not Set

EDL 641 School District Administration: Problems and Issues

This course is a study of the role and responsibilities of the school district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision-making; emerging responsibilities in working relationships among school district administrators and the board and community; critical economic, political and social issues confronting educational leadership.

Credits: 3

All Sessions

EDL 643 School Plant Planning

This course is an analysis of needs and program determination for educational facilities. The course includes: the planning of functional and environmental aspects of school building design and utilization; demographic studies; and financing of school building construction and school building renovations. Also included is the use of abandoned school buildings and the implementation or development of reduction programs.

Credits: 3

On Occasion

EDL 650 Internship in School Administration-Master's Level

During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school building level.

Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.

Credits: 6

Every Fall and Spring

EDL 651 Internship in School Administration-

Advanced Certificate Level

During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school district level. Permission of the Chairperson of the Department of Educational Leadership and Administration is required to enroll in this course.
Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.

Credits: 6

Every Fall and Spring

EDL 706 Independent Study

Independent Study

Credits: 3

All Sessions

EDUCATIONAL TECHNOLOGY COURSES

EDT 661 Transforming communities of practice: Technology-rich learning environments

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course introduces concepts and principles for creating technology-rich learning environments.

Current practice and trends are explored as students identify and test available tools for delivering learning in diverse ways with, and around, information technologies. Students learn to build a foundation for using technology based learning theory, studying practice and trends that are successful, and using state and national standards. Creating electronic portfolios are developed as a process for documenting student performance. Students produce technology rich, standards based learning activities in collaborative and individual projects. The final project includes a documented rationale for using technology as a form of content delivery. The course utilizes a mix of face-to-face and online/virtual instruction and serves as a model for student work.

Credits: 3

On Occasion

EDT 662 Transforming communities of practice: Applications, technologies, & implementation

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course provides students with the knowledge and skills necessary to critically assess and selectively incorporate 21st century learning tools into new learning environments. The focus is on Web 2.0 tools, second-generation Internet tools, that offer increased interactivity allowing teachers and students to easily create, communicate, collaborate, and share information, projects, and ideas. The

course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

On Occasion

EDT 663 Technologies in the 21st century: Applying digital media and multimedia in teaching and learning

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. Digital media and multimedia provides teachers and students with powerful new ways of expressing, organizing, synthesizing, and evaluating ideas and information. This course provides students with the knowledge and skills necessary to create and use digital media / multimedia for educational purposes. The course will focus on developing skills in digital imaging, audio, and video production; and in combining media in new ways to present information and tell stories. We will examine ways that school based multimedia projects provide students with the opportunity to work collaboratively, engage in multiple modalities of learning and reflective thinking, and use a constructivist approach to learning. Students will work individually and in collaboration on class assignments and projects. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

Every Fall and Spring

EDT 686 Found. of Ed. Tech. II: Fund. of Educational Research in Technology-Enriched Learning and Evaluation

This course, usually offered in conjunction with EDT 736, introduces educational research for the assessment of learning in technology-enriched, constructivist environments. Students learn to use appropriate educational technologies for synthesizing, generating, and evaluating knowledge. Constructivism and Applied Constructivist theories as models for developing technology-enriched learning systems are explored.

Education Technology majors only.

Credits: 3

On Occasion

EDT 701B Technology and Learning Conferencing: Attending Professional Conferences

This course may be taken more than once. Each time it will have a new letter designation. For example, The National Educational Computing Conference (NECC) in 2003 might be EDT 701A Technology and Learning Conferencing: National Educational Computing Conference, Seattle, WA, June/July, 2003, while another conference in 2003, might be EDT 701B with its specifications. And so on.

This course creates an intensive learning experience for the student before, during, and after a major national conference with a strong focus on technology and learning. One dimension of the course is hearing renowned speakers, attending sessions, interacting directly with a broad base of presenters, interviewing exhibitors while exploring new technologies, and reading extensively in both peer-reviewed scholarly research papers and work on practical ideas for effective technologies used purposively in K-12 settings. Another is the work with the faculty mentor who provides a framework for planning, study, and initial research prior to the conference; team building with all taking the course; mentorship and discussions during the conference; and production including communications and presentation afterwards. Outcomes include discussions online before, during, and after the conference, e-mails with people around the country who have presented, and after the conference a reflective paper and the construction of an interactive, multimedia website for others to view. Together, these constitute a personal portrait of substantive learning based around the conference, in which students evidence learning in the T.E.A.M. program frameworks and each of the three vertical threads (technology, professional growth and scholarship, content/action).

Education Technology majors only.

Credits: 3

On Occasion

EDT 746 Outcomes Assessment for Educational Technologists

Students are introduced to the design and application of outcomes assessment in technology enriched learning environments. Moving from a rich theoretical and skills base, students begin to apply their knowledge to continue scholarly research that supports their personal or group focuses as they build greater understanding and apply learning in designing and evaluating models of learning systems in constructivist environments. This course emphasizes the critical importance of collaborative action and the value of working in teams.

Education Technology majors only.

Credits: 3

On Occasion

EDT 756 The Role of Educational Technologies in Changing School Cultures, Organizations, and Communities

In this course, usually offered in conjunction with EDI 746, students begin to apply their knowledge to build learning communities and systems. Change models are explored, school organization and cultures analyzed, and models for future systems developed. Students (individually and in teams) design action-based teaching and learning models and participate in technology-enriched projects supporting educational outreach to schools, museums, and other learning communities.

Education Technology majors only.

Credits: 3

On Occasion

EDT 776A Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning

In this course, students assess and diagnose opportunities for enhancing the effectiveness of learning systems through the selection, implementation, and ongoing evaluation of appropriate educational technologies. Students identify and address existing and potential impediments in conventional educational settings to the application of technologies for improving learning systems. Students also consider technology specific impacts and applications including digital plagiarism, digital divide, and copyright.

If 776, this is the final core course in the program. Students' capstone experience, begun in 766 is completed and presented in a professional online portfolio with evidence and reflection upon their learning through the entire program. The portfolio is presented to an audience of peers. If 776A, the packaging of this portfolio extends through the next course, 776B.

Education Technology majors only.

Credits: 3

On Occasion

EDT 776B Culminating Experience: Actualizing Systemic Technology-Based Learning

This course serves as the culminating experience for the core of the program, if nine cores are designed for the team. Students are expected to finish developing personal and group learning systems, professionally present and support those systems to peers and mentors, and synthesize their experience in the program. Mentors review program contracts with students. The capstone experience, the online professional portfolio is completed in this semester and presented to an audience of peers.

Education Technology majors only.

Credits: 3

On Occasion

EDT 908B Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice

Assistive and instructional technologies refer to the application of technology to meet the needs of students throughout special education. IEP teams are now required to consider Assistive Technology for all children in Special Education This summer institute is designed to bring some of the leading researchers, developers and practitioners in this emerging area to Long Island University. Topics include: overview of assistive technology, applications with students with learning disabilities, recent research and development in multimedia applications for at-risk and mildly disabled students, applications for students with physical and/or speech impairments, and integrating assistive

technology within the IEP and into the classroom.

Education Technology majors only.

Credits: 3

On Occasion

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

The Palmer School of Library and Information Science offers a Master of Science in Library and Information Science (MSLIS), an MSLIS leading to teacher certification as a School Library Media Specialist, a Dual Degree master's degree program that combines the MSLIS and any one of approximately 50 master's degrees from New York University's Graduate School of Arts and Science (GSAS), an Advanced Certificate in Archives and Records Management, an Advanced Certificate in Public Library Administration, and a Ph.D. in Information Studies. Students take courses in online, or in blended formats (using zoom or some face to face formats), that offer classroom interaction with the flexibility of online instruction. The degrees, coursework, and faculty are identical for all modes of delivery. Students in the MSLIS may take classes through the following locations: LIU Post in Brookville, Long Island (for all programs except for the Dual Degree and Public Library Administration Advanced Certificate); at the Palmer site in Manhattan in the Bobst Library of New York University (for Dual Degree students), and at various library systems (for the Public Library Administration Advanced Certificate). Courses for the Advanced Certificate in Archives and Records Management are offered both online and in digitization labs on the Post campus (if interested in a hands on experience); classes in Public Library Administration are mostly offered in face to face format at various locations throughout New York State, depending on where the new yearly cohort is established.

The Doctor of Philosophy (Ph.D.) Information Studies -- the only program of its kind in the New York metropolitan area -- prepares individuals to assume leadership positions in research, teaching, and professional practice.

M.S. in Library and Information Science

The 36-credit, ALA-accredited master's degree prepares information professionals for the various career paths in Library and Information Science. In general, the degree requires a total of 12 3-credit courses: 4 required core foundation courses, 1 management elective, 1 internship, and 6 electives that reflect individual interests and intended career paths. Students entering the program with prior graduate degrees may apply for a waiver of 6 credits for the MSLIS, resulting in a program of 30 required credits.

Students choose various areas of study, including Archives and Records Management (certificate

program), School Library Media Specialist (certification program), Youth Librarianship: Children's and Young Adult Services, Public Librarianship, Rare Books and Special Collections, Academic and Special Librarianship, Digital Librarianship and Technical Service/Knowledge Organization.

The average length of time to complete the master's degree depends upon each semester's course load; in general, it is possible to complete the program in one and a half to two years.

INTERNSHIP PROGRAM

One of the most valuable aspects of the MSLIS is the Internship Program. Every student is provided an opportunity to participate in a capstone internship that provides marketable experience, valuable contacts within the field, and essential skills for a competitive job market. Currently, there are three internship types: 1) for general MSLIS students and those in most specialized areas, including those in Archives and Records Management (LIS 690); 2) for students in the School Library Media Program (LIS 691); and 3) for students participating in the Archives and Records Management Gardiner Foundation program supporting the digitization of materials in historical societies (LIS 693).

CAREER OPPORTUNITIES

The MSLIS prepares today's information professionals to assume leadership positions in many kinds of organizations and in a variety of functions. Graduates with this degree work in traditional academic, corporate, law, school, and public library settings, but also work for museums, government agencies, non-profits, and small businesses in areas such as marketing, strategic planning, web development, information architecture, competitive intelligence, database administration, and project management. Some graduates continue to advanced certificates, such as the Public Library Administration Advanced Certificate for positions in public library administration as directors, or to advanced degrees, such as the Ph.D. in Information Studies, leading to more specialized careers, such as research or teaching careers in higher education.

ADMISSION REQUIREMENTS

Students applying to the M.S. in Library and Information Science should submit the LIU Online Application for Admission. Once the application acknowledgment is received, documents can be uploaded. The temporary password will be your date of birth (DDMMYYYY Date-Month-Year). Please be sure to reset your password after the first log in.

Applicants to the Master of Science in Library and Information Science must submit:

- Application for Admission
- Non-refundable application fee

- Official copies of the undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Applicants should have achieved at least a 3.0-grade point average. Applicants who have not completed their degrees prior to submitting the admission application should submit a transcript without the final semester's grades. These applicants may be accepted pending receipt of their final degree noted on the transcript.
- Applicants whose undergraduate average is below a 3.0 may be asked to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years or have an interview with the Director of the Palmer School. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be asked to take the GRE or MAT exams.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- A current résumé
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- Students for whom English is a second language must submit the following:
 - Official score results of the Test of English as a Foreign Language (TOEFL) with a minimum score per LIU requirements.
 - Original official transcripts of university work including degrees received.
 - Official certified translations are required if the records are in a language other than English.
 - Proof of financial support for I-20 issuance (tuition, room and board, and personal expenses).
 - Professional transcript evaluations may be required.

LIMITED ADMISSION

In rare instances, and at the discretion of the Palmer School Admissions Committee, applicants who do not meet the above minimum criteria may be considered for admission on a limited (conditional) matriculation basis if it is determined that there is potential for success in the program and the field. A high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation from professionals in the field, or a personal interview that demonstrates that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level are some of the possible proofs of eligibility.

REQUIRED TECHNOLOGY SKILLS

Applicants to the program should have general

capabilities in technology. Students should be comfortable with the following skills:

- Can perform basic functions of e-mail: compose, send, receive, delete, manage addresses, folders, etc.
- Are comfortable with the various functions of Microsoft Office Suite
- Can perform basic calendar operations and task management
- Can understand and use basic computer hardware (function of monitor, keyboard, etc.; can recognize removable storage devices like USB drives; can operate printer)
- Can understand and use the internet (understand the basic structure of WWW; can use browsers; can use navigation buttons, scroll, add favorites, etc.; can download and save files including image, audio, and video)
- Can use basic software features (menus, toolbars, taskbar, help menu; can open/close, maximize, scroll, print)
- Can create, open, save or delete files; can select, cut, copy, paste, or delete text; can format and spell-check documents; can use multiple windows simultaneously; run virus checks; empty trash or restore files from trash
- Can identify available printers, including local vs. networked; can adjust the set-up, preview print jobs, and print

M.S. Library & Information Science

{Program Code: 26161}

Major Requirements (36 credits; applicants with other graduate degrees may apply for a waiver of 6 elective credits)

General Concentration

Required Library and Information Science

Courses

LIS 510	Introduction to Information Science and Technology	3.00
LIS 511	Information Sources and Services	3.00
LIS 512	Introduction to Knowledge Organization	3.00
LIS 514	Introduction to Research in Library and Information Science	3.00
LIS 690	Internship/ LIS 691: Internship, School Library Media/ LIS 693: Gardiner Internship in Local History	3.00
	And one (1) of the following management courses is required:	
LIS 513	Management of Libraries & Information Centers	3.00
LIS 622	School Library Media Center Management	3.00

LIS 713	Rare Books and Special Collections Librarianship	3.00
LIS 714	Archives and Records Management	3.00
LIS 741	Public Libraries	3.00
LIS 744	Academic and Special Libraries	3.00

Elective Requirements: Choose Six (6) of the following courses:

LIS 508	Technology for Information Management	3.00
LIS 513	Management of Libraries and Information Centers	3.00
LIS 516	Collection Department	3.00
LIS 517	Emerging Web Technologies	3.00
LIS 519	Great Collections of New York City	3.00
LIS 520	Records Management	3.00
LIS 529	Map Collections	3.00
LIS 606	Information Literacy and Library Instruction	3.00
LIS 610	Readers Advisory	3.00
LIS 611	Film & Media Collections	3.00
LIS 612	Arts Librarianship	3.00
LIS 616	Contemporary Artists' Books	3.00
LIS 618	Online Information Retrieval Techniques	3.00
LIS 620	Instructional Design and Leadership	3.00
LIS 622	School Library Media Center Management	3.00
LIS 624	Introduction to Online Teaching	3.00
LIS 626	Teaching Methodologies for the K-16 Librarians	3.00
LIS 627	Special Needs Students in K-12 Libraries	3.00
LIS 628	Collection Development for K-12 Library	3.00
LIS 629	Technology Applications for the K-12 Library	3.00
LIS 650	Web Design and Content Management Systems	3.00
LIS 652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS 654	Building Digital Libraries	3.00
LIS 657	Introduction to Preservation	3.00

LIS 658	History of The Book	3.00
LIS 662	Library Public Relations	3.00
LIS 669	Government Information Resources	3.00
LIS 695	Master's Project	3.00
LIS 697	Master's Thesis	3.00
LIS 699	Independent Study	3.00
LIS 705	Principles and Practices in Archival Description: DACS/EAD	3.00
LIS 706	Digital Preservation	3.00
LIS 707	User Experience	3.00
LIS 709	Principles and Practices of Rare Book Cataloging and Descriptive Bibliography	3.00
LIS 710	Rare Books School	3.00
LIS 712	Literacy for the K-12 Librarian	3.00
LIS 713	Rare Books and Special Collections Librarianship	3.00
LIS 714	Archives and Manuscripts	3.00
LIS 716	Audio Preservation	3.00
LIS 718	Facilitating Online Learning	3.00
LIS 721	Appraisal of Archives and Manuscripts	3.00
LIS 727	Corporate Informatics & Knowledge Portals	3.00
LIS 728	K-12 Literature	3.00
LIS 729	Young Adults Sources and Services	3.00
LIS 733	Early Childhood and Children's Literature Sources and Services	3.00
LIS 735	Storytelling & Folk Literature	3.00
LIS 737	Serving Diverse Populations	3.00
LIS 739	Myth and the Age of Information	3.00
LIS 740	Copyright Law and Information Policy	3.00
LIS 741	Public Libraries	3.00
LIS 744	Academic and Speical Libraries	3.00
LIS 749	Health Sciences Libraries	3.00
LIS 755	Information Technologies and Society	3.00

LIS	763	Metadata for Digital Libraries	3.00
LIS	765	Knowledge Representation	3.00
LIS	768	Digital Information Representation	3.00
LIS	770	Information Systems & Retrieval	3.00
LIS	773	Comparative Bibliography	3.00
LIS	774	Information Seeking Behavior	3.00
LIS	775	Technical Services Operations & Systems	3.00
LIS	781	WISE Consortium	3.00
LIS	785	Mentoring Experience	4.00
LIS	901	Special Topics	3.00

Capstone Courses: LIS 690; LIS 693 or LIS 695

LIS	690	Internship	3.00
LIS	693	Gardiner Foundation	3.00
LIS	695	Master's Project	3.00

Rare Books and Special Collections Area of Study

Required Library and Information Science Courses

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00

Rare Books and Special Collections Required Courses

LIS	658	History of The Book (or other course designated as a history of the book)	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00

Two of the following are strongly suggested as part of the remaining elective credits:

LIS	519	Great Collections of NYC	3.00
LIS	529	Map Collections	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	657	Introduction to Preservation	3.00

LIS	709	Rare Book Cataloging and Descriptive Bibliography	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	901	Collecting and Managing Ephemera	3.00
LIS	901	Reference and Instruction in Special Collections	3.00

Must take 3 General Elective Courses and 1 Capstone Course

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

M.S. in Library and Information Science, School Library Media Specialist

Overview

The 36-credit M.S. in Library and Information Science (MSLIS) / School Library Media Program will prepare a candidate for a career in K - 12 schools, as a school librarian. This master's degree leads to teacher certification as a Library Media Specialist/ School Librarian. Students need to have a bachelor's degree in any subject area. It is not necessary to hold a prior teaching certification. This program builds all the required teacher certification courses within its 36 credit Master's degree.

The program comprises 12 courses. Three required core courses provide the foundation upon which students add the prescribed electives that will lead to passing the New York State teacher certification exams and to classes that will enable candidates to be fully prepared as Library Media Specialists upon graduation. The 3 core classes are: LIS 510: Introduction to Library and Information Science; LIS 511: Information Sources and Services; and LIS 512: Introduction to Knowledge Organization. Students in this specialty take a separate internship: LIS 691: Student Teaching Internship, which comprises 40 days (240 hours) of student teaching in a K - 12 school setting. Beginning in Fall 2024, student teaching requirements have been changed according to NYSED. Candidates already certified as teachers and those who have shown one year of effective teaching in NYS or out-of-state schools are required to participate in 50 hours of student teaching in the field of school librarianship; those candidates without prior teaching certification or experience will be required to student teach for 70 days.

The average length of time to complete the master's degree depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program

in one academic year and a summer session. Students who attend part-time (6 credits) usually complete the degree in two or two and a half years. Most school library candidates can complete the course requirements in 6 semesters.

Please request the **School Library Media Program Handbook** for information about specific objectives, courses, and other requirements from the Director of the School Library Program.

Students with prior teacher certification: a transcript review will determine the specific electives for those with prior teaching certification: The School Library Media specialization has the following required courses in addition to the core courses for all Palmer students:

- LIS 620 Instructional Design & Leadership
- LIS 622 Management of the School Media Center
- LIS 626 Teaching Methodologies for K-16 Librarians - may be waived depending on prior coursework
- LIS 725: Instructional Technologies, Applications & Media Literacy
- LIS 901: Library Literacies for K 12 ELL/ENL Learners
- LIS 691 Internship/Student Teaching.

Also one (1) of the following:

- LIS 729 Young Adults Sources and Services
- LIS 733 Early Childhood and Children's Sources and Services
- LIS 728 K-12 Literature

Students entering the program without New York State Teacher Certification or equivalent will be required to take LIS 627: Special Needs Students in K 12 Libraries and LIS 712: Literacy for the K 12 Environment .

To qualify for initial New York State Certification as a School Library Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. DASA
4. Qualifying scores on NYS certification exams: EAS (Educating All Students test) and the CST in Library Media (Content Specialist Test)
5. New York State fingerprint clearance

Following three years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

Internship Program

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market. The LIS 691 internship is

a student teaching experience in a K-12 school setting.

Admission Criteria and Procedures

All students entering the School Library Media Program will be subject to a Transcript Evaluation to determine how they meet the requirements set forth by the New York State Department of Education. Please see the Admission Criteria and Procedures section of the M.S. Library and Information Science in the previous section of this bulletin for additional information on admission criteria and procedures.

Academic Policies

A student must maintain a minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Director of the School Library Program, issued a letter of warning, and placed on probation. A student on probation who fails to bring their average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program. The Director of the Palmer School will make this determination based on this information and student's personal circumstance.

M.S. Library & Information Science / School Library Media

[Program Code: 26160]

Initial Certification

Required Courses (18 credits)

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
EDS OR	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
LIS	712	Literacy for K-12 Librarian	3.00

School Library Media Required Courses

LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	626	Teaching Methodologies for K-16 Librarians	3.00

LIS	725	Instruct Tech, Applications & Media Literacy	3.00
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**Special Education Requirement:*

EDS	600	or EDS 633 or LIS 627	
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***Special Education Requirement:**

EDS	600	or EDS 633 or LIS 627	
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Elective Courses: Choose one of the following (3 credits)

LIS	728	K-12 Literature	3.00
LIS	729	Young Adults Sources and Services	3.00
LIS	733	Children's Sources & Services	3.00

Capstone (3 credits)

LIS	691	Internship - School Media Specialist	3.00
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Required Teacher Certification Workshops

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
			0.00
CATX	100	Child Abuse Identification and Reporting	0.00
DASX	100	Dignity in Schools Act	0.00

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

Dual Master's (M.S. and M.A.) with NYU

M.S. in Library and Information Science from LIU's Palmer School and the M.A. or M.S. from New York University's Graduate School of Arts and Science (GSAS) or 2 specific programs from within the Steinhardt School: Food Studies or Costume Studies.

The Program

This unique dual master's degree program prepares subject specialists or scholar-librarians for professions in academic and research institutions and in the information industry. Offered by two of the most prestigious schools in the country, the program grants an ALA-accredited Master of Science in Library and Information Science (MSLIS) from LIU's Palmer School of Library and Information Science and a Master of Arts (in 50 subject concentrations) from the Graduate School of Arts and Science at New York University or from the Costume Studies or Food Studies programs at NYU's Steinhardt School. Each NYU department has different curricula requirements. For further information see

the Field of Study Descriptions at NYU's GSAS website and the Steinhardt School.

The Training

Integrating subject expertise with education and training in library and information science provides dual-degree graduates with a competitive edge in the growing market for information professionals. Central to the program is a 160-hour mentoring arrangement, in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. If the mentor and student feel it's appropriate, in addition to the time spent in the mentorship, dual degree students may participate in internships in many of the cultural and research organizations in the New York Metropolitan area. All Library and Information Science courses are taught in Manhattan at NYU's Bobst Library or are online. Students enrolled in the dual degree program take approximately 13 fewer credits than would be required if they pursued each master's degree separately.

Career Opportunities

There is a need for subject specialists in academic libraries, research and cultural institutions, and the corporate sector. Our approach to integrating subject expertise with education and training in library and information science provides dual-degree graduates with the opportunity to acquire the skills and knowledge they need for a variety of positions. Graduates of the dual degree program have gone on to work in academic, research, and cultural institutions throughout the United States.

Curriculum

Students who enroll in the dual-degree program will earn two master's degrees for a total of 52-59 credits, depending upon the NYU program. For the Master of Science in Library and Information Science (MSLIS), the Palmer School requires students to complete 28 credits, which includes core courses, elective courses and the mentorship. The Palmer School has elective courses in information technology, rare books and special collections, subject reference, organization of information, public librarianship, digital libraries, information retrieval, metadata, archives and management.

Admission Requirements

Students interested in the Dual Degree Program at NYU and LIU apply separately for admission to each school. A student must be admitted to both NYU and LIU's Palmer School before being considered for the dual degree program. Please consult the NYU website (www.nyu.edu) for admission requirements. NYU departments each have individual admission applications deadlines. The Palmer School admits throughout the year. For admission requirements to the Palmer School's

M.S. in Library and Information Science degree program, visit <http://www.liu.edu/CWPost/Admissions/Graduate>. Once admitted to both universities, students must complete a separate application/statement of intent for the program itself. Students are asked to indicate their area of interest and their goals so that they are paired with the appropriate dual degree mentor. Details about the dual degree program and the application process can be found on the Palmer site: liu.edu/palmer. Please note that students who have completed more than 6 Palmer credits (2 courses) are no longer eligible to apply for this program; this also applies to the NYU program. Students are advised to speak with a Director of Graduate Study in the intended NYU department before completing their NYU application. For further information, contact the Director of the Palmer School.

Orientation

Dual Degree Program students must participate in an intensive orientation to the program. This orientation is offered only at the start of the fall semester. Incoming dual degree students are interviewed by a committee of NYU librarians and assigned a mentor. Students work with their mentors throughout the course of the degree program to gain valuable work experience in areas of their professional interests. NYU's thesis and internship requirements vary by department. For the LIU program, it is strongly encouraged that students have a library or archives internship (LIS 690 or LIS 693).

Location and Class Schedules

While students may take courses online for the Palmer School, NYU courses are taught at the NYU campus in Manhattan. The Palmer School offers courses for the Master of Science in Library and Information Science (MSLIS) at the NYU Bobst Library location or online. Weekday courses meet after 4:30 p.m. Weekend courses and summer sessions are offered. Many of the Palmer School classes are online, although generally one face to face (or blended) course is offered each Fall and Spring semester, most often in the rare book or special collection field.

Graduation

After completing 12 credits at NYU and after completing 12 credits at the Palmer School, students in the dual-degree program may:

*Transfer 8 credits from their NYU program to complete the dual-degree requirements for Palmer.

*Transfer 8-12 credits from their Palmer School program to complete the dual-degree requirements for NYU.

Official transcripts from each school must be submitted for the course transfer. Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at either institution, but certainly before the

graduation semester. Contact the Director of the Palmer School before you begin this process.

Students who complete the required credits, mentoring program, and additional thesis or departmental requirements from NYU will graduate with an American Library Association accredited MSLIS from LIU and a subject Master's degree from NYU. This background is generally required for librarians in most major academic and research institutions. In addition, the mentors and faculty work very successfully with students in networking and professional preparation.

Advanced Certificate in Archives and Records Management

The dynamic field of archives and records management is at your fingertips. LIU Post's Certificate of Advanced Studies in Archives and Records Management can help launch a rewarding career as an archivist or records manager who can expertly handle and process vast amounts of information and maintain accessible records.

The Archives and Records Management Certificate program is offered as part of the Master's degree in Library and Information Science (MSLIS) or as a separate post-master's certificate (CARM). In order to attain the certificate, students must complete the program concurrently with the Library Science master's or must hold a previously completed master's degree in any related discipline. The Certificate of Advanced Studies in Archives and Records Management may be earned at LIU Post or completely online. Most classes are online.

CAREER OPPORTUNITIES

Because all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings, such as corporations, government agencies, libraries of all types, museums, historical societies, and non-profit organizations and associations. The certificate program covers content areas included in certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified Records Management (ICRM).

ADMISSION REQUIREMENTS

Students who wish to obtain a certificate concurrent with the MSLIS degree must comply with Admission Requirements for the Master of Science in Library and Information Science.

For admission to the Archives and Records Management certificate program only, applicants must submit:

- LIU Application for Admission
- Official transcript indicating completion of a

master's program

- Two letters of recommendation

For further information, please contact the Director of the Archives and Records Management Program or the Director of the Palmer School.

Advanced Certificate in Archives and Records Management

{Program Code: 22418}

Required Courses

LIS	723	Records Man&Info Gover	3.00
LIS	690	Internship or LIS 693 Gard Intern	3.00
LIS	714	Archives and Manuscripts	3.00

Elective Courses

Students must choose an additional three courses from the electives listed below. Occasionally offered Special Topics classes may also meet a requirement.

LIS	611	Film and Media Collections	3.00
LIS	657	Introduction to Preservation	3.00
LIS	693	Gardiner Foundation Internship	3.00
LIS	705	Principles and Practices in archival Descriptions: DACS/EAD	3.00
LIS	706	Digital Preservation	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	721	Appraisal of Archives and Manuscripts	3.00
LIS	755	Information Technologies and Society	3.00
LIS	763	Metadata for Digital Libraries	3.00
LIS	765	Knowledge Representation	3.00
LIS	770	Information Systems & Retrieval	3.00
LIS	722	Digital Curation	3.00

Special Topics and WISE classes may be approved for Certificate elective credit on a case-by-case basis.

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Major GPA: 3.00

Advanced Certificate in Public Library Administration

The challenges faced by today's public library administrators require a solid foundation of training and experience. The Palmer School's post-

master's Certificate of Advanced Studies in Public Library Administration is designed to develop and enhance the management skills and credentials of professional librarians working within the public library sector and to train the leaders of tomorrow.

The program offers students interested in public library administration a comprehensive education based on practical experience in the critical aspects of managing a public library.

This program is open to librarians with a minimum of two years of professional experience and has been designed to:

- Update librarians on new management principles and organizational structures;
- Integrate these concepts and illustrate their practical application within the public library setting;
- Explore current issues and trends in public library management and improve leadership skills within the workplace;
- Provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered within this program.

CAREER OPPORTUNITIES

The growing complexity of public institutions has forced governing boards to become far more selective in choosing their administrators. A working understanding of the law, human resources, finance, and facilities is now a fundamental requirement for public library administrators as directors or middle managers.

The certificate program of the Palmer School Certificate of Advanced Studies in Public Library Administration covers all content areas required in the New York State Public Library Director civil service examination series. The program has been recognized by the New York State Education Department as a formally approved N.Y.S. Certificate of Advanced Studies.

CURRICULUM

The Certificate of Advanced Studies in Public Library Administration encompasses five required courses, generally taken in succession as a cohort. The courses are offered in a seminar format and are limited to a maximum of 25 students per class. Each course carries three graduate credits. Students completing the program (15 credits) are awarded a Certificate in Advanced Studies in Public Library Administration. The specific courses are:

- LIS 700 Principles of Public Library Organization and Management 3.00
- LIS 701 Legal Issues in Public Library Administration 3.00
- LIS 702 Human Resources Administration in the Public Library 3.00
- LIS 703 Financial Management of Public Libraries 3.00
- LIS 704 Administration of Public Library

Facilities and Technology 3.00

ADMISSION

Entrance to the Certificate of Advanced Studies in Public Library Administration is limited to working professionals who either hold or aspire to executive management positions in the public libraries. All applicants should hold a relevant master's degree (the Master of Science in Library and Information Science – MLS or MSLIS) and a minimum of two years experience in public libraries. The Public Library Administrator's Certificate is designed as a post-MSLIS "cohort" program, where students register with the intent to complete all five courses as a group. The program is coordinated with regional public library organizations acting as partners with the Palmer School to assure a focused and meaningful educational experience for the participants.

PROGRAM SITES

The Certificate of Advanced Studies in Public Library Administration is offered at public library systems throughout the state of New York, including Queens Library, Westchester Library System, Mid-Hudson Library System, Buffalo & Erie County Public Library, Nassau Library System, and the Suffolk Cooperative Library System. Generally, new cohorts begin each Fall. Locations of new cohorts vary.

Advanced Certificate in Public Library Administration

{Program Code: 29149}

Required Courses

LIS	700	Principles of Public Library Organization & Management	3.00
LIS	701	Seminar In Legal Issues & the Regulatory/Governance Environment of the Public Library	3.00
LIS	702	Human Resources Administration in the Public Library	3.00
LIS	703	Financial Management of Public Libraries	3.00
LIS	704	Public Library Facilities, Automation Systems and Telecommunications	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum Major GPA: 3.00

Ph.D. in Information Studies

The Doctor of Philosophy in Information Studies – the only one of its kind in the New York metropolitan area – prepares individuals to assume

leadership positions in research, teaching, and practice. Graduates of the program contribute to theoretical and operational research in existing and new fields and are equipped to fill the expanding need for information managers, researchers, and faculty members in the broad, interdisciplinary field of information studies. Taught by faculty of the prestigious Palmer School of Library and Information Science, the 51-credit Ph.D. in Information Studies utilizes a strong interdisciplinary approach because solutions to the problems of organizing, storing, and retrieving vast amounts of information require the combined knowledge of computer scientists, management specialists, educators, psychologists, librarians, and others. Approximately 15 students are admitted each year; current students in the program hold master's degrees in 17 different disciplines.

This program offers two main areas of study – **Information Access and Systems** and **Information Studies and Services** – and includes research into such subjects as human-computer interaction and systems analysis and design. The program is structured to accommodate part-time students who are already working in the information field or related professions.

The two main knowledge areas are composed of the following courses:

INFORMATION ACCESS AND SYSTEMS

Principles of information organization and retrieval as well as the information systems that support both activities.

- Knowledge Organization
- Information Retrieval
- Information Systems
- Human-Computer Interaction

INFORMATION STUDIES AND SERVICES

The relationship of information technologies to individuals, organizations, and society in general.

- Information and Society
- Information Policy
- Information Services
- Organization Information Management

PROGRAM GOALS

Current and emerging information technologies present both challenges and opportunities. Realizing the benefits of information technologies requires individuals who can:

- Represent information and organize knowledge for efficient, timely access and effective use
- Design, test, and evaluate information retrieval systems and methodologies
- Improve human-computer interaction as the basis for designing ever more usable, effective information systems and environments
- Investigate and understand information needs and information-seeking behaviors of individuals, groups, and organizations in a

- variety of task and technology environments
- Investigate the effectiveness, relevance, and evolution of societies' information provision agencies and organizations such as libraries, museums, publishers, and the media
- Analyze information policy and ethics in national and international contexts

ADMISSIONS REQUIREMENTS

Incoming students are admitted to the Ph.D. in Information Studies at LIU Post each fall semester generally, with a maximum of 15 students accepted. Applicants must hold a master's degree which can be in any discipline. Work experience is an asset but is not required. The program is structured to accommodate those who are already working in the information field or related professions.

Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. Applicants whose master's degrees are not from English-language institutions must provide proof of a TOEFL examination score based on LIU requirements.

This deadline for receipt of completed application forms is March 1. All of the following application materials must be received by the deadline date. However, students may submit materials for consideration at any time prior to the semester:

- Complete the LIU Online Application for Admission
- Application fee: (non-refundable)
- Official transcripts for all undergraduate and graduate coursework
- Three letters of recommendation
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- A statement of research/inquiry outlining the reasons for pursuing a doctoral degree, and a description of the proposed area of study and research
- A writing sample of a published work or other scholarly writing
- A full curriculum vitae/resume

The Palmer School encourages applications from members of underrepresented groups in the information professions and is committed to equal-opportunity acceptance of candidates into the program to offset the shortage of under-represented groups in the information professions.

Ph.D. Info Studies Required Courses

{Program Code: 20857}

Area/Content Courses

DIS	801	Knowledge Organization and Access	3.00
DIS	803	Information Studies and Services	3.00

Research Method Courses

DIS	805	Research Methods I	3.00
DIS	807	Research Methods II	3.00

Elective Courses (36 credits total)

Students will choose electives in conjunction with the major advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies or in co-related areas.

Students complete 18 credits of elective doctoral courses; 9 credits of advanced masters' level courses, independent study credits, or additional doctoral level electives.

a. Elective Doctoral Courses: 18 credits from the following:

DIS	810	Knowledge Organization	3.00
DIS	812	Information Retrieval	3.00
DIS	815	Information Systems: Theories, Paradigms, and Method	3.00
DIS	816	Human-Computer Interaction	3.00
DIS	820	Information Policy and Services	3.00
DIS	822	Information and Society	3.00
DIS	824	Information Services	3.00
DIS	826	Organizational Information Management	3.00

There are no distribution requirements between two major areas of study. Knowledge Organization and Access and Information Studies and Services. Doctoral students may take any of the above as doctoral level electives, but students must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with a broad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

b. Electives from related master's level courses, doctoral level electives, or Independent Study (9 credits)

Advanced master's courses at the 700 level in the Palmer School may be used as electives.

LIS 901, Special Topics, may be used as an elective in the Ph.D. Program with prior written approval from the faculty advisor or Director of the Palmer School.

DIS 899, Independent Study, requires the student to complete an application that is approved by the major advisor, the faculty member who will supervise the independent study, the director of the doctoral program, and the director of the Palmer School. Up to 9 credits be taken as independent study.

In addition, there are master's-level courses available in the College of Arts and Science, School of Education, College of Management, School of Health Professions, and the School of Visual and Performing Arts that may be used as related electives by doctoral students in

information studies. Permission must be obtained from the major advisor or the Director of the Palmer School.

d. Dissertation Research (12 credits)

After passing the comprehensive examination, students must maintain their candidacy status by registering for DIS 880 (Dissertation Research) for at least 1 credit in each Fall and Spring semester. Candidates are required to take a minimum of 12 credits of DIS 880. After registering for 12 credits of DIS 880, students may register for Maintenance of Matriculation.

RESIDENCY AND REGISTRATION

REQUIREMENTS

Students must take six credits of required courses in each of their first two semesters. After the first academic year (fall and spring semesters), continuous registration must be maintained in the program. Summer semesters are excluded. The number of credits that are taken per semester after the first year can vary but may not be less than three until the required credits of course-work have been completed.

Doctoral students who would like to maintain their matriculation without taking classes may register for Maintenance of Matriculation.

Upon completing all required Ph.D. courses and successfully passing the Comprehensive Examination, students may apply for and be awarded the Master of Philosophy in Information Studies (M.Phil.). This degree is awarded in recognition of completion of the Ph.D. milestones only and is not accessible to students outside the doctoral program.

Maintenance of Matriculation permits students to continue under the requirements in effect when admitted and prevents the need to reactivate through admissions. Students must be aware that their financial aid status may be affected by Maintenance of Matriculation. International students may have additional credit requirements and should consult with the International Students Services Office before registering for courses at 516-299-1451 or by email at post-international@liu.edu.

Credits & GPA Requirements

Minimum Total Credits: 51

Minimum Major GPA: 3.00

Library and Information Science Courses

LIS 510 Introduction to Information Science and Technology

Overview of the library and information science (LIS) field. Introduction to the history, functions, and processes of library and information science along with a description of major information technologies applied in libraries and information centers. Discussion of LIS institutions' place in society, practice of the profession in various types of settings, and current issues and trends.

Credits: 3

Every Fall and Spring

LIS 511 Information Sources and Services

Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.

Credits: 3

Every Fall and Spring

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA, FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.

Credits: 3

Every Semester

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Credits: 3

Annually

LIS 514 Introduction to Research in Library and Information Science

Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.

Credits: 3

Every Fall and Spring

LIS 606 Information Literacy and Library Instruction

This course will introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.

Credits: 3

On Occasion

LIS 610 Reader's Advisory

This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. This course will enhance the skills needed to match the book with the reader. Databases such as Ebsco's Novelist, social cataloging tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.

Credits: 3

On Occasion

LIS 618 Online Information Retrieval Techniques

A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.

Credits: 3

On Occasion

LIS 620 Instructional Design and Leadership

Examines the curriculum partner, instructional leadership and instructional design roles of the school media specialist. Opportunities are provided for students to blend recent methods in curriculum design and research processes with information literacy/inquiry standards. Staff development strategies and collaborative, interdisciplinary approaches to learning are emphasized. NOTE: There will be 25 hours of field experiences(observation)related to coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3

Annually

LIS 622 School Library Media Center Management

Principles and strategies for managing information

and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3

Annually

LIS 626 Teaching Methodologies for K-16 Librarians

This course will present teaching strategies important for the school media specialists in the school library information center "classrooms" as well as instructional librarians in K-16 settings. Students will learn and practice direct instruction techniques, including lesson planning, questioning strategies, classroom management strategies, and other lesson elements. Hands on practice is a key component for this course.

Credits: 3

Annually

LIS 627 Special Needs Students in K-12 Libraries

This course will instruct the student on assisting students with disabilities and other special learning needs for K - 12 library services. Students will also gain knowledge about the Dignity for All Students Act (DASA) and the Educating All Students Test necessary for teacher certification as a Library Media Specialist.

Credits: 3

Annually

LIS 628 Collection Development for the K-12 Library

This course provides an overview of collection development and collection management issues and strategies for the K-12 library, including strategies to deal with resource challenges. The course includes a survey of nonfiction materials in support of subject content areas, and an emphasis on policies related to selection and deselection of print, non-print, and digital library materials.

Credits: 3

Annually

LIS 632 Collection Development

Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.

Credits: 3

*Rotating Basis***LIS 634 Great Collections of New York City**

Introduces students to issues surrounding the management and curation of special collection libraries through guided visits to significant cultural institutions in New York City. Students meet with the institutions' curators and librarians, examine and discuss examples of unique materials in these collections, and develop an understanding and appreciation of the diversity of approaches to collection care, preservation, and services in rare book and special collections settings.

LIS 652 Exhibitions and Catalogs: Library meets Museum

Considers theoretical issues of conceptualization and criticism and provides practical, hands-on, experience with the steps necessary to create a successful exhibition of rare book and special collections material. Major topics include exhibition planning, implementation, evaluation, and documentation. The course is appropriate for students preparing for careers in rare books and special collections libraries.

Credits: 3

On Occasion

LIS 657 Introduction to Preservation

An introduction to the principles and practices of library and archives preservation. Topics include: the composition of paper, books, and non-book materials; current preservation methods; disaster planning and recovery; reformatting and digitization; collection maintenance and re-housing; management of preservation efforts; and standards and professional ethics.

Credits: 3

Rotating Basis

LIS 690 Internship

120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objective, and enhance their skills, competencies, and abilities.

Prerequisite: Students should have completed all core requirements and most electives before enrolling; students should have completed at least 27 credits.

Credits: 3

Every Semester

LIS 691 Internship/Student Teaching (for School Library certification candidates)

Until Fall 24: 240 hours or 40 days is the current required time for student teaching. This may be split between elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. Classroom teacher candidates with current teaching certification can ask for a waiver of some of the required hours/days.

It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. NYSED allows a candidate to accomplish all 40 days(240 hours) in one setting if the candidate is working in that school. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and, if not a currently certified teacher, must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice. In Fall 24: NYSED student teaching rules change. If a student is already a certified teacher or has one year of effective teaching in a NYS or out-of-state school, students need to achieve 50 hours of work in information literacy, inquiry, and research skills; if a student is not currently certified, the student teaching requirement will be for 70 days.

Credits: 3

Every Semester

LIS 693 Gardiner Foundation Fellows Internship

Master's Fellows will register for LIS 693 and will spend 120 hours in the semester digitizing historical images, editing images, creating metadata for the images, performing quality assurance, and adding the images to a digital archives. Fellows use the digitization equipment in the on-campus laboratory. Digitization may also take place at local historical societies. In some cases, fellows may need to travel to the historical societies to conduct on-project activities. Students will receive a fellowship for 6 credits of tuition (LIS 693 plus another course of the student's choosing).

Credits: 3

Every Fall and Spring

LIS 695 Master's Project

Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor and the Director. Required: Palmer School Director's approval

Credits: 3

Every Semester

LIS 697 Master's Thesis

For candidates with extensive library or information center experience. Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Director. Required: Palmer School Director's approval

Credits: 3

On Demand

LIS 699 Independent Study

Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information, contact the Palmer School Director. Required: Palmer School Directors approval

Credits: 3

Every Semester

LIS 700 Principles of Public Library Organization & Management

For Public Library Administration program candidates ONLY. This seminar explores public library organization and management. Topics include principles of management and organization; the planning process, policy, decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 701 Legal Issues in Public Library Administration

For Public Library Administration program candidates ONLY. This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, and national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 702 Human Resources Administration in the Public Library

For Public Library Administration program candidates ONLY. This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation, job descriptions; salary administration; fringe benefits; human resources policies; contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 703 Financial Management of Public Libraries

For Public Library Administration program candidates ONLY. This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 704 Administration of Public Library Facilities and Technology

For Public Library Administration ONLY. This seminar is designed to prepare the public library administrator to deal with the process and problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager and building contractor.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 705 Principles and Practices in Archival Description: DACS/EAD

Explores the principles of archival description as expressed in Describing Archives: A Content Standard and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Topics include: the history and development of archival description, authority and subject analysis, related standards, and description for special formats.

Credits: 3

Rotating Basis

LIS 706 Digital Preservation

An introduction to the theoretical and practical aspects of the preservation of digital records. Topics include: issues facing institutions trying to preserve digital records, storage media and file formats, preservation initiatives underway worldwide, and practical considerations in implementing a digital preservation program.

Credits: 3

Rotating Basis

LIS 707 User Experience

Overview of foundations, interaction design and evaluation techniques in Human-Computer

Interaction (HCI), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. Topics include: the psychological and social aspects of users, the impact of user characteristics on design decisions, user requirements, design approaches, usability evaluation methods, and interface paradigms and architectures for user interface implementation. Focusing on library systems and services as examples for evaluation, students acquire practical skills in collecting patron/user needs, prototype design, and evaluating website/system.

Credits: 3

On Occasion

LIS 709 Rare Book Cataloging and Descriptive Bibliography: Principles and Practices

Explores the principles of rare book cataloging as expressed in current rare book cataloging guidelines and related cataloging descriptive standards, thesauri, and controlled vocabularies. Other practices will include authority control, subject analysis, and form/genre headings relevant to rare books and related special collections material. Emphasis will be placed on the fundamentals of descriptive bibliography as it relates to rare book cataloging, to the history and development of bibliographic description, and to the mastery of technical vocabulary for describing printed books.

Credits: 3

Rotating Basis

LIS 710 Rare Books School

Intensive week-long courses taught by internationally renowned experts at the University of Virginia's Rare Books School (RBS). Students may take up to two (2) courses towards their MSLIS degree and the Palmer Rare Books Concentration. Option must be approved before the student enrolls in the RBS course. See the RBS website www.rarebookschool.org for current course selections. Students must enroll in LIS 710 and the course chosen at RBS. Permission required: Palmer School Director

Credits: 3

On Occasion

LIS 712 Literacy for the K-12 Librarian

This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.

Credits: 3

Annually

LIS 713 Rare Books and Special Collections Librarianship

Examines the current issues, standards, and best practices in managing collections of rare books and other unique printed material. Topics covered include: the unique research value of printed materials, definitions of rarity, collection development, description and access, preservation and conservation, security, and outreach and promotion.

Credits: 3

Rotating Basis

LIS 714 Archives and Manuscripts

An introduction to the identification, preservation, and use of archival materials. Topics include surveys and starting an archive; appraisal and accessioning; arrangement and description; reference and access; security and disaster protection; and audiovisual and digital records.

Credits: 3

Rotating Basis

LIS 717 Reference and Instruction in Special Collections

An exploration of the skills and issues related to reference work in rare book libraries, archival repositories, and special collection settings. Also explores instruction and instructional techniques in special collections.

Credits: 3

Rotating Basis

LIS 721 Appraisal of Archives and Manuscripts

An in-depth examination of appraisal, which has been called the archivist's "first responsibility." Topics include: classic archival appraisal theory, recent refinements to appraisal theory, international perspectives on appraisal, collecting manuscripts, and appraisal of audiovisual and digital records.

Credits: 3

Rotating Basis

LIS 722 Digital Curation

Introduction to the fundamental concepts, practices, procedures, processes, and vocabulary for the entire curation lifecycle of digital materials: creation, appraisal, ingest, storage, access, and reuse.

Credits: 3

Annually

LIS 723 Records Management and Information Governance

An introduction to the closely related fields of Records Management and Information Governance. Topics include: records creation and capture; records inventorying and retention scheduling; records storage and retrieval; inactive records management; vital records protection; and compliance and risk management. This course was formerly LIS 520.

Credits: 3
Annually

LIS 724 Introduction to Online Teaching

Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management in an online environment.

Credits: 3
Rotating Basis

LIS 725 Instructional Technologies, Applications and Media Literacy

Students will examine applications and web sites to explore technologies that can facilitate learning in K-12 libraries and classrooms, including applications that can be integrated into the curriculum; important principles and processes of media and digital literacy. Course also explores the use of adaptive technology. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3
Annually

LIS 728 K-12 Literature

A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the K-12 library. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and ways in which the titles can be integrated as the content and vehicle to master core curriculum standards. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.

Credits: 3
Rotating Basis

LIS 729 Young Adult Sources and Services

A survey of adolescents and their reading with special emphasis on books written especially for 12-18 years old. The readings will include material emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Topics include: programming, applying new technology, advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. Students will attain skills in providing library services for the young adult population, including information and referral.

Credits: 3
Rotating Basis

LIS 732 History of The Book

Current theoretical and historical approaches to understanding the impact of printing and the book in western culture. Students gain first-hand experience with the intellectual tools of the book historian's trade, including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.

Credits: 3
Rotating Basis

LIS 733 Early Childhood and Children's Sources and Services

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.

Credits: 3
Rotating Basis

LIS 734 Government Information Resources

Study and evaluation of information products, services, and sources available at all levels of government. Topics include: the Depository Library Program, the Government Printing Office, Superintendent of Documents, and the operations of these services. Government information access at the federal, state, regional, and local levels will be examined, with discussion focusing on access protocol, privacy, and public policy. Intensive practice in searching, retrieving, organizing, and analyzing government documents will be provided.

Credits: 3
On Occasion

LIS 735 Storytelling & Folk Literature

Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.

Credits: 3
Rotating Basis

LIS 737 Serving Diverse Populations

Services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

Credits: 3
Rotating Basis

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.

Credits: 3
Annually

LIS 744 Academic & Special Libraries

Overview of the working, organization, operation, and management of both academic and special libraries, with emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services, personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.

Credits: 3
Rotating Basis

LIS 755 Information Technologies and Society

A study of information technologies and their impact on society. Topics include: the historical development of information technologies; the perspectives of different disciplines; and the social, economic, political and cultural effects of contemporary information technologies.

Credits: 3
Rotating Basis

LIS 763 Metadata For Digital Libraries

Application of standards and rules for the construction of cataloging and classification tools and records, especially in digital environments. Overview of the concepts of knowledge organization, with special focus on challenging online environments, such as archival and special collections and digital collections on the Internet. Additional topics include: metadata formats, descriptive details for different forms of materials, entry and access points, and authority control functions.

Credits: 3
Rotating Basis

LIS 770 Information Representation & Retrieval

Fundamentals of information representation and retrieval (IRR) with an initial focus on the principles, concepts and techniques of information representation for the purpose of information retrieval in the digital environment. After the structure and components of information retrieval (IR) systems are introduced, discussions and hands-on sessions will be conducted on IR language, techniques and approaches. The human dimension in and evaluation of IRR systems are also examined. A brief overview of artificial intelligence (AI) in IRR concludes this course.

Credits: 3

On Occasion

LIS 774 Information Seeking Behavior

An examination of the psychological factors influencing people and their use of information. Students will study the social, behavioral, and interaction components that exist between people and the information systems and services they access and use. Students will analyze established theory in the field via scholarly reading and case studies, and will examine empirical data on information seeking behavior. Students will also observe information use in the field to develop a better understanding of the factors influencing information seeking.

Credits: 3

Rotating Basis

LIS 775 Technical Services Operations and Systems

An examination of library systems in terms of their strategic support of both public and technical services. Topics include acquisition systems, online collection building, bibliographic control, serials management, vendor contracts and licenses, and integrated library systems. Students will have the opportunity to examine back end aspects of library information systems from both a management and implementation perspective.

Credits: 3

Rotating Basis

LIS 785 Mentoring Experience (Dual Degree candidates)

For Dual Degree candidates only. Mentees are assigned a mentor from the NYU Libraries when they are accepted into the dual degree program. Mentors and mentees work together to develop an initial learning contract which is reviewed each semester. On occasion, part of the mentorship may be completed at an off-site library approved by the mentor.

Credits: 1 to 4

Every Fall

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in-depth. Students are limited to 6 credits of 901 courses.

Credits: 3

Rotating Basis

Palmer School Ph.D. Courses

DIS 801 Information Access and Systems

Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information storage and retrieval, systems analysis and design, and human computer interaction.

Credits: 3

Annually

DIS 803 Information Studies and Services

This course is an overview of the foundations, topics and issues in information studies and services including current research in information and society, information policy, information services and organizational information management.

Credits: 3

Annually

DIS 805 Research Methods I

Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.

Credits: 3

Annually

DIS 807 Research Methods II

Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.

Credits: 3

Annually

DIS 810 Seminar in Knowledge Organization

This course is the identification and study of problems in knowledge organization, with close attention to theory building through research. The emphasis in the course is on autonomous student investigation, writing and discussion. Students conduct original research and report the results in the class. The course also includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and the design of bibliographic retrieval systems.

Credits: 3

Rotating Basis

DIS 812 Information Retrieval

Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR and evaluation. Research in the field, with an emphasis on identifying additional topics for further study.

Credits: 3

Rotating Basis

DIS 815 Information Systems: Theories, Paradigms, and Method

Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of

distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.

Credits: 3

Rotating Basis

DIS 816 Human-Computer Interaction

Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development of information systems. Emphasis will be on various theoretical paradigms and cognitive frameworks assumed in HCI studies, as well as usability design and evaluation studies. Research in the field is discussed with an emphasis on identifying additional topics for further study.

Credits: 3

Rotating Basis

DIS 820 Information Policy and Services

This course is an investigation of historical context and current policy agenda with attention to social, political, and economic issues along with the policy implications of the electronic environment particularly the Internet, the World Wide Web and development of the National Information Infrastructure. In this course, the focus is on stakeholders in policy development and implementation; the economics of information and the valuing of information; new information technologies; the role of the legal system; federal, state, and municipal roles and responsibilities; and the international arena for information policy.

Credits: 3

Rotating Basis

DIS 822 Information and Society

The course covers the complexity of the interrelationship between information and information technologies and society. By utilizing the work of several of the classic thinkers of the 1930s, 40s and 50s (Mumford, Ellul and Gideon) and moving to more modern approaches such as the social constructivist approach of the Society for the History of Technology, the course will investigate the social effects of the use of technology and information, the economics of information and the social and political aspects of information.

Credits: 3

Rotating Basis

DIS 824 Information Services

This course addresses information services from the perspective of institutions dedicated to producing or sharing information; e.g., publishers, schools, libraries, museums, bookstores and research firms. The course covers the impact of electronic formats on all of these. The course provides a reexamination of traditional values and the reshaping of such services as the finding of

information, publishing or providing access to it, and the teaching, editing and interpretation of ideas.

Credits: 3

Rotating Basis

DIS 826 Organizational Information Management

Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing and data mining.

Credits: 3

Rotating Basis

DIS 880 Dissertation Research

The course is the process of the student's dissertation research, upon approval and the successful defense of the dissertation proposal. All current students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy. Beginning in Fall 23, NEW students will need to register for 3 credits of DIS 880 for each Fall and Spring semester. Current students are strongly encouraged to register for 3 credits of DIS 880 in order to complete their dissertations in a timely fashion (unless a student's faculty advisor will allow them to register for less than 3 credits).

Credits: 1 to 6

Every Fall and Spring

DIS 899 Independent Study

The course is an in-depth exploration of a subject that is not covered in the formal curriculum at the doctoral level. The study may be conducted under the direction of an approved instructor inside or outside of LIU. The study must include a comprehensive and analytical review of the literature.

Credits: 3

Annually

SCHOOL OF NATURAL AND LIFE SCIENCES

The School of Natural and Life 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 Master of Science in Genetic Counseling, in addition, the school offers Bachelor of Science degrees 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.

M.S. in Genetic Counseling

As genetic testing becomes more available and patients gain unprecedented access to information about birth defects and the likelihood of diseases and medical conditions, the need for professionals who can help them understand and act on genetic test results is increasing rapidly.

The 49-credit Master of Science program in Genetic Counseling is committed to developing a new generation of genetic counselors with the knowledge and skill to help patients make the best decisions. With a diverse, interdisciplinary academic and clinical faculty, the two-year program is geared toward students who desire rigorous and comprehensive training in the field of clinical genetics. The program emphasizes the scientific, clinical, and psychosocial aspects of genetic counseling. Skills learned through classroom-based didactics pave the way for students to enter their clinical rotations for "real-world" training. Additionally, several supplementary activities ensure that students will be exposed to non-traditional careers in genetic counseling along with traditional, clinic-based careers. Students must also complete a thesis.

The M.S. in Genetic Counseling is dedicated to training a diverse group of students to become leaders in the field of clinical genetics. We believe in embracing a supportive and collaborative

atmosphere between our students and faculty. Our program is the first of its kind on Long Island and is accredited by the Accreditation Council for Genetic Counseling.

APPLICATION AND ADMISSION REQUIREMENTS

Applications to the M.S. in Genetic Counseling are accepted for the fall semester for full-time study only. Applicants to the M.S. in Genetic Counseling must meet the following requirements to be considered for admission:

- Bachelor's degree with an undergraduate GPA of at least 3.0. Higher GPAs are preferred.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Successful completion of the following course work is **required**:
 - Biology, two semesters including a laboratory component
 - Chemistry, two semesters including a laboratory component
 - Organic Chemistry, two semesters OR Organic Chemistry, one semester and Biochemistry, one semester
 - Genetics, one semester
 - Statistics, one semester
 - Psychology, one semester
- Successful completion of the following course work is **suggested**:
 - Medical Embryology
 - Calculus
 - Epidemiology
 - Physiology
- Advocacy and/or health care experience in a volunteer or paid position. This allows applicants to gain personal and professional insight into professions whose goals are to help people.
- An understanding of the genetic counseling profession. Many successful applicants have accomplished this by shadowing or meeting with a genetic counselor.

All application materials must be received by the January 15 deadline, including:

- LIU Post Online Application for Admission (including the Personal Statement) - to be completed online before forwarding additional application materials.
- Master of Science in Genetic Counseling Supplemental Admissions Application
- Undergraduate and/or graduate transcripts from any college(s) you have attended
- Three letters of recommendations
- Application fee: (non-refundable)
- GRE scores are not required but recommended.

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.

M.S. in Genetic Counseling

{Program Code: 33453}

Required Genetic Counseling Courses

All of the following:

ATCG 600	Issues Confronting Genetic Counselors: Principles, Theories and Practices	3.00
ATCG 601	Clinical Genetics in Practice I	3.00
ATCG 602	Clinical Genetics in Practice II	3.00
ATCG 603	Clinical Genetics in Practice III	2.00
ATCG 604	Clinical Genetics in Practice IV	3.00
ATCG 610	Cytogenetics	3.00
ATCG 613	Molecular Genetics	3.00
ATCG 615	Cancer Genetic Counseling	2.00
ATCG 625	Clinical Applications of Genomic Medicine	3.00
ATCG 628	Human Development	3.00
ATCG 668	Genetic Counseling Pre-Practicum	3.00
ATCG 669	Genetic Counseling Practicum	3.00
ATCG 701	Design and Analysis in Genetics Research (taken twice for a total of 3 cr.)	1.00
ATCG 701	Design and Analysis in Genetics Research	2.00

Required Co-Related Courses

All of the following:

BIO 514	Biochemical Genetics	3.00
BIO 530	Clinical Genetics	3.00
BMS 612	Pathophysiology II	3.00

Required Clinical Genetics Rotations

Four of the following:

ATCG 702	Clinical Genetics Rotation	0.00
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Required Thesis Course

ATCG 708	Thesis	3.00
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Credit and GPA Requirements

Minimum Total Credits: 49

Minimum Major GPA: 3.00

Genetic Counseling Courses

ATCG 600 Issues Confronting Genetic Counselors: Principles, Theories and Practices

This course is designed to expose students to issues confronting genetic counseling from a counseling perspective. The student will explore the counseling contexts and situations that genetics counselors are likely to face. Issues in multicultural genetic counseling, use of interpreters and diversity and equity in healthcare are also covered. In consonance with these needs students will learn the skills that are necessary to gather an accurate and relevant family history. They will explore the genetic counselor's role in working in different specialities with clients who are depressed or grieving.

Credits: 3

Every Fall

ATCG 601 Clinical Genetics in Practice I

This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. It is important that students understand a historical overview of the profession as they learn the procedures for obtaining a pedigree, helping clients understand diagnoses, determining risks, accessing the need for psychosocial support and exploring diverse counseling theories. The focus of this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include prenatal genetics and infertility genetics.

Credits: 3

Every Fall

ATCG 602 Clinical Genetics in Practice II

This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. There are psychosocial and scientific aspects to every task a genetic counselor must perform. Focus in this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include, cardiology genetics, pediatric genetics, newborn screening and Bayesian risk calculations.

Prerequisite of ATCG 601 is required.

Credits: 3

Every Spring

ATCG 603 Clinical Genetics in Practice III

This course will focus on the legal and ethical issues in the practice of genetic counseling and clinical genetics. This course will address some of the most common legal and ethical challenges face in genetic counseling. Specific topics include ethical principles in medicine, eugenics, legalities and ethics of dealing with confidentiality, elective pregnancy termination, pre-implantation genetic diagnosis and other assisted reproductive technologies, genetic discrimination, gene patenting regulation of genetic

testing, appropriate use of new genetic technologies, human subjects in research and wrongful birth/wrongful life.

Pre requisite of ATCG 602 is required.

Credits: 2

Every Fall

ATCG 604 Clinical Genetics in Practice IV

This course deals with the current state of the genetic counseling profession including licensure, billing and reimbursement, professional relationships, professional organizations, supervision and non-traditional roles. It will provide a review of topics, address presentation skills and prepare students for the ABGC Board exam.

Pre requisite of ATCG 603 is required.

Credits: 3

Every Spring

ATCG 610 Cytogenetics

This course will introduce topics of chromosomal structure and function, chromosome abnormalities and their clinical presentations, chromosomal basis of cancer and cytogenetic laboratory techniques.

Credits: 2

Every Fall

ATCG 613 Molecular Genetics

This class will emphasize understanding of the applications of the emerging techniques in molecular biology as they apply to genetics. Special emphasis will be given to topics important to biomedical applications and to those presenting ethical considerations. Due to the rapidly changing nature of this field, all class materials will be derived from primary, non-textbook literature.

Credits: 3

Every Fall

ATCG 615 Cancer Genetic Counseling

This course will provide in-depth discussion of cancer genetics with a focus on clinical knowledge and skill development of the genetic counselor working in this speciality.

Credits: 1

Every Fall

ATCG 625 Clinical Applications of Genomic Medicine

This course will provide in-depth discussion of molecular genetics and genomics with a focus on clinical knowledge and skill development of the genetic counselor. It will focus on preparing genetic counselors to be able to feel comfortable working in multiple specialties where genetic/genomic tests are being used to impact clinical management and/or treatment.

Pre requisite: 2nd year graduate student in LIU

Post Genetic Counseling Program, all first year courses completed satisfactorily

Credits: 2

Every Fall

ATCG 628 Human Development

In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods.

Credits: 3

Every Fall

ATCG 668 Genetic Counseling Pre-Practicum

This is an entry level counseling laboratory course designed to provide basic fundamental communication skills training to prospective counselors in the genetic counseling program. Students are expected to gain an understanding of the role of the genetic counselor and the counseling process itself and how to establish an effective therapeutic alliance and environment. Students will also develop fundamental foundation communication skills and basic counseling strategies. The main emphasis and focus of the course is on practical experience in a counseling environment. Students will participate in role-plays, recording of counseling sessions with a client, as well as, simulated practice counseling sessions.

Pre requisite of ATCG 600 is required

Credits: 3

Every Spring

ATCG 669 Genetic Counseling Practicum

This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Students will participate in role-plays and will participate in peer critique in a supervised and positive learning environment.

Fall (2nd Year).

Pre requisite of ATCG 668 is required.

Credits: 3

Every Fall

ATCG 701 Design and Analysis in Genetics Research

This course is designed to help students develop the background knowledge and skills needed to successfully complete the research project requirement for the genetic counseling program. The course will be offered in the spring of the first year and the fall semester of the second year of the program. In the spring semester, the following topics will be covered: research project requirements and timeline, the research process: identifying a project topic and mentor, genetic counselors' role in research, literature searches, approach to writing a literature review, RefWorks and technical writing. In the fall semester, the following topics will be covered: developing the research project: hypothesis, materials and methods, choosing your study population and sampling methods; approach to statistical methods, qualitative research design, survey design and

presentation methods.

Credits: 1 to 2

Every Fall and Spring

ATCG 702 Clinical Genetics Rotation

Field-based rotations in clinical genetics.

Prerequisite of a major in Genetic Counseling M.S. program is required.

Credits: 0

Every Fall, Spring and Summer

ATCG 708 Capstone Project/Thesis

This course is open only to matriculated students.

In this course, the student executes a proposed final project or thesis topic which the student completes under the supervision. Written and oral presentations are required.

A pre requisite of ATCG 701 is required.

Credits: 3

Every Spring

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.

DEPARTMENT OF DIGITAL ENGINEERING

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 burgeoning job market with attractive salaries and interesting job opportunities.

M.S. in Artificial Intelligence

To prepare the workforce of the future, the 30-credit M.S. in Artificial Intelligence (AI) aims to educate and train skilled leaders to create AI applications and AI systems that are designed to solve complex real-world challenges and problems across many industry domains while addressing the emerging needs of the market. Additionally, the program, with its faculty and students, aims to accelerate multidisciplinary research and discovery within LIU's current and emerging fields of study. Graduates of the MS in AI program have exciting career prospects in the most innovative sectors of the economy in various industries.

The M.S. in AI program offers a multidisciplinary in-depth study of AI theory and practice with a host of project based learning courses including, two Special Topics courses for the timely introduction of advanced topics in AI research.

Artificial Intelligence, M.S.

Requirements

MS in Artificial Intelligence Requirements

Choose four of the following Core Module

Courses:

AI	602	Programming in Python	3.00
AI	632	Algorithms and Data Structures in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
AI	682	Data Mining and Exploration	3.00
AI	683	Statistical Learning	3.00
AI	686	Automatic Speech Recognition	3.00
AI	688	Image and Vision Computing	3.00

Choose two of the following Specialization

Courses:

AI	687	AI and Machine Learning in Bioinformatics	3.00
AI	689	Computational Neuroscience, Cognition and Artificial Intelligence	3.00
AI	701	Intelligent Autonomous Robotics	3.00
AI	790	Special Topics in Artificial Intelligence I	3.00
AI	791	Special Topics in Artificial Intelligence II	3.00

The following two courses are required:

AI	681	Machine Learning & Pattern Recognition	3.00
AI	700	Applicable Deep Learning	3.00

MS in Artificial Intelligence

Electives/Thesis Options

Choose one of the following options:

6 credits of graduate electives in Artificial Intelligence or Computer Science

OR

Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 30

Minimum Total Credits (Non-Thesis Option): 30

Minimum Major/Overall GPA: 3.0

Artificial Intelligence Courses

AI 602 Programming in Python

Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated collection data types, I/O processing, conditional and loop constructs, use and implementation of functions. This first part of the course is complemented with a thorough presentation of Object-Oriented programming. Select advanced features for both procedural programming and Object-Oriented programming are introduced. Throughout the course, good programming styles and sound program development are emphasized.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 632 Algorithms and Data Structures in Python

A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching.

Three credits; one-hour laboratory.

Prerequisite: AI 602

A pre requisite of AI 602 is required.

Credits: 3

Every Fall and Spring

AI 680 Artificial Intelligence: Present and Future

AI systems now outperform humans on tasks that were once taken to show great intelligence when undertaken by people (for example, playing chess). How far can this go in the future? What are the assumptions behind different approaches to AI? What dangers can there be from AI systems, and how should AI practitioners take these into account? The course gives a quick overview of the background and of contemporary work in symbolic AI, and looks at the relationship between statistical and 2 logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys the state of the art in current AI, looking at systems and techniques in various subfields (eg, agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning).

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 681 Machine Learning & Pattern Recognition

This graduate course covers some fundamental

theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence, clustering, recognition with strings, and small sample-size problems.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 682 Data Mining and Exploration

The aim of this course is to discuss modern techniques for analyzing, interpreting, visualizing and exploiting the data that is captured in scientific and commercial environments. The course will develop the ideas taught in various machine learning courses and discuss the issues in applying them to real-world data sets, as well as teaching about other techniques and data-visualization methods. The course will also feature case-study presentations and each student will undertake a mini-project on a real-world dataset.

The course will consist of two parts, the first part being a series of lectures on what is outlined below. It is anticipated that there will also be one or two guest lectures from data mining practitioners.

The second part will consist of student presentations of papers relating to relevant topics. Students will also carry out a practical mini-project on a real-world dataset. For both paper presentations and mini-projects, lists of suggestions will be available, but students may also propose their own, subject to approval from the instructor.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 683 Statistical Learning

This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. The course aims to assist you in designing good learning algorithms and analyzing their statistical properties and performance guarantees. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides an in depth of coverage of supervised learning from data with focus on regression and

classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 686 Automatic Speech Recognition

The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 687 AI and Machine Learning in Bioinformatics

The digital revolution has seen a dramatic increase in data collection in various disciplines of health sciences. The challenge of big and wide data is especially pronounced in the biomedical space where, for example, whole genome sequencing technology enables researchers to interrogate all 3 billion base pairs of the human genome. With an expected 50% of the world's population likely to have been sequenced by 2025, the resulting datasets may surpass those generated in Astronomy, Twitter and YouTube combined. Machine Learning approaches are hence necessary to gain insights from these enormous and highly complex modern datasets enabling the training of very sophisticated Machine Learning models under the context of Artificial intelligence.

The course addresses various topics of Machine Learning approaches that have been applied under the genomic revolution. Emphasis are placed on Machine Learning algorithms to recognize patterns in DNA sequences such as pinpointing the locations of transcription start sites (TSSs), identifying the importance of junk DNA in the genome and identifying untranslated regions (UTRs), introns and exons in eukaryotic chromosomes. The input data can include the genomic sequence, gene expression profiles across various experimental conditions or phenotypes, protein-protein interaction data, synthetic lethality data, open chromatin data, and ChIP-seq data.

Three credits; one-hour laboratory.

Prerequisites: AI 681

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 688 Image and Vision Computing

The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 689 Computational Neuroscience, Cognition and Artificial Intelligence

The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis are placed on computational models that mimic brain information processing during perceptual, cognitive and control tasks tested with brain and behavioral data. Computational approaches to understanding cognitive processes, using massively parallel networks are studied. Biologically-inspired learning rules for connectionist networks and their application in connectionist models of perception, memory and language are discussed.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

On Occasion

AI 698 Thesis I

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

AI 699 Thesis 2

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

AI 700 Applicable Deep Learning

Deep Learning is one of the most highly sought-after skills in AI. In this course, you will learn the foundations of Deep Learning, understand how to build neural networks, and learn how to lead successful machine learning projects. You will learn about Convolutional networks, RNNs, LSTM, Adam, Dropout, BatchNorm, Xavier/He initialization, and more.

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 AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

You will work on case studies from healthcare, autonomous driving, sign language reading, music generation, and natural language processing. You will master not only the theory, but also see how it is applied in industry. You will practice all these ideas in Python and in TensorFlow. After this course, you will likely find creative ways to apply it to your work. This course culminates in a capstone project.

Three credits; one-hour laboratory.

Prerequisite: AI 681

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 701 Intelligent Autonomous Robotics

This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming intensive course which requires team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.

Three credits; one-hour laboratory.

A pre requisite of AI 688 and AI 700 is required.

Credits: 3

On Occasion

AI 790 Special Topics in Artificial Intelligence I

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.

Three credits; one-hour laboratory.

A pre requisite of AI 680 and AI 681 is required.

Credits: 3

Not Set

AI 791 Special Topics in AI: 2

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal

submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.

Three credits; one-hour laboratory.

A pre requisite of AI 680 and AI 681 is required.

Credits: 3

Every Fall and Spring

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 as accountants, auditors, forensic accountants, tax preparers, estate and financial planners, and more. The curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State. The courses in the graduate program in accountancy are fully online. The School is part of the College of Management, which is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

All courses incorporate the latest technology and software applications in the digital accounting and taxation fields. Our faculty members possess an unsurpassed combination of experience and professional and academic credentials. An extensive internship program connects students with leading firms in the New York metropolitan area. Graduates are recruited by the "Big Four" global accounting firms as well as other international, national, regional, and local accounting firms; corporations, and government agencies. In addition, student organizations regularly bring accounting professionals to campus to meet with accounting majors at formal and informal events.

M.S. in Accountancy

The 30-credit Master of Science in Accountancy prepares students for careers in public accounting, industry or government enterprises and is intended for individuals who have completed an undergraduate accounting degree at an accredited college or university and who wish to fulfill the 150-hour requirement. Students who did not major in Accounting in their undergraduate coursework, will need to take the required prerequisite courses. Taught by top accounting and tax professionals with expertise in a broad range of topics, classes in this program are offered completely online.

The M.S. in Accountancy program teaches students to solve problems using the most widespread and state-of-the-art accounting software programs and is registered by the New York State Education Department to qualify (where applicable) for a one-year reduction of the experience requirement for CPA licensure.

M.S. in Accountancy

{Program Code: 06982} {HEGIS: 0502}

Required Professional Accounting Courses

Students must complete all of the following (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 courses (9 credits):

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	774	Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning	3.00
TAX	775	Partnerships and Limited Liability Entities	3.00
TAX	776	Subchapter S Corporations	3.00
TAX	777	Estate Planning	3.00
TAX	778	Advanced Partnerships and Limited Liability Entities	3.00
TAX	779	Tax Exempt Organization	3.00
TAX	780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX	788	International Taxation	3.00

TAX	791	Independent Study (Director's Permission)	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.00

Accounting and Business Law Courses

ACC 720 Not-for-Profit Entity Accounting

This course provides an in-depth study of the accounting for government and other nonprofit organizations. The course focuses on the various governmental funds and group of accounts of these public entities. In addition, attention is given to other nonprofit organizations such as colleges, universities, and hospitals.

Credits: 3
Annually

ACC 742 Financial Statement Analysis

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problems areas.

Credits: 3
Every Fall

ACC 750 Advanced Accounting Information Systems

This course provides an advanced examination of emerging technologies that directly impact on the design, selection, and maintenance of accounting information systems (AIS) and on other aspects of the role of auditors, tax practitioners, and forensic accountants. Topics and projects assigned include data analytics and visualization applications, XBRL applications, Blockchain technologies, cloud computing, data security, and state of the art AIS related technologies.

Credits: 3
Every Fall

ACC 753 Advanced Auditing and Data Analytics

This course provides an advanced review of assurance services, an in-depth analysis of auditing data analytics software and applications, and hands-on experience with a simulated audit. Students study current and emerging applications of assurance services. The course also focuses on the collection and evaluation of evidence using statistical sampling techniques and hands-on computer assisted audit tools and techniques(CAATs).

Credits: 3
Every Spring

ACC 754 Forensic Accounting

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to,

investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered.

Credits: 3
Every Fall

ACC 790 Accounting Seminar

This course examines current trends in accounting and the accounting profession. Events in accounting, auditing, and taxation are analyzed in the context of business, nonprofit, and governmental environments. Special topics include sustainability accounting and reporting, and financial literacy skills pertinent to the practitioner. Particular interests of students are discussed early in the semester and incorporated into future weeks of the semester topics. Active participation in weekly in-class discussions is mandatory.

Prerequisite of Completion of Accounting Core Courses is required.

Credits: 3
Every Spring

GBA 521 Financial Accounting and Reporting

This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.

MBA Students only.
Credits: 3
Annually

TAX 620 Tax Accounting

This course will provide the participant with an in-depth analysis of the Code, Regulations, Rulings and Cases governing tax accounting issues. Areas covered include accounting periods and methods (including cash, accrual and installment sales), inventory rules, debt-forgiveness, time-value of money concepts and required adjustments for changes in accounting methods. Materials are introduced via lecture, open class discussion and review of selected case studies.

Credits: 3
Annually

TAX 729 State & Local Taxation

In-depth analysis of Nexus, Uniform Division of Income for Tax Purposes Act, the unitary principle, the multi-state taxes compact regulations and P.L. 86-272. Various landmark Supreme Court decisions pertaining to multi-state taxation are discussed. Emphasis is placed on New York State Income, Franchise and Sales Taxes for those entities doing business in New York State.

Credits: 3
Every Spring

TAX 760 Tax Research

Sources of Legislative, Administrative and Legal precedents are discussed. Utilization of IRS publications, tax reporters, and judicial and statutory authority is explained. An introduction to computer-based tax research tools and techniques is included. Several research projects using these materials are required. Written and oral techniques for presenting research results are discussed. The presentation of three written research papers is required. This course is taught primarily on a distance learning basis. Assignments are prepared on and submitted via the Internet and weekly discussion board questions are discussed. The participant must have access to a computer with Internet access.

Credits: 3
Every Fall and Spring

TAX 762 Procedures and Practices in Federal Taxation

Among topics considered are preparation of tax returns, due dates and extensions, techniques for gathering information and preparation of returns, statute of limitations, tax examinations, appeals procedures in the IRS, request for rulings, collection matters, tax fraud, and professional responsibility of taxpayer's representatives.

Credits: 3
Every Spring

TAX 771 Corporate Taxation

This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.

Prerequisite of TAX 620 & TAX 760 is required.
Credits: 3
Every Fall

TAX 775 Introduction to Partnerships and Limited Liability Entities

A study of the fundamentals of Subchapter K of the Internal Revenue Code and regulations pertaining to the Subchapter. Topics that will be covered are: choice of entity, partnership formations, operations, allocations, distributions, sales and exchanges of partnership interests, and transactions between a partner and a partnership. The tax ramifications of Limited Liability Companies (LLC) and Limited Liability Partnerships (LLP) are discussed.

Prerequisite of TAX 620 & TAX 760 is required.
Credits: 3
Every Spring

TAX 776 Subchapter S Corporations

This course is an in-depth study of the federal tax ramifications of operating the S Corporation. The election, operation, termination and special rules associated with the S Corporation status are

examined. Tax planning for the S Corporation is also emphasized.

Prerequisite of TAX 771 is required.

Credits: 3

Every Fall

TAX 778 Advanced Partnerships and Limited Liability Entities

An in-depth study of certain advanced topics relating to partnerships and limited liability companies. Topics that will be covered include: a detailed analysis of partnership allocation regulations (704(b) and 704(c) regulations) and the sharing of partnership liabilities (752 regulations), the disguised sales rules and some of the more complex areas of Subchapter K (disproportionate distributions, retirement of a partner, etc.).

A pre requisite of TAX 775 is required.

Credits: 3

Every Fall

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.

DEPARTMENT OF BUSINESS

Master of Business Administration (M.B.A.)

The 36 to 48-credit Master of Business Administration (M.B.A.) degree at LIU Post provides students with the knowledge needed to start a business or to propel them to the next step in their current industry. Students learn cutting-edge business acumen from highly credentials faculty from reputable Universities and experienced business professionals.

LIU Post’s MBA program offers several flexible options to support individual interests, career objectives, and busy schedules. Students may pursue their education on a full or part-time basis with classes in the evening, on weekends and online. Through the accelerated program, undergraduate students may earn an accelerated B.S. / M.B.A. or B.A. in International Relations & Diplomacy / M.B.A..

The LIU Post MBA program 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.

Master of Business Administration (M.B.A.)

{Program Code: 79096} {HEGIS: 0506.0}

Required Core Courses

GBA 520	Economics for Business Decisions	3.00
GBA 521	Financial Accounting and Reporting	3.00
GBA 522	Financial Management	3.00
GBA 523	Management in a Global Society	3.00
GBA 524	Marketing Management	3.00

GBA 525	Statistics For Management	3.00
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Required 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

Required Capstone Course

MBA 820	Business Policy	3.00
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M.B.A. Elective Courses

Students must complete 3-5 elective courses taken from BLW 701, TAX 726, or any 700 level FIN, IBU, MAN, MIS, MKT courses.

Students in the shared credit B.S.

Accountancy/MBA must take the following two courses as electives:

ACC 750	Advanced Accounting Information Systems	3.00
ACC 753	Advanced Auditing and Data Analytics	3.00

Accounting majors pursuing the shared credit B.S. Accountancy/M.B.A. are encouraged to take three accounting electives from the following courses: ACC 720, 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 courses.

Total credits required ranges from 36-48, depending on the amount of core course waivers and elective credit requirements.

Credit and GPA Requirements

Minimum Total Credits: 36-48

Minimum Major GPA: 3.00

See LIU Post Undergraduate Bulletin, The Roosevelt School for program description and requirements.

B.A. Economics / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, College of Management, Department of Innovation and Entrepreneurship for program description and requirements.

B.A. in International Relations and Diplomacy / Master of Business Administration (M.B.A.)

Graduate Business Courses

FIN 704 Financial Reports Analysis

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problem areas of the business.

Cross-listed with ACC 742

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 705 Securities Analysis - Equities

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 valuation of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios and the effects of diversification and risk management.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 708 Financial Engineering

This course covers the creation of derivative securities to meet financing needs. This course will explore the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intra-firm factors. Chiefly as a solution to risk management, financial engineering will be explored from both the corporate treasurer's perspective and from the investor's and speculator's perspectives. Recent debt, equity, equity-related and derivative innovations will be examined.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 710 Corporate Mergers and Restructuring Strategies

The aim of the course is to provide understanding of the decisional dynamics and valuation consequences of financial, business, and organizational restructuring by corporate credits. The course prepares students to plan, evaluate, and execute corporate restructuring activities.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 725 Money, Banking, and Capital Markets

This course's main objective is to analyze and understand the principal forces that are shaping the U.S. and world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 732 Securities Analysis and Student Investment Fund

Students in this course will build on the theoretical concepts learned in undergraduate finance courses, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities and will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies and will conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors, who have invested the funds to be managed through this engaged learning initiative. Graduate students will gain an understanding of portfolio construction approach and third party manager selection. Graduate students in the course will perform a company valuation using discounted cash flows or dividends as appropriate.

Credits: 3

Every Spring

GBA 520 Economics for Business Decisions

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the implications of global economic events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and marginal analysis. The course then develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate supply and demand curve, the supply and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

MBA Students only.

Credits: 3

Every Fall and Spring

GBA 521 Financial Accounting and Reporting

This course examines basic accounting concepts

and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.

MBA Students only.

Credits: 3

Annually

GBA 522 Financial Management

This course focuses on wealth maximization and managerial decision making in a global market setting. Basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital are addressed. Topics include the time value of money, valuation and rates of return on securities, financial statement analysis, capital budgeting techniques, as well as cost of capital, capital structure, and leverage considerations.

Prerequisite or co-requisite of GBA 521 or its equivalents is required.

Credits: 3

Every Fall and Spring

GBA 523 Management in a Global Society

This course addresses contemporary global management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces and highlights critical management issues involved in planning, organizing, controlling, and leading an organization. The course focuses on leadership and addresses the complex issue of business ethics inherent in decision making. Students will apply theoretical management concepts to organizational situations with the use of current business headlines and case studies. This synergy of theory and practice will help students gain analytical skills for professional assessments and students will also make research-based oral presentations to further develop their communications skills.

MBA Students only.

Credits: 3

Every Semester

GBA 524 Marketing Management

This course is an analysis of the operations of marketing systems. It familiarizes students with marketing principles and enables them to adapt marketing operations to opportunities in for-profit and non-profit organizations. Focus is placed upon the principal decision components that include market segmentation, marketing research, consumer behavior, product development, promotion, pricing and distribution. International and ethical issues are discussed.

MBA Students only.

Credits: 3

Annually

GBA 525 Statistics For Management

The course is designed to give a fundamental knowledge of the principles, concepts, and techniques involved in the application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as finance, marketing, accounting, management, economics and production. Topics covered include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, statistical inference (estimation and hypothesis testing), and some basic forecasting models including regression.

MBA Students only.

Credits: 3

Every Semester

IBU 704 Management of International Business

This course focuses on the management of multinational enterprises across national borders. The course examines the nature, growth and new directions of direct investments conducted by multinational enterprises, and how they are related to changing economic, technology, social and regulatory conditions. The strategy formulation and execution for international business expansion will be studied via experiential learning of business simulation. Emphasis is on establishing a new business venture via global configurations for sustainable revenues/profits in a dynamic global business environment.

Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.

Credits: 3

Annually

IBU 707 Multinational Business in Emerging Markets

This course is an analysis and discussion of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, economic liberalization and similar concepts and problems of operating in emerging economies.

Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MAN 703 Project Analysis and Program Management

This course provides a comprehensive analysis of projects in contemporary organizations. The course addresses the basic nature of managing all types of projects: public, business, engineering, information systems, and so on as well as the specific techniques for project management. Topics include: the organization's strategy and project selection, project

leadership, project planning, uncertainty and risk management, project budgeting and cost estimation, project scheduling, resource allocation, conflict and negotiation, project monitoring and controlling, project auditing, and project evaluation and termination.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MAN 731 Negotiation Strategy

Negotiation is a central part of personal, career, and organizational strategy. Through the study and practice of negotiation students develop strategic thinking, learn about the psychology of bargaining, explore decision making, and recognize psychological biases. Students develop ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. Through circumspect situational-analysis balancing ethical consideration students refine strategic thinking. Students will build a comprehensive set of skills necessary for success in any personal, career, entrepreneurial, and organizational setting. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.

Credits: 3

Annually

MBA 620 Managing Information Technology and e-Commerce

This course is devoted to the management of information resources in an organization. It will emphasize management concepts and strategies essential for the selection, development, design, implementation, use, and maintenance of information and e-Commerce technologies and information systems in today's organizations. Business cases will be extensively utilized to facilitate classroom discussion.

Prerequisite or Co-requisite of GBA 520, 521, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 621 Financial Markets and Institutions

This course provides the student with knowledge of global financial markets; the institutions that operate in those markets and the manner in which various markets and institutions interrelate. Topics covered include: types of markets and of financial institutions; determinants of interest rates; the risk and term structure of interest rates: money markets

and capital markets; asset-backed securities; forwards, futures, options, swaps, and other derivatives; equity markets; the role of central banks in the creation of money and in the conduct of monetary policy; and an examination of some recent developments in global finance.

Prerequisite of GBA 522 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 622 Competitive Marketing Strategy

The course focuses on marketing planning processes, concepts, methods and strategies with a global orientation at the product level as well as at the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Competitive marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.

Prerequisite of GBA 524 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 623 Organizational Behavior

This course examines the important behavioral issues facing individuals within organizations. Initially, focus is placed on the organizational factors that influence behavior. Next, the course examines the individual differences that influence behavior. Topics in this section include motivation, reward systems, and values and ethics. The course then focuses on the development of effective work groups to explore communications, negotiations, teams, and the learning organizations. Selected topics in leadership conclude the course of study.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 624 Operations Management

Operations Management is concerned with the efficient and effective transformation of resources into goods and services. This course is designed to develop the ability to analyze and improve the performance of operations processes in organizations. Topics to be discussed include operations strategy, product/service selection and design, capacity planning, quality management, facility location and layout, inventory management, business process reengineering, and supply chain management.

Prerequisite of GBA 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 625 Global Business: Environment and Operations

This course introduces the student to the discipline of international business. It demonstrates the uniqueness of the international business environment and focuses on aspects of business necessary to compete in the global arena. The first half of the course focuses on: the environmental context in which international firms operate, country-specific factors (socio-cultural, political, legal and economic factors), the global trade, investment environment and the global monetary system. Theories and concepts associated with these factors are surveyed and the forces of regionalization and globalization are discussed, including the facilitating institutions. The second half of the course examines the strategies and structures that firms adopt, and explains how firms can perform their key functions: production, marketing, R & D, finance, human resource management and compete successfully in the international business environment.

Prerequisite of GBA 520, 521, 522, 523, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 820 Business Policy

Business policy is an integrating course that prepares students for pulling together the diverse disciplines involved in organizational decision making. The course explores formal and informal aspects of policy formation, its application, and consequences. Students deal with formal decision theory and practice, organizational theory and practice, marketing and personnel policies and social conditions as they impinge upon and require new organizational thinking. This course develops students' capabilities in strategic decision making in a changing world. Issues include the ranking and the definition and measurement of organizational objectives; the concept of organizational strategy; mission; the formulation and evaluation of alternatives; the interrelationships between quantitative and qualitative analytical techniques; the roles of personal values, ethics, and political power; product life cycle; capital allocation; and acquisitions and divestitures. A computer-based simulation, cases, lectures, and group analyses are employed.

Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 821 Business Applications

This course provides an opportunity for students, in particular international students, to gain business experience in US companies and apply the knowledge learned in the program to the real-world business problems. Students take this course in the form of internship or consulting projects developed by the College of Management. To register for the course, students need to provide a letter from the employer explaining the nature of the intern job, or a description of the consulting projects. Students will be under supervision of the instructor assigned by the college. At the end of the course, students are required to submit a report, which will be evaluated by the instructor.

Credits: 1 to 3

On Demand

MKT 705 Consumer Behavior

This course uses the multi-disciplinary approach to understanding consumer behavior in the marketplace by integrating the contributions of cultural anthropology, psychology, sociology and economics. This course reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics include: learning theory, motivation, diffusion of innovation, reference group theory, roleplaying, perception, and attitude formation. Managerial implications are examined using case studies.

Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MKT 717 International Marketing

This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.

Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MKT 750 Marketing Seminar

This seminar offers advanced special topics in marketing that are relevant to increasing the effectiveness of marketing as an organizational function. Topics will vary according to advances in the field and the environment in which marketing operates. They include research methodology and

techniques, impact of technology, ethics, and global marketing strategy. The course utilizes the expertise of guest speakers, when applicable.

Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

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

M.S. in Data Analytics & Strategic Business Intelligence

This 30-credit Master of Data Analytics (MDA) program offers a curriculum with a blend of data science, IT, and business courses to provides students with the solid business knowledge and analytical skills to serve as data-literate managers and business analysts in a host of industries. The curriculum provides students with fundamental methods and skills to interpret and present digital data and produce practical and meaningful insights into customers, products, services, and marketplaces-- all leading to more informed business decisions for sustainable and competitive advantages. Students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. The program teaches applied knowledge and interdisciplinary understanding of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence. This knowledge can be applied in such industries as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

M.S. in Data Analytics and Strategic Business Intelligence (MDA)

{Program Code: 39812} {HEGIS: 0703}

Program Requirements

Required Graduate Core Courses

MDA	525	Business Statistics	3.00
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MDA	530	Foundations of Data Science	3.00
MDA	610	Data Management and Mining	3.00
MDA	620	Data-driven Decision-making and Business Intelligence	3.00
MDA	710	Big Data Analytics and Machine Learning	3.00
MDA	720	Applied Data Analytics in Business	3.00
MDA	760	Deep Learning	3.00
MDA	821	Global Capstone Action Learning Internship	3.00

Elective Graduate Courses

Students must complete two MDA electives (6 credits total). Note that with program director's approval, students may opt to select electives from the list of any ACC, TAX, FIN, MAN, MKT, IBU, CS, GBA, MBA, MIS, MGE, or TEL courses.

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

M.S. in Sports Management

The M.S. in Sports Management is a 30-credit program designed to prepare and train skilled leaders in Sports Management with a focus on sports marketing and sports agents & talent scouts. Students interested in the Sports Management field have a wide variety of opportunities in a growing field. The Program will focus on different concepts and skills including effective communication, understanding the use of analytics in decision making, and exploring trends in all areas of sports including the impact of emerging technologies and eSports.

Degree Requirements

M.S. in Sports Management

{Program Code: 438520} {HEGIS: 0599.00}

Program Requirements

Required Graduate Core Courses

SPM	610	Strategic Sports Management	3.00
SPM	620	Legal and Ethical Issues in Sports	3.00
SPM	630	Sports Operations and Facilities Management	3.00
SPM	640	Sports Marketing, Promotions and Sales	3.00
SPM	650	Leadership in Sports Management	3.00

SPM	660	Alternative & Global Sports	3.00
SPM	670	eSports, Sports Betting & Fantasy Sports	3.00
SPM	680	Sports Finance	3.00
SPM	690	Sports Analytics	3.00
SPM	700	Capstone in Sports Management	3.00

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

Data Analytic Courses

MDA 525 Business Statistics

This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.

Credits: 3

Every Fall, Spring and Summer

MDA 530 Introduction to Data Science with R and Python

This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driving decision-making processes, 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 R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.

Pre requisite: MDA 525

Credits: 3

Every Fall and Spring

MDA 610 Database Management and Data Mining

This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern.

Credits: 3

Every Fall and Spring

MDA 620 Data-driven Decision-making and Business Intelligence

This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can't always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence.

Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.

Credits: 3

Every Fall and Spring

MDA 621 Introduction to Fintech

This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance. It is recommended that students have a python or R programming background for this class.

Pre requisite: MDA 610 is required.

Credits: 3

Every Fall and Spring

MDA 625 Time Series Modeling and Forecasting

Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.

Credits: 3

Every Fall and Spring

MDA 640 Data Visualization

This graduate course offered by the MDA program (MS in Data Analytics) provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Students will learn about how to leverage the power of data visualization to communicate business-relevant implications of analyses and the difference between using visualization for analytics

vs. data storytelling. Modules cover the visual analytics process from beginning to end—from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of Tableau, the industry leading visualization tool.

Credits: 3

Not Set

MDA 710 Big Data Analytics and Machine Learning

This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning, deep learning, reinforcement learning, and neural networks.

Pre-requisites: MDA 530 Foundations of Data Science

MDA 610 Data Management and Mining

Credits: 3

Every Fall and Spring

MDA 720 Applied Data Analytics in Business

This 3-credit core elective course is delivered in a seminar format in three sections for students to choose: Accounting and Finance Analytics, Business and Marketing Analytics, and AI and Analytical Technology. Industry practitioners in data science fields and faculty members in different departments across the College of Management will come to the classroom and give lectures and speeches on how to conduct data analytics in various business fields.

Pre-requisites: MDA 530 Foundations of Data Science

MDA 610 Data Management and Mining

Credits: 3

Every Fall and Spring

MDA 730 Data Privacy and Regulatory Compliance

This 3-credit core required course surveys the domestic and international development of data security and 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 analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.

Pre-requisite: MDA 620 - Data-driven Decision-making

Credits: 3

Every Fall and Spring

MDA 760 Deep Learning

This course provides a practical introduction to Deep Learning, a branch of machine learning that uses neural networks of three or more layers. Students will learn the fundamentals and implementations of neural networks (DNNs, CNNs, and RNNs). Deep learning models for applications ranging from computer vision to natural language processing and decision-making (reinforcement learning) will be covered. This course will be taught using opensource software such as Tensor Flow. Upon successful completion of the course, the student will be able to understand motivation and functioning of the most common types of deep neural networks and apply deep learning techniques to solve practical problems.

A pre or co requisite of MDA 710 is required.

Credits: 3

Every Spring

MDA 821 Global Capstone Action Learning Internship

This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship. Internship placement will give priority to locations outside the United States for domestic students. Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.

Pre-requisites: MDA 530, MDA 610, and MDA 620

Co-requisites: MDA 710, MDA 720, and MDA 730

Credits: 3

Every Fall, Spring and Summer

ROOSEVELT SCHOOL

The Roosevelt School provides students with an international relations and diplomacy foundation, with the goal to develop future leaders in international relations, diplomacy, leadership, service, and policy making at multinational corporations, foundations, think-tanks, non-profit organizations and governmental agencies 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. The Roosevelt School offers undergraduate, graduate, and doctoral programs in international relations and diplomacy, business, criminal justice, public affairs, and health administration. The school is named after the Roosevelt family and is inspired by the legacies in diplomacy, conservation and social justice of the 26th President of the U.S., Theodore Roosevelt; the 32nd President of the U.S., Franklin Delano Roosevelt; and Former First Lady Eleanor Roosevelt. The Society of Presidential Descendants formed by Americans with direct lineage to United States presidents have made the Roosevelt School their home to advance civic education and the study of the presidency. Members of the Society of Presidential Descendants include Tweed Roosevelt, great grandson of President Theodore Roosevelt; Lynda Johnson Robb, daughter of President Lyndon B. Johnson; Clifton Truman Daniel, grandson of President Harry S. Truman and many more U.S. presidential families. The Roosevelt School is home of the White House Experience and Museum of Democracy. In addition, the Steven S. Hornstein Center for Policy, Polling, and Analysis provides independent polling and 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 and brings world-class thought leaders together to encourage leadership and service around the world.

DEPARTMENT OF CRIMINAL JUSTICE

The graduate criminal justice program provides an ideal foundation for careers in criminal justice. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice system ranging from cyber security to law enforcement to homeland security.

The M.S. degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum is comprised of 24 credits of required coursework and 12 credits of

electives. Electives range from courses involving victimology to terrorism.

M.S. in Criminal Justice

The Master of Science degree in Criminal Justice offers an in-depth curriculum geared toward the scientific study of crime including forensics and cyber analytics. In addition to our core curriculum, electives are available in such areas as counseling in criminal justice and terrorism. The program prepares students for entry into modern-day careers in criminal justice that require knowledge of today's high tech society. Courses are taught by a distinguished faculty that includes published authors, researchers, and widely-consulted authorities on criminal justice and related matters. All faculty are currently involved in the areas they instruct. Our professors will engage and inspire you to exceed your expectations.

Alumni of the program are employed in a wide variety of criminal justice fields such as law enforcement, the courts, and corrections. They populate positions within the public and private sectors. The program's professional network of graduates is ready to assist and mentor students.

M.S. in Criminal Justice

{Program Code: 07078} {HEGIS: 2105}

Required Criminal Justice Courses

All of the following:

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

Elective 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 the Administration of Juvenile Justice	3.00
CACJ	655	Counseling in Criminal Justice	3.00
CACJ	680	Graduate Internship	3.00
CACJ	698	Crime and Criminology in Cinematography	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Criminal Justice Courses

CACJ 530 Victimology

The criminal justice system is discussed with emphasis on treatment of the victims as well as how criminal justice agencies hinder or encourage the victim in reporting a victimization and processing the crime.

Credits: 3

On Occasion

CACJ 555 Cyber Security

This course is an analysis of our high-tech society, and the impact cyber technology has on the criminal justice system.

Credits: 3

Annually

CACJ 577 Police and Professionalism

This course is an analysis of the concept of professionalism and its relation to social control with special reference to the police. Subject matter explores how professionalism may be functional or dysfunctional, the further accountability and ethical consideration in policy making, the control of police abuses and the self-regulation system.

Credits: 3

On Occasion

CACJ 600 Advanced Standing Criminal Justice I

This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.

Credits: 3

Every Fall and Spring

CACJ 601 Advanced Standing Criminal Justice II

This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.

Credits: 3

On Occasion

CACJ 635 The Mass Murderer and the Violent Criminal

This course studies the biological, psychological, and environmental cases of the violent criminal. An in-depth study of individual offenders is made to analyze causation.

Credits: 3

On Occasion

CACJ 640 Seminar in the Administration of Juvenile Justice

This course is a comprehensive study of the juvenile justice system. The seminar deals with apprehension, adjudication, treatment and prevention as these relate specifically to the administration of juvenile justice.

Credits: 3

On Occasion

CACJ 655 Counseling in Criminal Justice

This course is a survey of individual and group counseling techniques for use in treatment-oriented criminal justice agencies. The different counseling techniques in probation, parole, corrections, and drug and alcohol treatment agencies are all explored.

Credits: 3

On Occasion

CACJ 675 Critical Issues in Criminal Justice

This course is an analysis of the ways the criminal justice system is impacted by the media, public opinion, and other forces of change.

Credits: 3

Annually

CACJ 680 Graduate Internship

This course is a planned program of observation and participation in selected criminal justice agencies. It explores the gap between the development of criminological theory and the practical application of that theory.

Credits: 3

On Occasion

CACJ 690 Theories of Crime Causation

This course is a survey of the theoretical implications of criminal acts in relation to behavioral systems. It is an analysis of sociogenic, psychogenic, economic, anthropological and physical-type theories.

Credits: 3

Annually

CACJ 698 Crime and Criminality in Cinematography

This course is an overview of the various components of the criminal justice system as seen through the case studies presented through the medium of cinematography. Films dealing with court procedures, juries, police practices, prosecutorial problems, sentencing procedures, prisons, causes of crime and corrections are explored.

Credits: 3

On Occasion

CACJ 699 Foundations of Scholarship

This course must be taken in the student's first semester of attendance in order to develop tools for conducting research and for writing papers in the field of criminal justice. The course explores approaches to writing a research paper, forms of documentation, library resources, data sources and computer usage.

Credits: 3

Annually

CACJ 700 Research Design and Methods

This course must be taken in the student's first or second semester of attendance. It is a survey of research designs, analytical techniques and the preparation of research papers.

Credits: 3

Annually

CACJ 707 Thesis Research

This course is taken prior to CACJ 708. It is an advanced study of the scientific method in the discipline of Criminal Justice, together with the preparation of a master's thesis proposal and an outline of the thesis. CACJ 707 and CACJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.

Prerequisite of CACJ 699 or CACJ 700 is required.

Credits: 3

Every Fall and Spring

CACJ 708 Thesis Consultation

This course is the actual writing of the master's thesis. CACJ 707 and CACJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.

Prerequisite of CACJ 699 or CACJ 700, and CACJ 707 are required.

Credits: 3

Every Fall and Spring

CACJ 760 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.

Credits: 3

Every Fall and Spring

M.H.A. in Health Administration

The 36-credit Master of Health Administration (MHA) provides the comprehensive curriculum needed to succeed in a highly complex, competitive, and ever-changing health care environment. Courses examine both practical and theoretical problems in the field and provide an understanding of a wide range of topics including organizational structures, administrative techniques, policy analysis, and program management.

The plan of study is comprised of 12 credits of foundation courses, including: "Principles of Administration", "Analytical Methods", "Computer Based Management Systems" and "The Policy Process."

The Advanced Core Curriculum (nine credits) explores various aspects of public sector administration, including: "Human Resource Administration", "Fundamentals of Budgeting and Finance" and "Administrative Responsibility and the Legal Environment." Nine credits of electives and a Thesis round out the program.

A specialization in Gerontology is available.

ADMISSION REQUIREMENTS

Applicants to the Master in Health Care Administration must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Master of Health Administration

{Program Code: 79014}

Required Health Care Administration

Foundation Courses

All of the following:

MPA	501	Principles of Administration	3.00
MPA	505	Analytical Methods	3.00
MPA	506	Computer Based Management Systems	3.00
MPA	507	The Policy Process	3.00

Required Health Care Administration

Advanced Core Courses

All of the following:

MHA	602	Human Resource Administration in the Health Sector	3.00
MHA	603	Foundations of Budgeting and Finance in The Health Sector	3.00
MHA	604*	Administrative Responsibility and the Legal Environment in the Health Sector	3.00

*Only required for General Health Care Administration concentration

Required Capstone Seminar Courses

All of the following:

ADM	707	Thesis Research Consultation	3.00
ADM	708	Thesis Research Consultation	3.00

Students must choose from a concentration in General Health Care Administration or Gerontology.

General Health Care Administration Concentration

Three courses/nine credits of the following:

MHA	701	Hospitals and Health Care Organizations	3.00
MHA	702	Epidemiology and Public Health	3.00
MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00
MHA	713	Rehabilitation and Restorative Programs	3.00
MHA	714	Planning and Marketing in Health Care	3.00

MHA	715	Mental Health Administration	3.00
MHA	723	Economics of Health	3.00
MHA	724	Managed Care Administration	3.00
MHA	725	Financial Management of Health Care Institutions	3.00
MHA	727	Entrepreneurship in Gerontology	3.00
MHA	780	Current Issues in Health Administration	3.00
MPA	701	Managerial Communications	3.00
MPA	704	Intergovernmental Relations	3.00
MPA	705	Training and Development	3.00
MPA	706	Work, People and Productivity	3.00
MPA	710	Labor Relations in the Public Sector	3.00
MPA	712	Managing Diversity in the Workplace	3.00
MPA	713	Grant Writing and Administration	3.00
MPA	721	Quality Improvement and Strategies	3.00
MPA	724	Organizational Change and Development	3.00
MPA	777	Critical Issues in Health, Public and Private Sectors	3.00
MPA	785	Independent Study	3.00
MPA	788	Graduate Internship in Administration	3.00

Gerontology Concentration

Three courses/nine credits of the following:

MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00

The Gerontology Concentration does not satisfy New York State Nursing Home Administrator licensure requirements, students must review current requirements with their Enrollment Services Counselor or Department faculty.

Credit and GPA Requirements

Minimum Total Credits: 36 (both concentrations)
Minimum Major GPA: 3.00

Health Care and Public Administration Courses

HAD 602 Human Resource Administration in the Health Sector

This course explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Annually

HAD 603 Foundations of Budgeting and Finance in the Health Sector

This course familiarizes the student with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methods.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3

Annually

HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector

This course considers the authority and procedures utilized by health care agencies in the administration of their services. The course includes an analysis of problems of accountability and the reconciliation of the administrative process with medical, political, social, statutory and regulatory mandates.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Annually

HAD 701 Hospitals and Health Care Organizations

This course reviews the organization and management of hospitals within a regional context of primary care. Included are the elements of hospital structure and organization, and a focus on problem solving and development of administrative skills.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 702 Epidemiology and Public Health

This course defines and reviews the concept and practice of public health administration in the United States. It clarifies the regulatory and

monitoring function derived from public health policy with special emphasis on the application of epidemiological theories and methods to the study of disease in various human populations.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 709 Legal Aspects in Health

This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; medical ethics issues relating to abortion, sterilization and artificial insemination.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 710 Gerontology: Processes of Aging

This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.

Credits: 3

On Occasion

HAD 711 Long-Term Care Administration

This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient. Note: When HAD 602, HAD 603, HAD 709, HAD 710, HAD 711 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the State Board Examination for a Nursing Home Administrator's license.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 712 The Management of Senior Community Programs

The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are

integrated with each topic.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 713 Rehabilitation and Restorative Programs

This course is a study of the functions of the various services and programs, both free-standing or in health facilities, that concern themselves with restoration from chronic disease, orthopedic disabilities, post-cardiovascular and other disabling conditions. The course includes familiarization with the workman's compensation system.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 715 Mental Health Administration

This course is designed to acquaint the health administrator with the organizational, legal and political issues affecting the delivery of mental health services.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 723 Economics of Health

This course reviews health delivery as an economic activity. Determinants of demand for health services are analyzed and the supply of resources is examined, along with the various approaches to bring the two into equilibrium. Particular attention is given to public involvement in health services in the form of licensure, regulation, financing and planning.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

On Occasion

HAD 727 Entrepreneurship in Gerontology

This course analyzes entrepreneurial concepts in gerontology, integrating project planning and marketing of aging services. Students study methods used to achieve goals and objectives in a highly competitive, resource constrained elder care environment. The course explores the characteristics of both free and regulated public and private geriatrics markets and life extension implications.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

HAD 780 Current Issues in Health Administration

A special topics course exploring selected themes, current developments and emerging issues in health administration. Recent sections have focused on advanced computer application, quality assurance,

death and dying, and program evaluation.

Prerequisites of ADM 501, 502, 503, and 507 are required.

Credits: 3

On Occasion

MPA 501 Principles of Administration

This course is a prerequisite or co-requisite for all other courses in the program. ADM 501 is an introduction to the field of Administration and includes organization and management concepts. This course examines and analyzes organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication, motivation, decision-making, and leadership as they relate to health and related sectors.

Credits: 3

Every Semester

MPA 505 Analytical Methods

This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

Every Semester

MPA 506 Performance Management and Information Systems

This course is an introduction to current concepts in information systems design and management. The use of these systems and implications for managers are covered. Topics include the information systems life cycle and dimensions of computer-assisted management (e.g., office automation, electronic spreadsheets, data base management and word processing).

Credits: 3

Every Semester

MPA 507 The Policy Process in Health Care and Public Administration

This course is an analysis of the policy process in terms of the development and implementation of programs as they relate to the health care and public sectors. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are explored.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Every Semester

MPA 701 Managerial Communications

In this course, theory and practice in written and oral communication as applied to the public, health and nonprofit sectors are examined. Report writing, memo writing, correspondence and oral presentations are included.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 706 Work, People and Productivity

This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own work place. They learn and practice giving effective, positive and corrective feedback, managing inter-group and interpersonal conflict. Students learn to analyze their own work style, the styles of others, and allocating tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead work groups through a problem-solving process.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 707 Thesis Research Consultation

In this first semester of thesis preparation, students complete the advanced study of the scientific method in the Health Care or Public Administration discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis.

Credits: 3

Every Fall and Spring

MPA 708 Thesis

The second semester of thesis preparation is devoted to the actual writing of the thesis. A student must have completed at least 36 credits to register for MPA 708 and must seek permission of the academic advisor. MPA 707 and 708 may NOT be taken simultaneously.

A pre requisite of ADM 707 and 36 credits completed are required.

Credits: 3

Every Fall and Spring

MPA 712 Managing Diversity in the Workplace

This course examines the role and function played by diversity, civil and human rights, and administrative agencies at the federal, state and local levels. The course analyzes the governmental response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 713 Grant Writing and Administration

In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector

organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability are described and discussed.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 777 Critical Issues in the Health, Public and Private Sectors

This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.

Prerequisites of ADM 501 and 507 are required.

Credits: 3

On Occasion

MPA 785 Independent Study

The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty advisor, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of both the problem and of one or more solutions.

Credits: 3

Every Semester

MPA 788 Graduate Internship in Administration

An opportunity for students without administrative experience to work in an organization based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an internship seminar.

Credits: 3

Every Semester

NPM 650 Introduction to Nonprofit Management

This course introduces students to nonprofit management beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on strategic planning.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

On Occasion

NPM 651 Fundraising and Development for Nonprofit Organizations

The course provides an overview of sources of

funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.

Prerequisite of ADM 501, 502 & ADM 503 are required.

Credits: 3

On Occasion

NPM 652 Human Resource Management in Nonprofit Organizations

The course examines methods of recruiting, developing, supervising, motivating and recognizing volunteers and staff, maximizing staff/volunteer relations, and communicating the mission effectively within the organization. Human resource management topics such as legal employment issues, recruiting and hiring practices, diversity in the workplace, compensation and benefits, performance appraisal, grievance mechanisms and discipline are also explored.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

NPM 653 Financial Management in Nonprofit Organizations

This course addresses financial management concepts and techniques required for effective management of nonprofit organizations. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports, tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management, and capital financing.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agencies advocacy responsibilities and opportunities and ethical issues are examined and discussed.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

PAD 602 Human Resource Administration in the Public Sector

This course is an exploration of the theories and

practices of human resource administration in the public sector, including the merit system, civil service and unionism. Bureaucratic trends, personnel, recruitment, testing, and performance evaluation are discussed. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Annually

PAD 603 Foundations of Budgeting and Finance in the Public Sector

This course familiarizes the student with the principles of budgeting, accounting and auditing in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification of financial information.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3

Annually

PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector

This course considers the authority and procedures utilized by government agencies in the administration of public affairs. It includes the analysis of problems of accountability and the reconciliation of the administrative process with constitutional, statutory, and regulatory mandates.

Prerequisites of MPA 501, 502, 503 & 507 are required.

Credits: 3

Annually

PAD 715 Environmental Pollution

This course is a comprehensive review of the origin, detection, and control of pollutants in the surface and ground waters, atmospheres and terrestrial environments. Auditory and visual pollution are included. Conventional and advanced technologies are covered for water supply and wastewater treatment, air pollution control, and solid waste management.

Federal, state and local environmental standards are reviewed along with regulatory structures.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

PAD 716 Coastal Zone Management

The course deals with the following: techniques for mapping coastal resources; wetland zoning problems; causes, consequences, and management of stormwaters and their runoffs; and erosion problems and their impact. Field work involves projects on such problems as Long Island coastal watershed mapping and the development of management guidelines; and the surveying of Long Island wetland resources and the preparation of management recommendations.

Prerequisites of ADM 501& 502 (or MSW

gerontology concentration) are required.

Credits: 3

On Occasion

PAD 780 Current Issues in Public Administration

This course is a special topic course exploring selected themes, current developments and emerging issues. Recent sections have focused on advanced computer application, quality circles, George Orwell, and Sunset Legislation.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

DHA 791 Analytics in Health Care

The purpose of this course is to provide the student with the concepts and applications of health care information in the United States. It will examine: how organizational intelligence can improve patient treatment, explain how decisions support systems and dashboards streamline the information pipeline to fundamental areas of health care organizations. The course will also focus on data mining, knowledge management and the use of high end analytics to enhance diagnostic and treatment procedures.

Credits: 3

On Occasion

DHA 792 Information Systems for Health Care Management

This course while providing the student with the essentials of health information will focus on the enormous changes and explosive growth in informational technology and its impact on organizational performance. At the same time, the concerns of assuring privacy and confidentiality of health care consumers will be examined. The course will be organized as a seminar requiring active participation of all students. Through a series of mini-lectures, case study reviews and discussions, the students will master the subject matter. A number of HMIS practices and cases will be examined throughout the course.

Credits: 3

On Occasion

DHA 793 Health Care Politics and Policy

This course will examine the current state of health care policy in the United States. It will focus on the Affordable Health Care Act, traditional Medicaid and Medicare issues and other contemporary developments. It will also focus on the issues of health care cost entitlements, medical malpractice and liability and the impact of technology on the field. Additionally, the impact of policy on public, private, institutional and nonprofit sectors will be examined.

Credits: 3

On Occasion

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions 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, Radiologic Technology and Nutrition), 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

M.A. in Behavior Analysis

This Degree meets New York State education requirements leading to licensure as a licensed behavior analyst. Those who are licensed behavior analysts can provide services to persons with autism, autism spectrum disorders, and related disorders pursuant to a diagnosis and prescription or order from a person who is licensed or otherwise authorized to provide such diagnosis and prescription. The degree, along with the hours of required supervised clinical experience, can qualify students to take the Board Certified Behavior Analyst (BCBA) examination. This national credential attests to an individual's

expertise in Applied Behavior Analysis.

The MA in Behavior Analysis requires the completion of 33 credits. It is designed so that all requirements can be met within fifteen months. Classes typically meet in the evening (4:30 pm or later). Depending on the content, classes are either face-to-face, blended, or online.

The program is designed to give students the training needed to understand fundamental principles of behavior and to apply them to the solution of human problems.

Admission Requirements

Applicants to the Master of Arts in Behavior Analysis must meet the following requirements for admission. This program admits for the Fall only. To ensure attention to individual growth, the number of students is limited. Most have undergraduate degrees in psychology. However, we are prepared to provide appropriate support for students with degrees in other disciplines who are now exploring psychology as a career option. Applications are processed as they are received. However, we strongly encourage application by August 1 for students who wish to be considered for assistantships.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

ACADEMIC POLICIES

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

M.A. in Behavior Analysis

{Program Code: 36182}

Required Behavior Analysis Courses

All of the following:

PSY	607	Measurement and Experimental Design in ABA	3.00
PSY	610	Behavioral Assessment	3.00
PSY	644	Psychology and Diversity	3.00
PSY	651	Concepts and Behavior Analysis	3.00
PSY	657	Behavior Change Procedures	3.00
PSY	658	Ethics and Standards of Practice in ABA	3.00
PSY	659	Practicum in Applied Behavior Analysis	3.00
PSY	704	Autism Spectrum Disorder	3.00
PSY	705	Selecting and Implementing ABA Interventions	3.00
PSY	706	Personnel Supervision and Management	3.00
PSY	759	Maintenance of Client Records	2.00
PSY	799	Behavior Analysis in Theory and Practice	1.00

Credit and GPA Requirements

Minimum Total Credits: 33

Minimum Major GPA: 3.00

Clinical Psychology Doctoral Program

Phone: 516-299-2090

The Clinical Psychology Doctoral Program (Psy.D.) trains students who want to practice as clinical psychologists with a strong interest in traditionally underserved populations. In addition to mastering a rigorous core curriculum, Psy.D. students gain special competencies in one of four areas: interventions with high risk families, maternal mental health, substance use disorders and psychotherapy integration. Our highly experienced faculty provides clinical and theoretical training in the two major orientations in the field today: cognitive-behavioral and psychoanalytic. As a result, our graduates are prepared to practice with one or both models, affording considerable flexibility in a professional world of constantly changing demands and opportunities.

After the first year, students balance course work with clinical training as externs in approved

patient-care institutions. Second-year students train at the LIU Post Psychological Services Center, which offers low-cost preventative and clinical mental health services to community members. Third- and fourth-year students complete closely supervised externships at one of more than 50 training sites in the New York-New Jersey metropolitan area, including inpatient, outpatient and community mental health facilities.

The Clinical Psychology Doctoral Program is accredited by the American Psychological Association. Approximately 30 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical experience. The program requires a full-time, year-round commitment in each of the four years of residency. The fifth-year is spent in a full-time clinical internship at an American Psychological Association-approved facility. As a culminating experience, students design and conduct a significant research project, and write a doctoral dissertation under the direction of the Program faculty. The program is 115 credits, including the clinical practicum.

PRACTITIONER-SCHOLAR TRAINING MODEL PROGRAM

Program Competencies, Goals and Objectives

The term practitioner-scholar best describes the primary educational model at the LIU Post Clinical Psychology Doctoral Program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scholarly inquiry.

All program requirements are consistent with a redefinition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice-based approach to inquiry" (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that students assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least

one of four populations: children with cognitive and behavior problems, people with developmental disabilities, victims of family violence and people with serious mental illness. These advanced concentration areas represent one facet of our public interest mission. The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the LIU Post Clinical Psychology Doctoral Program. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote foundational competencies, core competencies and specialty competencies (Kaslow, 2004). These competencies are:

Foundational

1. Ethics
2. Individual and cultural diversity,
3. Professional Development

Core

4. Research and evaluation
5. Assessment,
6. Intervention,
7. Consultation and supervision and

Advanced Training Electives

8. Elective concentration

This last competency takes the form of at least one of the three advanced training electives: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

Foundational Competencies, Goals and Objectives

1. Ethical competence includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular ethical behavior requires knowledge of an ethical decision-making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004)

Goal #1: To provide a training experience so that program graduates will become professional psychologists able to exhibit ethically sound relationship skills with diverse populations.

Objective 1: Students will demonstrate the knowledge necessary to treat clients and other professionals in an ethical and legal manner.
Objective 2: Students will behave in an ethical manner when interacting with clients and other professionals.

2. Individual and cultural diversity competence "requires self-awareness of one's own attitudes,

biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups" (Daniel, Roysircir, Abeles and Boyd). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice, and the attitudes and values consistent with such professional activities.

Goal #2: To provide a training experience so that program graduates will have the knowledge and skills to provide professional services to organizations and individuals from diverse backgrounds.

Objective 3: Students will demonstrate respect for others who represent culturally diverse backgrounds and experiences.

Objective 4: Students will demonstrate the ability to integrate their knowledge of diversity into their professional practice.

Core Competencies, Goals and Objectives

1. Research and Evaluation Competency

includes the capacity to grasp psychological inquiry and research methodology via the qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

Goal #3: To provide a training experience that presents students with knowledge, skills, and attitudes required for a scholarly approach to a) understanding the results of clinical research, b) effectively applying information from clinical research to practice, c) conducting clinically relevant research to generate new knowledge about clinical phenomena, d) and evaluating the validity and utility of their own scholarly activity. Students should be able to apply these skills to the resolution of individual and group problems of a psychological nature.

Objective 5: Students will demonstrate their understanding of quantitative and qualitative research methods as well as the case study approach to clinical questions.

Objective 6: Students will demonstrate appropriate levels of knowledge in the following content areas: Biological, developmental, cognitive-affective, social, and cultural bases of behavior, learning and the history of psychology.

Objective 7: Students will be able to evaluate and utilize research literature.

Objective 8: Students will be able to formulate a research question, write and defend a proposal, conduct the research project as proposed, and communicate the purposes, procedures, outcomes, and implications orally and in writing.

2. Assessment Competence requires the ability to

"describe, conceptualize, characterize, and predict relevant characteristics of a client" (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality, and behavioral domains and the ethical use of these assessment instruments and methods.

Goal #4: To provide a training experience so that program graduates will successfully employ appropriate professional assessment instruments and methodologies, including psychological tests and interview strategies. They will also be skilled in integrating and communicating their findings. Objective 9: Students will successfully administer and evaluate instruments designed to assess cognitive functioning.

Objective 10: Students will successfully administer and evaluate personality assessment instruments.

Objective 11: Students will successfully administer and evaluate behavioral assessment methodologies.

Objective 12: Students will successfully employ interview methods for assessment purposes.

Objective 13: Students will successfully integrate and communicate information from a variety of assessment sources in developing reports and case conceptualizations.

3. Intervention Competence is expected in the following areas: Intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy, and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines, and the ability to effectively communicate to clients the methods to be used.

Goal #5: To provide a training experience so that program graduates can successfully employ intervention approaches appropriate to the person and the situation.

Objective 14: Students will apply theory and research when formulating a plan for helping clients to resolve their interpersonal difficulties, to reduce psychological problems and to increase the effective use of coping strategies.

Objective 15: Students will successfully employ at least two theoretical approaches to intervention: psychodynamic and cognitive-behavioral or applied to evaluate levels of competence with the help of psychologists from the community who are independent of the program core faculty.

4. Consultation and Supervision Competence involves "the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program" (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and

the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

Goal #6: To provide training experiences so that all graduates will possess the skills necessary to conduct effective clinical supervision and consultation with other professionals.

Objective 16: Students will possess the necessary skills to conduct clinical supervision and professional consultation.

5. Professional Development Competence: Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including "a) intellectual curiosity and flexibility, b) openmindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness." Kaslow (2004) refers to a similar competency as professional development. The emphasis on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a)"interpersonal functioning operationalized as "social and emotional intelligence, the capacity to relate effectively with others, developing one's own professional approaches and persona, internalizing professional standards, seeing one's self as a cultural being, and understanding the impact of one's own culture on interactions with others". b) "Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem-solving and c) "self-assessment, or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. Our program focuses not only on the application of professional development competency with clinical populations but also on how such change impacts relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is what Schon (1983) as described in Hoshmand and Polinghome (1992), called "reflection-in-action", or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation".

Goal #7: To provide training experiences so that all graduates will possess "emotional and social intelligence" and have the "capacity to relate effectively with others" and for "selfassessment" (Kaslow, 2004).

Objective 17: Students will demonstrate evidence of professional development as it is operationalized in Goal #7 to effectively carry out all clinical responsibilities.

Objective 18: Students will demonstrate professional development as described in Goal#7 to effectively develop and maintain successful contacts with their colleagues.

6. Specialty Competence (Elective Concentration Competence) includes the development of advanced knowledge, skills and attitudes in at least one of four elective concentration areas; interventions with high risk families, maternal mental health, substance use disorders and psychotherapy integration.

Goal #8: To provide a training experience so that program graduates will have the knowledge, attitudes and skills to provide professional services to individuals and groups involved in applied child, developmental disabilities, family violence and serious mental illness.

Objective 19: Students will demonstrate knowledge of the theoretical and research literature in at least one of the concentration areas.

Objective 20: Students will possess advanced clinical knowledge and skills in at least one of the concentration areas.

Following successful completion of the program and all experience requirements, graduates of the program are eligible to sit for the New York State licensing examination. Each candidate should consult the NYSED Office of Professions, Psychology website (op.nysed.gov/psychology) as soon as possible in order to become familiar with training and experience requirements as well as regulations and laws that relate to the independent practice of psychology. Copies of the Handbook are available in the Program Office.

The professional placement and satisfaction of our graduates are two critical outcome measures of program success. Therefore, graduates can expect to be contacted on a regular basis in order to complete program outcome evaluations which will include information about employment and professional development. The program and APA are regularly monitoring these outcome measures.

Program Requirements

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in the completion of a full-time clinical internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program.

Specific requirements for the degree are:

- satisfactory completion of 115 credits in general, clinical, professional, and elective concentration courses;
- evaluations that reflect appropriate development

of professional skills and judgment;

- satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis, and defense;
- satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program
- completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors, and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

CURRICULUM

The Clinical Psychology Doctoral Program requires four years of full-time residence. The total number of credits required to graduate is 115. Of these credits, 89 are for academic courses and 26 credits are for practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles. There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psychopathology, psychotherapy and ethics. This area, the largest, includes twelve required courses designed to train students in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars that focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the "psychological life of mental health organizations". The fifth area is a series of two courses where the student receives beginning level training in the application of their clinical knowledge and skills to specific client populations and their problems. The three elective concentrations are applied child, developmental disabilities, family violence and serious mental illness. In addition, students may choose to take elective courses, such as marital therapy or family

therapy (usually offered during summer sessions).

Clinical Orientations

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations, cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second-year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

CLINICAL TRAINING

< The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second-year placement is fulfilled on campus at the Psychological Services Center. Externship sites are available in the three elective concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

OTHER PROGRAM REQUIREMENTS

Workshops

Project S.A.V.E.:

Students must complete before beginning PSC Practicum Placement. Available through LIU Post's School of Continuing Education

Child Abuse Identification & Reporting:

Available through LIU Post's School of Continuing Education

CLINICAL AND DISSERTATION MILESTONES

Clinical Competency Evaluation

Must be scheduled by the student by June 15 of their fourth year. Students must pass their CCE before applying for internships that fall for the following academic year.

Dissertation Proposal

Completed, generally, in the fall of the student's fourth year.

Dissertation Defense (associated courses: PSY 838, 839 and 842)

Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order to have this requirement considered complete.

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center (PSC) is a private, nonprofit mental health facility operated by the Clinical Psychology Doctoral Program at LIU Post. The clinic operates with the objectives of providing diverse psychological services to all members of the local community as well as serving as a training facility for the LIU Post Clinical Psychology Doctoral candidates. The PSC is staffed by second-year graduate students earning their doctoral degrees in clinical psychology. The graduate student therapist's work is closely supervised by licensed clinical psychologists who are faculty members of the Department of Psychology, as well as licensed clinical psychologists from the Long Island community who serve as Adjunct Clinical Supervisors.

The Psychological Services Center is located in Lodge B on the LIU Post campus, 720 Northern Boulevard, Brookville, New York, 11548-1300. See the campus map. The phone number is 516-299-3211.

In addition, our candidates may also serve the college community through the mental health services provided by the Center for Healthy Living, a health facility expressly for the LIU student population.

ADMISSIONS REQUIREMENTS AND PROCEDURES

An applicant's eligibility for admission to the Doctoral Program in Clinical Psychology is based on evidence of intellectual aptitude, personal maturity and commitment to psychology in the public interest. Applicants must hold at least a bachelor's degree in psychology or a related field from an accredited college or university and have some clinical experience. In addition, applicants must have a minimum of 18 credit hours of psychology, including courses in Statistics, Research Design or Methods, Personality, and Abnormal Psychology, and competitive GRE scores in each of the aptitude subtests and the Advanced Psychology test. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, the potential for completing a rigorous program, as well as a desire to work with underserved communities. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two faculty members.

Applications to the Psy.D. program are accepted for the fall semester only. All application materials must be received by the January 15 deadline, including transcripts, letters of recommendation, statement of purpose, statement of research/inquiry, writing sample, Graduate Record Examination (GRE) test scores, a c.v./resume and non-refundable application fee. All requested materials should be submitted to the Graduate Admissions Office. The Psy.D. program does not accept applications for the Spring semester

admission.

All application submissions must be input into the PSYCAS portal. To learn more about the PSYCAS portal please visit:

<https://apa.org/education-career/grad/psycas>

Send application materials to:

Graduate Admissions Office

LIU Post

720 Northern Boulevard

Brookville, NY 11548-1300

Personal Enrichment

Program graduates may take courses in the Program provided that they:

- Complete and submit a "Personal Enrichment/Visiting Student" application to the Program, along with an application fee; and,
- Meet with the Program Director and Instructor of the course for approval

Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

Transfer Credits and Advanced Standing

Because of the unique nature of the program, a maximum of 8 transfer credits will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must be in graduate courses taken within the last five years with at least a grade of B. All applications for transfer credits must be submitted to the program by the spring of the 1st year.

Other advanced standing status requests may be considered. Note that financial aid from the program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

Financial Aid

Students in the first three years of the program may receive a Research Assistantship. In rare exceptions, students in the 4th year of the program can receive additional financial aid. In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

PsyD Scholarship: As a research assistant, you will assist a professor with their research for six hours a week during the academic year.

Teaching Assistantship: Students teach their own section of Introduction to Psychology to undergraduates at LIU Post.

Safe Zone Coordinator Fellowship: Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

Research Grant Funding: Faculty and students

in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

Other Sources of Funding: Program and practice assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

Supplementary Departmental Financial Aid Based on Need, Merit, & Under-represented Ethnic Minority Status:

The department will provide between \$3,000 and \$6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic minority groups.

Student Health Insurance

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student's bill every fall but can be waived by the end of October of each academic year.

Program Governance

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

Student Progress Evaluation

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first-year students.

Academic Performance

The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their 7th year, request an extension via a formal letter to the DTC. Students cannot take more than 8 years to complete the program.

Academic Evaluation

The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which vary by course). Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation defenses are evaluated on the basis of competencies.

Clinical Work Evaluation

Student externs and interns are evaluated bi-annually by the extern/internship supervisors. All evaluations are reviewed by the Director of

Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their 3rd-year externship. The CCE must be passed before students are allowed to apply for internships.

Academic Conduct

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Academic Performance

A student whose academic performance is below competency level (i.e., a B in course grades and a 2 on all relevant competency ratings) will be placed on probation and be required to formulate a remediation plan with their advisor and one faculty member. Remediation can be the result of poor grades, lower than expected competencies, ethical issues, or failures to meet required deadlines.

Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Unsatisfactory Clinical Work Performance

A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Leave of Absence

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date and a plan for completion of the program. Leaves are granted on a case-by-case basis. If granted, the time away will not count towards the 7-year limit.

Student Groups

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students.

This organization seeks to enhance the students' professional development and training.

Membership is open to all full-time doctoral students in the program.

Peer-Advisement System: All first-year students are assigned upper-class students who serve as peer advisors.

Students for Multiculturalism Awareness in Research & Training (S.M.A.R.T.)

is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at LIU Post. Our interests include, but are not limited to poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide

colloquium lectures to the department, movie nights, and international pot luck dinners.

SafeZone

The Safe Zone Project is a diversity training program that was adopted by the LIU Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

Program Publications

The program publishes *The Participant Observer* on a bi-annual basis. This publication includes doctoral student, faculty, and alumni submissions. *Get a Grip*: the weekly e-newsletter of the Clinical Psychology Doctoral Program at LIU Post which keeps the program community informed of program events, outside conferences, and job opportunities.

Psy.D. in Clinical Psychology

{Program Code: 90219}

Required First-Year Courses

All of the following:

PSY 803	Cognitive and Neuropsychological Assessment	3.00
PSY 803L	Cognitive and Neuropsychological Assessment Laboratory	0.00
PSY 804	Personality Assessment	3.00
PSY 804L	Personality Assessment Laboratory	0.00
PSY 806	Advanced Adult Psychopathology	3.00
PSY 807	Behavioral Assessment	3.00

PSY 810	Professional Development Seminar: Preparation for Clinical Work	3.00
PSY 811	Ethical Practice in Clinical Psychology	3.00
PSY 820	Behavior Analysis	3.00
PSY 824	Developmental Psychology: Lifespan	3.00
PSY 826	Clinical Interviewing	3.00
PSY 851	Assessment of Children	3.00
PSY 851L	Assessment of Children Laboratory	0.00
PSY 861	Child and Adolescent Psychopathology	3.00

Required Second-Year Courses

All of the following:

PSY 801	Psychological Statistics I	3.00
PSY 802	Psychological Statistics II	2.00
PSY 805	Integrating Test Findings and Report Writing	3.00
PSY 805L	Integrating Test Findings and Report Writing Laboratory	0.00
PSY 821	Cognition, Perception and Cognitive Therapy	3.00
PSY 822	Individual Intervention: Psychodynamic	3.00
PSY 830	Professional Development Seminar: Case Supervision I	3.00
PSY 837	Introduction to Clinical Research	3.00
PSY 840	Professional Development Seminar: Case Supervision II	3.00
PSY 864	Culture Issues in Psychology and Psychotherapy	3.00
PSY 865	Treatment of Children and Adolescents	3.00
PSY 878	Family/Group Intervention Supervision I	3.00
PSY 879	Family/Group Intervention Supervision II	3.00
PSY 891	Psychological Clinic Practicum I	3.00
PSY 892	Psychological Clinic Practicum II	3.00
PSY 893	Psychological Clinic Practicum III	3.00

Required Third-Year Courses

All of the following:

PSY 844	Biological Basis of Behavior	3.00
PSY 850	Professional Development Seminar: Benefiting from Supervision	3.00
PSY 853	Group Psychotherapy	3.00
PSY 860	Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)	3.00
PSY 894	Clinical Externship I	1.00
PSY 895	Clinical Externship II	1.00
PSY 896	Clinical Externship III	1.00

Required Fourth-Year Courses

All of the following:

PSY 897	Clinical Externship IV	1.00
PSY 898	Clinical Externship V	1.00

Required Third- or Fourth-Year Courses

All of the following:

PSY 852	Social and Community Psychology	3.00
PSY 862	History and Systems of Psychology	3.00
PSY 880	Supervision and Management of Mental Health Professionals	3.00

Required Capstone Courses

All of the following:

PSY 838	Doctoral Dissertation I	3.00
PSY 839	Doctoral Dissertation II	3.00
PSY 841	Full-Time, Year-Long Internship	0.00

Students must choose a concentration in:

Psychotherapy Integration Requirement

PSY 825	Psychotherapy Integration	3.00
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Interventions with High-Risk Families Requirement

PSY 846	Interventions with High-Risk Families	3.00
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Substance Use Disorders Requirement

PSY 855	Assessment and Treatment of Substance Use Disorders	3.00
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Maternal Mental Health Requirement

PSY 848	Concentration: Maternal Mental Health	3.00
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Credit and GPA Requirements

Minimum Total Credits: 115

Minimum Major GPA: 3.00

Psychology Courses**PSY 607 Measurement and Experimental Design in ABA**

Learn about research methodology in applied behavior analysis, including the fundamentals of measurement, data display and interpretation, and the use of single-subject experimental designs.

Credits: 3

Every Fall

PSY 610 Behavioral Assessment

Learn the fundamentals of functional behavioral assessment and how to identify potential interventions based on assessment results.

Credits: 3

Every Spring

PSY 644 Psychology and Diversity

Due to the increase in culturally diverse populations within the United States, clinicians who work within the framework of behavior analysis must be aware of the role of diversity in people's perceptions, behaviors, and reactions to others. This course introduces students to diversity through a psychological lens. Topics addressed in the course will include definitions of diversity, stereotypes, prejudice, and discrimination, particularly as they apply to working with clients who are diverse in terms of race, ethnicity, gender, sexuality, religion, and age. A focal point will be implications of multiculturalism to the applications of interventions and assessments of diverse clients in the practice of Behavior Analysis and related health and education fields.

Credits: 3

Every Fall

PSY 651 Concepts and Principles of Behavior Analysis

This course provides (1) an introduction to the major theories dealing with conditioning and learning, and (2) a systematic analysis of the current data obtained from animal learning experiments in the areas of reinforcement theory, stimulus control and aversive control.

Credits: 3

Every Fall

PSY 657 Behavior-Change Procedures

Learn about behavior-change procedures used in ABA, the philosophical underpinnings of this discipline, and the role of fundamental concepts and principles of behavior in an applied settings. *A prerequisite of PSY 651 is required.*

Credits: 3

Every Spring

PSY 658 Ethics and Standards of Practice in ABA

The course will consist of a discussion of ethical issues related to the practice of applied behavior analysis. In this context, students will be expected to demonstrate an understanding of the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts.

Credits: 3

Every Summer

PSY 659 Practicum in Applied Behavior Analysis

This course is an advanced practicum for students to gain practical experience in the design and implementation of behavioral programs for individuals with autism and developmental disabilities. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by the community agency. Students will spend at least 150 hours in clinical situations designing, implementing instruction and behavior treatment plans, and collecting data using techniques consistent with the empirical basis of Applied Behavior Analysis.

Credits: 1 to 3

Every Fall and Spring

PSY 700 Topics in Psychology

This course will address topics that are mutually agreed upon by students and faculty.

Credits: 1 to 3

On Demand

PSY 704 Autism Spectrum Disorder

Learn about classification systems and assessment of autism spectrum disorders (ASD), and evidence-based strategies for treatment in the domains of social communication, social interactions, and restrictive and repetitive behaviors.

Credits: 3

Every Summer

PSY 705 Selecting and Implementing ABA interventions

Development of Behavior Intervention Programs. The focus of this course is on integrating the components of behavioral programming in applied settings. The final project will require a written document integrating all components of the intervention and evaluation program.

Credits: 3

Every Fall

PSY 706 Personnel Supervision and Management in ABA

This course focuses on behavior analytic supervision, staff training procedures and performance management. Supervision consists of systematically shaping the skills required of individuals seeking to formally practice applied behavior analysis, and it serves as a gatekeeper of high quality behavior analytic practice. Behavior analysts conduct assessments and write plans, and they rely on support staff to provide the bulk of the intervention hours. Thus, training support staff to implement practices of behavior analysis and using

incentive-based performance improvement is a job duty of behavior analysts.

Credits: 3

Every Fall

PSY 759 Maintenance of Client Records

This course is designed to educate behavior analysts and provide a framework for making decisions regarding professional record keeping. Students will be familiarized with the legal and ethical requirements for record keeping of their specific professional context and jurisdiction, including the requirements of state and federal laws, as well as The Behavior Analyst Certification Board's Professional and Ethical Compliance Code for Behavior Analysts.

Credits: 2

Every Spring

PSY 799 Behavior Analysis in Theory and Practice

The purpose of this course is to prepare the students to take a comprehensive exam that will measure their competency and mastery of concepts in the field of behavior analysis. The comprehensive exam will serve as an alternative to a thesis, and the students will have to complete the CBA Learning Module Series. In addition, this course will assist the students in gaining test-taking skills in preparation for certification and licensure exams.

Prerequisites: 9 credits of coursework in the MA in Behavior Analysis or ABA certificate program.

Credits: 1

Every Spring

Clinical Psychology Doctoral Courses**PSY 801 Psychological Statistics I**

This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about descriptive and inferential statistics. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 802 Psychological Statistics II

This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple regression, logistic regression, factor analysis, PCA, meta analysis, and ANCOVA. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 2

Every Summer

PSY 803 Cognitive and Neuropsychological Assessment

This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of

objective test instruments (emphasizing intellectual assessment); and 3) general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 803L Cognitive and Neuropsychological Assessment Laboratory

Required laboratory for PSY 803. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall

PSY 804 Personality Assessment

This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 804L Personality Assessment Laboratory

Required laboratory for PSY 804. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Spring

PSY 805 Integrating Test Findings and Report Writing

This course focuses on advanced clinical interpretation of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality functioning in depth. Laboratory: 3 hours weekly. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 1.50

Every Fall and Spring

PSY 805L Integrating Test Findings and Report Writing Laboratory

Required laboratory for PSY 805. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall and Spring

PSY 806 Advanced Adult Psychopathology

This course introduces the students to concepts of

normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorder, mood disorders, psychoses, trauma, psychosomatic disorders, and perversions). Psychopathology is considered from an historical perspective (ways in which different cultures define mental health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology). Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 807 Behavioral Assessment

This course provides both theoretical and practical knowledge of behavioral assessment. Distinction between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced.

Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 810 Professional Development Seminar: Preparation for Clinical Work

This course offers both theoretical and applied perspectives on relevant topics related to providing therapeutic services to adults, children and families at the LIU Post Psychological Services Center. It focuses on a dual orientation approach that considers psychodynamic and cognitive behavior therapy principles, respectively, with sensitivity to cultural diversity and its impact on mental health and treatment of mental health problems. Students develop professional, inter-personal and empirical skills that are necessary for effective and ethical psychological evaluation and treatment of adults, children and families. More specifically, the course offers students the opportunity to develop evidence-based best-practice skills in case conceptualization and design of treatment goals and objectives.

First year summer course

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 811 Ethical Practice in Clinical Psychology

This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made among ethical, regulatory, civil and criminal issues and violations. Learning

how to integrate ethical guidelines with good clinical practice is the basic objectives of the course. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 820 Behavior Analysis

The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavior analysis in clinical practice. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 821 Cognition, Perception and Cognitive Therapy

The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 822 Individual Intervention: Psychodynamic

This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations is also considered. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 824 Developmental Psychology: Lifespan

Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the biopsychosocial contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various ages in the lifespan and provide sensitivity training about the contributions that and individual's multicultural identity has on their unique personal development. Through supervised case presentations, students will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the development level and stage of life of the individual. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 826 Clinical Interviewing

This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with the topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 830 Professional Development Seminar: Case Supervision I

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 837 Introduction to Clinical Research

In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctoral dissertation, as well as to consume and conduct research as psychologist. The course will cover both quantitative and qualitative methods. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 838 Doctoral Dissertation I

Student must have dissertation committee chair chosen. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 839 Doctoral Dissertation II

Student must have dissertation topic and dissertation committee members (2) chosen. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 840 Professional Development Seminar: Case Supervision II

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing,

reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic or cognitive behavioral lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 841 Full-Time, Year-Long Internship

The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Student must apply to internships sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year. Year 5 or 6 course. Students must register for this course three times. This course has a special fee.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall, Spring and Summer

PSY 842 Dissertation Supervision Continuation

During the spring of the fourth year and fall of the fifth year, students are required to register for dissertation supervision continuation. If a student successfully defends his/her dissertation before the fall semester of his/her fifth year, this course will be waived. A bound copy of the dissertation must be submitted to the program. This course may be taken only twice. This course has a special fee.

Year 4 (spring) and Year 5 (fall) course

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall and Spring

PSY 843 Dissertation Completion Maintenance

If a student has not successfully defended his/her dissertation by the end of the fifth year and all other program requirements are completed, he/she must register for dissertation completion maintenance in each subsequent fall and spring semester. May be repeated into Years 6 and 7 if needed. This course has a special fee.

Year 5 (spring), Year 6 (fall) course, Year 6 (spring)

A pre requisite of PSY 838, PSY 839 and PSY 842 are required.

Credits: 0

Every Fall and Spring

PSY 844 Biological Basis of Behavior

The purpose of this course is to study the brain through the examination of the nerve cell.

Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural pharmacological aspects of mental health practice. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 846 Interventions with High-Risk Families

This course will cover theory, research, prevention, and treatment approaches for families "high risk." The course will begin with an overview and introduce assessment issues and methods, and then will examine victims and perpetrators and a range of "at-risk" conditions including physical abuse, sexual abuse, child neglect, child psychological maltreatment, child witness to domestic violence, dating violence, and sibling violence. We will also cover special topics such as intergenerational transmission of aggression, issues of diversity in family violence (e.g., age, gender, race), exposure to trauma and loss and bereavement issues for families. Year 3 or 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Rotating Basis

PSY 848 Concentration: MATERNAL MENTAL HEALTH

This course covers common mental health disorders experienced during the perinatal period (i.e., pregnancy and postpartum) along with their etiology, assessment, risk management/prevention, and treatment. Additional attention will be paid to attachment theory, psychopharmacology, the impact of maternal mental health on infant and family mental health and dynamics, and ethical practice regarding issues of transference-countertransference and self-disclosure.

Third or fourth year doctoral course

Open to students in the Psy.D. plan only.

Credits: 3

Alternate Years

PSY 850 Professional Development Seminar: Benefiting from Supervision

This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE). Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 851 Assessment of Children

This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessments with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 851L Assessment of Children Laboratory

Required laboratory for PSY 851. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Spring

PSY 852 Social and Community Psychology

An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 853 Group Psychotherapy

This course presents a historical orientation to group psychotherapy. The student will learn about large and small group dynamics - both within the clinic and in society at large. Concepts covered include group-as-a-whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 854 Introduction to Dialectical Behavior Theory (DBT)

Dialectical Behavior Theory (DBT) is an evidence-based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex, difficult to treat individuals with co-morbid disorders and now expanding to also treat Axis I disorders (such as depression, anxiety, eating disorders, substance abuse, oppositional disorder). The treatment's flexibility and ease of use lead to it also being used across a variety of populations: children, adolescents, adults, the elderly, families, and correctional populations. DBT is intended to increase clients' behavioral capabilities, motivation to behave skillfully, generalization of skillful behaviors, environmental support of new behavior, and therapists' capability and motivation to work with such challenging clients. The first part of the course will cover theory, research, treatment structure and modes, treatment

targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The focus will be on individual therapy, consultation team, and telephone consultation. The second part of the course will cover the teaching strategies and content of DBT skills modules of Mindfulness, Emotion Regulation, Distress Tolerance, Interpersonal Effectiveness, and Walking the Middle Path.

On Occasion, Year 3 or 4

Credits: 3

On Occasion

PSY 855 Assessment and Treatment of Substance Use Disorders (SUD)

This course outlines approaches to diagnose, assessment, and treatment for substance use disorders. Several theoretical views of the etiology and maintenance of substance use disorders will be covered. Students will be familiarized with the evolution of diagnostic criteria for substance use disorders along with a variety of methods for assessing these disorders. A number of treatment approaches will be covered, including motivational interviewing, cognitive-behavioral therapy, psychodynamic theory, and the transtheoretical approach to therapy.

On Occasion, Year 3 or 4

Credits: 3

On Occasion

PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)

This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 861 Child and Adolescent Psychopathology

Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to children and adolescents and covers clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns, and influences and differential diagnosis. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 862 History and Systems of Psychology

This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our

discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 864 Cultural Issues in Psychology and Psychotherapy

This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures such as African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 865 Treatment of Children and Adolescents

Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 870 Professional Development Seminar: Internship Preparation

This professional development seminar is the next in the series of courses designed to help students achieve a more advanced level of competence in professional psychology. This seminar is designed to support students through the internship application process. The seminar addresses site selection, essay development, calculating hours, categorizing clinical data, writing a C.V., writing cover letters, selecting supplementary materials, interviewing, ranking sites, the matching algorithm, match day and the Clearinghouse. The format of the class is an open discussion, in which students will have the opportunity to discuss all aspects of applying for an internship. Further consideration in the field relative to the development and monitoring of internship training experiences will be explained. Students will be able to understand the current issues in training and the implications of recent changes for the future of clinical psychology.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 871 Clinical Issues in Psychology I

This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include, but are not limited to: self psychology, personality disorders and neuropsychology.

Open to students in the Psy.D. plan only.

Credits: 1 to 3

On Occasion

PSY 877 Special Topic Elective

Consideration of a topic in clinical psychology not covered in other courses, such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, and psychology of addictions, Dialectical Behavioral Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy, play therapy and advanced play therapy.

Same as PSY 876 with Pass/No Pass grading.

Open to students in the Psy.D. plan only.

Credits: 1 to 3

On Occasion

PSY 878 Group Intervention Supervision I

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 879 Group Intervention Supervision II

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 880 Supervision and Management of Mental Health Professionals

Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of

didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development. Year 3 or Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Alternate Spring

PSY 891 Psychological Clinic Practicum I

This course offers the opportunity for Graduate Student Therapists (GST) at the LIU Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 892 Psychological Clinic Practicum II

Continuation of PSY 891. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 893 Psychological Clinic Practicum III

Continuation of PSY 892. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 894 Clinical Externship I

Supervised training in clinical psychology at program-approved externship sites for two days per week. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Fall

PSY 895 Clinical Externship II

Continuation of PSY 894. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Spring

PSY 896 Clinical Externship III

Continuation of PSY 895. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Summer

PSY 897 Clinical Externship IV

Continuation of PSY 896. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Fall

PSY 898 Clinical Externship V

Continuation of PSY 897. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Spring

PSY 899 Clinical Externship VI

For students continuing externship beyond requirement and before internship: supervised training in clinical psychology at program-approved externship sites for two days per week. Year 5 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall, Spring and Summer

Master of Social Work

The 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations – gerontology, nonprofit management, alcohol and substance abuse, child and family welfare, or forensic social work. The program is a collaboration between the university's LIU Brooklyn campus and its LIU Post campus (Brookville), and courses are available at both locations. It is accredited by the Council on Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity-sensitive practice. Students select a specific area of concentration – substance abuse, child and family welfare, or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating the application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base, and an understanding of the relationship of values, diversity, populations at risk, and promotion of social justice to the social work professional role with systems of all sizes.

ADVANCED STANDING (33 credits only)

Students who have completed foundation coursework achieved under the auspices of an accredited baccalaureate program may be eligible for Advanced Standing status. The Advanced Standing program is 33 credits including SWK

614 (3 credits) and all second-year courses (30 credits). This policy complies with the Council on Social Work Education's guidelines regarding advanced standing. Students are not expected to repeat coursework already covered in an accredited social work program; however, only those courses in which the student has received a "B" or better will be accepted for credit. Up to one full year of credit may be accepted.

MASTER OF SOCIAL WORK – CONCENTRATIONS

Substance Use and Addictive Behaviors

The LIU MSW Program offers students the opportunity to simultaneously meet the partial requirements towards the New York State Certificate in Alcoholism and Substance Abuse Counseling (CASAC) while earning their MSW degree. The LIU MSW Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). The Substance Use and Addictive Behaviors concentration satisfies all of the educational requirements for the CASAC credential and issues its own Education and Training Provider Certificate. In addition, the MSW Degree contributes significantly (4000 hours) toward satisfying the 6000 hour work experience requirement for the CASAC certificate. Regardless of where a student is placed for their field placement, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this concentration students: Identify the collaborative role for social work in the treatment of substance use and addictive behaviors, Acquire knowledge and demonstrate its application in the following areas; Knowledge of substance abuse, Alcohol and substance abuse counseling, Assessment, clinical evaluation, treatment planning, case management, and client, family and community education, Professional and ethical responsibilities and documentation

Child and Family Welfare Concentration

The Child and Family Welfare concentration will provide an educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association, and other community-based organizations' personnel. It incorporates the knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple settings. After completing their first-year M.S.W. coursework, students will develop their

understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, childhood psychopathology, and the relationship between child and family welfare systems and the criminal justice system.

Forensic Social Work Concentration

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal, and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their client's lives may impact access to legal services.

Graduates of the 60-credit Master of Social Work Program with the concentration in Forensic Social Work will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Forensic Social Work clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The forensic social work concentration prepares students to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Your clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole. The Forensic Social Work concentration prepares students to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients.

Upon completion of the MSW degree with a concentration in forensic social work, graduates may also qualify for an Advanced Certificate in Forensic Social Work by taking just one additional course, which is offered by Long Island University.

ADMISSIONS CRITERIA

The admissions criteria reflect the program’s goals and objectives and support LIU’s mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and Queens, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; lesbian, gay, bisexual, and transgender (LGBT) individuals and groups; the suburban and urban poor; and other populations that are economically at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

ADMISSION REQUIREMENTS

To be admitted to this program you must:

- Hold a baccalaureate of arts degree from a regionally accredited university or a bachelor of science
- Have a minimum overall grade-point average of 3.0 or better
- Have a B average or better in courses taken during the final four semesters of undergraduate study
- Submit a minimum of three Letters of Reference
- Submit a personal narrative/autobiographical essay.
- Resumé
- Submit an undergraduate transcript from all colleges or universities previously attended
- Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
- An applicant with any issue which may impede their ability to meet the requirements of the program will be required to have a personal interview as part of the application process.
- Apply to the Office of Admissions (visit the Office of Graduate Admissions at www.liu.edu/post/admissions).

SUBMITTING AN APPLICATION FOR ADMISSION

Students interested in the M.S.W. degree program may begin the application process by submitting an Admission Application to the LIU Post or LIU Brooklyn. Applications may be obtained by contacting the program administrators (LIU

POST: 516 299-3924 & LIU BROOKLYN: 718 488-1025) or online.

- LIU Post Online Application at <https://apply.liu.edu/quickapp/>
- LIU Brooklyn Online Application at <https://apply.liu.edu/new/UserLogin.aspx>

Note: For the required personal statement in the online application, make sure to follow the specific guidelines for the essay by clicking on the appropriate link on the Admissions Criteria section of the site.

Masters in Social Work

(Program Code: 29207)

Required Social Work Foundation Courses (30 credits)

SWK 601	History and Philosophy of Social Work, Social Welfare Policies and Services (Policy I)	3.00
SWK 602	History & Philosophy of Social Work & Social Welfare Policies and Services (Policy II)	3.00
SWK 611	Social Work Practice I: Working with Individuals	3.00
SWK 612	Social Work Practice II: Working with Families	3.00
SWK 613	Social Work Practice with Organizations and Communities	3.00
SWK 621	Human Behavior in the Social Environment I: Birth Through Adolescence	3.00
SWK 622	Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood	3.00
SWK 701	Field Instruction I: Foundation	3.00
SWK 702	Field Instruction II: Foundation	3.00
SWK 798	Introduction to Social Work Research	3.00

Required Social Work Advanced Courses (18 credits)

SWK 614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context*	3.00
SWK 623	Administrative Behavior	3.00
SWK 650	Psychopathology	3.00
SWK 703	Field Instruction III : Specialization	3.00

SWK 704	Field Instruction IV: Specialization	3.00
SWK 790	Capstone	3.00
SWK 799	Advanced Research Methods for Practice	3.00

*This course is required for transfer students or students with advanced standing status. Students in the regular 60 credit M.S.W. Program are not requires to take SWK 614.

Minimum 3.00 Major GPA Required

STUDENTS SELECT 4 COURSES IN ONE AREA OF CONCENTRATION FROM THE FOLLOWING SPECIALTIES IN THEIR ADVANCED YEAR (12 credits):

Alcohol & Substance Abuse Counseling

Concentration Requirements

Required Alcohol & Substance Abuse Counseling Courses

SWK 674	Theories & Principles of Alcohol & Substance Abuse Counseling	3.00
SWK 675	Introduction to the Techniques of Substance Abuse Counseling	3.00
SWK 677	Sociological & Psychological Aspects Of Substance Abuse	3.00
SWK 678	Physical & Pharmacological Effects Subs Abuse	3.00

Alcohol & Substance Abuse Counseling

Concentration GPA

Minimum 3.00 Major GPA Required

Child and Family Welfare Concentration

Requirements

Required Child and Family Welfare Courses

SWK 660	Families & Children: Policies & Services	3.00
SWK 661	Family Violence Across the Lifespan	3.00
SWK 662	Community Based Practice with Children & Families	3.00
SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00

Child and Family Welfare Concentration GPA

Minimum 3.00 Major GPA Required

Forensic Social Work Concentration

Requirements

Required Forensic Social Work Courses

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
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SWK 631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK 633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Major GPA: 3.00

Advanced Certificate Forensic Social Work

Advanced Certificate in Forensic Social Work*{Program Code: 34760}***Advanced Certificate Requirements**

Forensic Social Work Courses (15 credits required)

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK 631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK 633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Choose one of the following:

CACJ 660	Principles and Methods of Rehabilitation of Offenders	3.0
CACJ 665	Criminal Justice Response to Domestic Violence	3.00
SWK 661	Family Violence Across the Lifespan	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.00

Social Work Courses

SWK 601 Policy I

This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and contemporary social welfare policies, services and institutions. The course examines the economic, political, and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination. Throughout the semester, students will also learn about social and economic justice that benefits populations-at-risk.

Credits: 3

Every Fall

SWK 602 Policy II

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about those factors, which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with the opportunity to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, criminal justice, substance abuse, and health care are also provided.

Pre or co-requisites of SWK 601 & 621 are required.

Credits: 3

Every Spring

SWK 611 Practice I

The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge base upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and

advanced practice skills with groups in specific settings.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 612 Practice II

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

Prerequisite or co-requisites of SWK 602, 611, 621, 701, & 798 are required.

Credits: 3

Every Spring

SWK 613 Practice III

This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.

Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.

Credits: 3

Every Spring

SWK 614 Advanced Principles of Administrative & Clinical Practice Within an Interdisciplinary Context.

The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSW program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more

specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families. [This course is required for Advanced Standing students.]

Credits: 3

Annually

SWK 621 Human Behavior in the Social Environment I: Birth Through Adolescence

This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. This course will also examine the interaction of Race, Gender and Ethnicity in the development from Birth through Adolescence.

Credits: 3

Every Fall

SWK 622 Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood

This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community, and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical frameworks of the course are evaluated in terms of their applicability to social work practice and interventions that are geared towards assisting clients of diverse background in making positive changes in their lives.

Pre or co-requisites of SWK 601 & 621 are required.

Credits: 3

Every Spring

SWK 623 Administrative Behavior: A Context for Social Work

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances, and people.

Prerequisite of all SWK First Year courses and a co-requisite of SWK 703 are required.

Credits: 3

Every Fall

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice and juvenile justice systems, from arrest to sentencing and conviction.

Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

SWK 631: Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate understanding of the underpinnings of the conditions which lead a client to involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 631 Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate

understanding of the underpinnings of the conditions which lead a client to involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g., tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

The course focuses on the role of the Forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope.

Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drug and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

Credits: 3

Every Fall

SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.

Credits: 3

Every Spring

SWK 650 Psychopathology

This course provides a bio-psycho-social-cultural perspective to a life-span range of classified maladaptive behaviors that are exhibited by many social work clients, and that are classified by the 5th

edition of the Diagnostic and Statistical Manual (DSM-5), (APA, 2013). The course provides an in-depth study of the etiology, course, prognosis, and treatment of major psychological and psychiatric conditions. The Competency Based Assessment Model, which "provides a conceptual framework using bio-psycho-social-spiritual theories and the DSM classification system to guide the process of assessment" (Gray, 2016, p. 12) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-5 diagnostic criteria and the empirical and epidemiological data that support each diagnosis. The course will also look at the behaviors that are being evaluated in the process of arriving at a differential diagnosis. The cultural context will be considered in understanding these conditions. Finally, the course will examine evidence-based treatment modalities for various diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role-play, group exercises etc.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Spring

SWK 660 Families & Children: Policies & Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

Credits: 3

Every Fall

SWK 661 Family Violence Across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of

survivors of abuse.

Credits: 3

Every Spring

SWK 662 Community Based Practice with Children & Families

This course provides students with the opportunity to hear community based practitioners present actual case studies based on a “case of the week” model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social assessment and Questions/Discussion to precede the practitioner’s discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment, foster care and adoption, substance abuse, physical and emotional disabilities, health and mental health. (Offered at Post only)

Credits: 3

Every Spring

SWK 663 Childhood Psychopathology: Social Work Practice with At-Risk Child and Youth

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 5th Ed Text Revised. (DSM-V-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV-TR multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Mash and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-V-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptation, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

Credits: 3

Every Fall

SWK 674 Theories & Principles of Alcohol & Substance Abuse Counseling

This course introduces students to the basic

theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis is placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 675 Introduction to the Techniques of Substance Abuse Counseling

This course provides students with a foundation in the basic and advanced techniques of counseling the substance abuse population. Students receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice are also be thoroughly examined.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 677 Sociological & Psychological Aspects Of Substance Abuse

This course offers students a comprehensive view of substance abuse from a historical perspective, exploring what importance cultural and social views play in the treatment of such disorders. Students utilize cultural attitudes, legal sanctions and normative values regarding substance abuse and analyze what addiction is and who is defined as an addict by various disciplines (i.e. medicine, sociology and psychology, etc.) and systems (i.e., family, criminal justice, social service etc.) . Students examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact persons who are afflicted with the disease of addiction and how these complex issues impact treatment strategies.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Spring

SWK 678 Physical & Pharmacological Effects Substance Abuse

This course examines how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction is reviewed. Psychoactive drug categories are explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning are

discussed.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Spring

SWK 701 Field Instruction I:

This is the first course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, Human Behavior & the Social Environment (HBSE), and Research to work with clients.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 702 Field Instruction II:

This is the second course in a four semester Field Instruction sequence in the Master of Social Work program and the final semester of Field Instruction in the Foundation year. Field Instruction II continues to prepare students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.

Credits: 3

Every Spring

SWK 703 Field Instruction III :

This is the third course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 3) to continue to practice problem-solving and relationship-building skills; 4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 704 Field Instruction IV:

This is the fourth course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field

Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 2) to continue to practice problem-solving and relationship-building skills; 3) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisites of all SWK First Year courses, SWK 623, & 703 are required.

Credits: 3

Every Spring

SWK 707 Research II: Thesis Proposal

Advanced Research Methods for Practice (Research II), the second course in this sequence, is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge base that was established in the Introduction to Social Work Research course (Research I). Research II provides the specialist graduate student with knowledge and skills necessary for application in the practice of social work on the micro, mezzo, and macro levels, respectively.

Research II focuses on application and expansion of basic research skills that students learn in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students propose a research project, focusing on investigating application of role theory concepts (e.g., role conflict, role confusion) in an interdisciplinary context of social work practice, policy, or organizational analysis. Students then expand on this research proposal for the thesis during the spring semester. Students choose a topic that is unique and specific to their respective areas of study concentration. Students learn how to apply research methods and how to collect and analyze various types of data in order to generate knowledge about, and systematically evaluate social work practice, organization and policy in their respective areas of concentration. Students also learn to consider multidisciplinary, ethical and multicultural issues as they learn how to generate, and derive conclusions from, empirical data.

Credits: 3

Every Fall

SWK 708 Thesis

In the final semester of study, all LIU-MSW students must complete either a thesis (Post) or Capstone Project (Brooklyn). The Thesis/Capstone projects represent the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role conflict. It is a scholarly paper written in American Psychological Association (APA) style. An exceptional paper will show an integrated and

complete understanding of the topic selected by the student. The best papers are well structured and carefully focused. Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and role conflicts, within the context of students' second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and generate a "theory" regarding the incidence of the problem. Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. The conflict may also involve fragmentation or duplication in service delivery resulting in confusion or disagreement with regard to interdisciplinary role expectations. The methodology will vary according to type of project which may range from policy analysis in theoretical context (e.g. conflict theory); organizational analysis/ needs assessment and development of strategic plan; analysis of survey data regarding conflicts in perceptions of role and/or content analysis of interview data regarding some aspect of interdisciplinary role conflict. Valid options for capstone include document research, strategic planning projects, as well as quantitative and/or qualitative research projects.

Credits: 3

Every Spring

SWK 798 Introduction to Social Work Research

Introduction to Social Work Research, the first research course in a sequence of two, is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the transactional relationship between research and practice in the field of social work. This course introduces the students to basic qualitative and quantitative research designs and to the ethical and conceptual aspects of research.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 799 Advanced Research Methods for Practice

Research II: Advanced Research Methods for Practice: (Brooklyn Only)

Research II, the second course in this sequence is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge-base that was established in Research I. Research II provides the specialist graduate student with knowledge and skills necessary to appreciate "the application of scientific, analytical approach to building knowledge for practice and for evaluating service delivery in all areas of practice" (C.S.W.E., 2000). Research II focuses on application and expansion of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by

ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to propose a research project, focusing on investigating role conflict in an interdisciplinary context of social work practice, which they may then choose to expand on as the Capstone assignment during the spring semester. Students choose a topic that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to collect and analyze data in order to generate knowledge about, and to systematically evaluate, the practice of social work in their respective areas of concentration. Students also learn to consider ethical and multicultural issues as they design evaluation instruments for practice and policy of social work and as they learn how to derive conclusions from empirical data.

Prerequisites of all SWK First Year courses (SWK 601, 602, 611, 612, 613, 621, 622, 701, 702, 798) are required.

Credits: 3

Every Fall

DEPARTMENT OF DIAGNOSTIC HEALTH PROFESSIONS

M.S. in Biomedical Sciences

Biomedical Sciences professionals produce the information necessary to diagnose, assess, prevent and treat disease states. With more than 70 percent of treatment decisions by physicians based on laboratory findings, medical biologists are vital cornerstones of modern health care.

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Biomedical Sciences must meet the following requirements for admission.

- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with a minimum undergraduate GPA of at least 3.0 out of a 4.0 scale.
- Applicants should have completed at the undergraduate level: one year of biology; one year of college math (may include one semester of statistics); one year of organic chemistry or one semester of organic chemistry and one semester of biochemistry. A candidate whose credentials satisfy all of the above requirements, as well as university admissions requirements, may be accepted as a fully matriculated student.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Two letters of recommendation, preferably from former science professors.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.

ADDITIONAL REQUIREMENTS

Admission to the Biomedical Sciences Program is highly competitive. Students are expected to have achieved a minimum grade point average a 3.0 out of a 4.0 (B grade).

A student may be accepted on a limited matriculant basis if their credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after the removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of B or better and will

not be credited toward degree requirements.

Courses may also be taken on a non-matriculated basis. A non-matriculant may apply for matriculant status after completing at least 9, but no more than 12, graduate biomedical science credits provided their cumulative grade point average is 3.0 or better. At least half of these credits must be from among the core courses listed below. The student must also have removed any technical and/or academic deficiencies.

Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C+ or better.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree if they are not used towards a degree in another institution. A request to transfer credits must be made to and approved by the chair of the Biomedical Sciences Department with the submission of official transcripts of all previous graduate work. Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better and must be from a USA university or college. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Biomedical Science

{Program Code: 06403}

The M.S. in Biomedical Sciences provides a rigorous course of study so that students achieve their academic and professional goals. Students may opt to complete a 36-credit thesis or non-thesis option.

Core Courses All Tracks (33 credits)

Required Courses

BMS	520	Pathophysiology	3.00
BMS	550	Clinical Biochemistry	3.00
BMS	561	Hematology	3.00
BMS	581	Immunology/Serology	3.00
BMS	591	Medical Microbiology	3.00
BMS	612	Systems Pathology	3.00
BMS	656	Molecular Diagnostics	3.00
BMS	673	Cancer Biology	3.00
BMS	687	Molecular Immunology	3.00
BMS	698	Medical Virology	3.00
BMS	703	Research Methods	3.00

Elective Courses:

Choose ONE: (3 credits only)

BMS	594	Mycology/Parasitology	3.00
BMS	661	Hematological Malignancies	3.00
BMS	691	Infectious Diseases	3.00
BMS	693	Advanced Topics in Cancer	3.00
BMS	706	Library Thesis	3.00
BMS	707	Introduction to Research	3.00
BMS	708	Experimental Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

M.S. in Clinical Laboratory Science

The M.S. in Clinical Laboratory Science (CLS) Program in the Department of Biomedical Sciences at LIU Post is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This 52-credit program includes a 6-month full-time clinical practicum. Students may begin part-time but will require a full-time commitment in order to complete this graduate degree program. The M.S. CLS Program integrates didactic courses supported by laboratory instruction taught at LIU Post. The university-based courses are reinforced in the professional laboratory setting during the clinical practicum. CLS interns are trained on state-of-the-art instrumentation and manual laboratory methodologies at clinical affiliates contracted with LIU Post. The CLS interns are educated by certified and licensed clinical faculty at the contracted affiliates. CLS interns completing this program are eligible to take the national certification examination given by the American Society of Clinical Pathologists (ASCP). Graduates who pass the exam are certified CLS professionals. Graduates are eligible for New York state CLS licensure provided by NYSEDOP.

ADMISSION REQUIREMENTS

To be considered for the M.S. CLS Program, email your transcripts (unofficial is acceptable for initial review) as a pdf to the program director of CLS, anthony.capetandes@liu.edu. If you are an international student, also include a WES or Globe evaluation as a pdf. Upon approval from the program director, submit an online application to the M.S. CLS Program:

<https://apply.liu.edu/quickapp/>. Applicants must submit to the processing center (address indicated on the online application) official transcripts from all colleges or universities attended, a degree denoted transcript demonstrating completion of a baccalaureate degree, and two letters of recommendations, preferably from former science professors. The program director evaluates all applications through the year on a competitive

selection basis. The most competitive applicants to the M.S. CLS Program are contacted for a personal interview conducted by the program director. The program director renders decisions based on the strength of the interview, science aptitude and professionalism on a competitive selection basis. Admission to the Clinical Laboratory Science Program is highly competitive. Students are expected to have achieved a minimum grade point average for a 3.0 out of a 4.0 (A grade) in all pre-requisite courses.

The pre-requisite undergraduate courses for the Major include:

- 8 semester hours (12 quarter hours) of Anatomy and Physiology (with lab).
- 8 semester hours (12 quarter hours) of Organic Chemistry and Biochemistry (with lab)
- 1 semester of Statistics
- 1 semester of Genetics or Molecular Biology

International students are also required to achieve a minimum TOEFL score of 90 IBT (a minimum listening and speaking score of 25 is also required); 233 CBT; or 577 PBT. IELTS of 7.0 or above is also acceptable.

ADDITIONAL REQUIREMENTS

The technical (non-academic) standards established by the programs in this department are evidence of the "essential functions" that students must be able to accomplish in the program. Essential functions include requirements that students be able to engage during educational and training activities so that they will not endanger other students, the public at large, or patients.

- **Vision Standard** — The student must be able to read charts and graphs, read instrument scales, discriminate colors, read microscopic materials, and record results.
- **Speech and Hearing Standard** — The student must be able to communicate effectively and sensitively in order to assess non-verbal communication and be able to adequately transmit information to all members of the health care team.
- **Fine Motor Functions Standard** — The student must possess all skills necessary to carry out diagnostic procedures, manipulate tools, instruments and equipment. The student must be able to perform phlebotomy safely and accurately.
- **Psychological Stability Standard** — The student must possess the emotional health required for full utilization of the applicant's intellectual abilities. The student must be able to recognize emergency situations and take appropriate actions.

A criminal conviction and/or the use of illegal drugs may impede or bar your 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.

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to and approved by the Director of the CLS program with the submission of official transcripts of all previous graduate work. Credits utilized in a baccalaureate degree cannot be utilized again towards the M.S. in Clinical Laboratory Sciences.

Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Clinical Laboratory Science

{Program Code: 33086}

Core Courses

Required Clinical Laboratory Science Courses

BMS	544	CLS Certification Exam Seminar	1.00
BMS	547	Management, Supervision, Teaching and Professionalism Seminar	2.00
BMS	551	Clinical Chemistry I and Urinalysis	3.00
BMS	562	Theories of Blood Coagulation	3.00
BMS	563	Hematology and Body Fluids	3.00
BMS	585	Immunohematology	3.00
BMS	587	Clinical Immunology	3.00
BMS	591	Medical Microbiology	3.00
BMS	609	Laboratory Information Systems	1.00
BMS	610	Histopathology	3.00
BMS	594	Mycology/Parasitology	3.00
BMS	652	Clinical Chemistry II & Instrumentation	3.00
BMS	656	Molecular Diagnostics	3.00

BMS	703	Research Methods*	3.00
BMS	706	Research Project* (or BMS 710 - Advanced Topics in CLS)	3.00

*NOTE: BMS 707/708 Research Methods/Experimental Research Thesis may substitute for BMS 703/706 with permission of the Program Director and the Department Chairperson.

Required Clinical Laboratory Science Practicum Courses

Clinical practicum are offered off-campus during over a 25 week period (January through June and July through December) done full-time only. Acceptance into the clinical practicum is competitive. A 3.0 GPA and successful interview are minimum requirements for consideration and do not guarantee placement into the practicum.

BMS	759	Practicum in Clinical Chemistry/Urinalysis	3.00
BMS	769	Practicum in Hematology & Coagulation	3.00
BMS	789	Practicum in Immunohematology/ Clinical Immunology	3.00
BMS	799	Practicum in Microbiology	3.00

Credit and GPA Requirements

Minimum Total Credits: 52
 Minimum Major GPA: 3.00

Biomedical Science Courses

BMS 520 Pathophysiology I

The course will be a study of the etiology, pathogenesis, epidemiology, diagnostic tools and management of certain infectious diseases and neoplasms affecting humans. Lectures in Pathophysiology I not only stress the molecular and cellular basis for immunity, but also introduce students to those disease states in which a basic knowledge of immunology is critical to an understanding of the disease. The course deals with the role of the immune system in health and disease, the expected and unexpected responses in fighting infections, allergy and hypersensitivity; Immune system's role in tissue transplantation, tissue graft rejection, immunosuppression, cancer, autoimmune diseases and congenital and acquired immune deficiencies including AIDS. The concepts of microbial infection pathogenesis with emphasis on the mechanisms employed by pathogenic microorganisms in establishing infection in the host and the response of the host to fight the infection will be discussed. Specific genetic, developmental and pediatric diseases and disorders of daily life and diet will also be covered.

Credits: 3

Every Fall

BMS 541 Computer Application in Health Sciences

This course is an introduction to the use of computers in the various fields of the health sciences. Review of statistical applications for data analysis is also included. Term project required.

BMS 542 Epidemiology

This course is an introduction to epidemiologic principles employed in the investigation of disease. A review of public health statistics in relation to disease rates and evaluation of community efforts toward the reduction of these rates is considered. The use of epidemiologic investigations of chronic physical and mental disease is discussed.

BMS 544 CLS Certification Exam Seminar

This course is designed to provide CLS students the appropriate experience to answering in ASCP and NCA certification examination questions and in case study analysis. The major categories of hematology, chemistry, immunology, immunohematology (blood bank), and microbiology are addressed. The sessions are team taught by practicing professionals and program faculty. This course provides a concise study tool for certification and licensure.

Pre requisite of BMS 591, BMS 563, BMS 551, BMS 562, BMS 585, BMS 587 and BMS 652 are required

Credits: 1

Every Spring

BMS 547 Management, Supervision, Teaching and Professionalism Seminar

This 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 on 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 and educational methodology.

Credits: 2

Every Spring

BMS 550 Clinical Biochemistry

This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed.

Credits: 3

Every Fall

BMS 551 Clinical Chemistry I and Urinalysis

This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation, 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.

BMS 551 & BMS 551L must be taken as co-requisites.

Credits: 3

Every Spring

BMS 551L Clinical Chemistry I and Urinalysis

Clinical Chem I & Urinalysis Lab Component
BMS 551 & BMS 551L must be taken as co-requisites.

Credits: 0

Every Spring

BMS 555 Instrumentation for the Clinical Laboratory

This course is a study of current principles of automated instrumentation analyses performed in the clinical setting. The course provides practical exposure to several commercially available systems.

BMS 561 Introduction to Hematology

This course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues.

Credits: 3

Every Spring

BMS 562 Theories of Blood Coagulation

This course covers the theoretical aspects of blood coagulation in normal and disease states, including laboratory methods which demonstrate various blood factors.

Credits: 3

Every Fall

BMS 563 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 addresses: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.

Credits: 3

Every Fall

BMS 581 Immunology/Serology

The topics covered in this course include innate and adaptive immune systems, Cells and organs of the immune system, types of antigens, antigen recognition by T and B cells at both the cellular and molecular levels, various cellular and autocrine and exocrine interactions that regulate immunity; aberrant Immune activation; cellular, molecular and immunochemistry techniques; humoral and effector mechanisms.

Credits: 3

Every Fall

BMS 585 Immunohematology

This course addresses the many aspects associated with transfusion medicine. Lecture and laboratory coursework are incorporated to address the theoretical aspects of Immunohematology supported by a technical emphasis on laboratory procedures performed in a hospital transfusion service.

A pre requisite of BMS 587 is required.

Credits: 3

Every Fall

BMS 587 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 course in Immunology is required. *Open to M.S. Clinical Lab Sciences students or instructor permission is required.*

Credits: 3

Every Spring

BMS 591 Medical Microbiology

This course serves three purposes: (1) as a refresher course to those who are in the field; (2) as a prerequisite for further study in microbiology; and (3) as preparation for professional board examinations. The delineation of microbial species: bacteria, fungi, algae, viruses, rickettsiae, chlamydia, protozoa, helminths and other animal parasites implicated in disease are presented. The course covers methods used in diagnostic microbiology as well as medical, clinical, epidemiological and nosocomial aspects of microbial disease states. Additionally, computerization, instrumentation, miniaturization, and DNA recombinant studies applicable to microbiology are covered.

Credits: 3

Every Fall

BMS 594 Mycology/Parasitology

This course examines host parasite relationships relative to disease transmission, pathology, immunology, epidemiology, survey and control. Emphasis on laboratory preparations and diagnosis of parasitic diseases includes those aspects of life cycles that are useful for clinical diagnosis.

Credits: 3

Every Fall and Spring

BMS 609 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 on-line Internet services is also presented. Students identify criteria to be considered to evaluate the success of LIS systems, quality management and their competency. Prerequisite coursework in computers is required.

Credits: 1

Every Spring

BMS 610 Histopathology

This course will teach the student the histologic and cellular composition of tissues in different disease states as compared to normal tissue. Emphasis is on major changes observed in tissues undergoing pathologic processes such as: inflammation, degenerations, 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.

Credits: 3

Every Fall

BMS 612 Systems Pathology

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.

Credits: 3

Every Fall and Spring

BMS 651 Pharmacology

The purpose of this course is to understand the use of drugs and mechanisms of action states. The student develops and understanding of the pharmacodynamics and pharmacokinetics of drugs used to treat disease. The consequences and expectations of the drugs being administered (considering its pharmacodynamics, pharmacognosy and pharmacokinetics) in that specific patient are presented.

Credits: 3

Every Spring

BMS 652 Clinical Chemistry II & Instrumentation

This is an advanced course designed to provide in-depth understanding of the medical approach to evaluating disorders. Several topics are presented for review, analysis and discussion. This course also has a laboratory component which provides further emphasis about medically significant analytes.

Prerequisite of BMS 551 is required.

Credits: 3

Every Fall

BMS 656 Molecular Diagnostics

Molecular diagnostics is the application of methods in molecular biology to the diagnosis of disease. Molecular biology examines what is going on inside the cell at the DNA/RNA/protein level. This course surveys some of the standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing, and microarrays. Formal lectures are followed by experiments in a laboratory equipped to perform many of the aforementioned techniques. Most of these techniques represent transferable technologies that may be used in various fields; i.e., forensic pathology, clinical laboratory medicine and cancer screening.

A co requisite of BMS 656 L is required.

Credits: 3

Every Fall and Spring

BMS 656L Molecular Diagnostics Laboratory

Survey of standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing and

microarrays.

A co requisite of BMS 656 is required.

Credits: 0

Every Fall and Spring

BMS 661 Hematological Malignancies

In-depth coverage of concepts of cell origin and differentiation, as well as the molecular concepts of disease and current trends in research are covered. Quality control experience in lab practice, marrow differential counts, histochemical and biochemical techniques are included in-depth.

Prerequisite of BMS 561 is required.

Credits: 3

On Demand

BMS 673 Molecular & Cellular Biology of Cancer

This course covers molecular biology of cancer, intrinsic and extrinsic factors that regulate cancer, cell cycle regulation, oncogenesis, tumor markers, angiogenesis, senescence, apoptosis, metastasis, immune and biotherapy. This course covers the assessment of the effects of various biological disciplines, i.e., genetics, biochemistry, virology, endocrinology, pathology, pharmacology, hematology and immunology, upon past and present efforts in cancer research.

Credits: 3

Every Spring

BMS 687 Molecular Immunology

This course examines immunology with emphasis on current areas of research. The course is designed to give a broad but thorough covering of Immunology with an emphasis on regulation of immunoglobulin gene rearrangement, B-cell and T cell differentiation, determination of self from non-self and antigen recognition by T and B cells at both the cellular and molecular levels; various cellular and autocrine and exocrine interactions that regulate immunity, receptor-mediated triggering of cellular responses via second messengers, the cellular, humoral and effector mechanisms; tumor immunology, immunotherapy and tumor vaccines.

A pre requisite of BMS 581 or BMS 587 is required.

Credits: 3

Every Spring

BMS 691 Infectious Diseases

Isolation, identification and significance of microorganisms implicated in disease and as encountered in the clinical microbiology laboratory are covered in-depth. The significance of saprophytes found in the clinical specimen, unusual isolates and findings are discussed. Proficiency testing implemented as part of the practical microbiology, computerization, instrumentation, miniaturization and DNA recombinant studies applicable to microbiology are reviewed.

Credits: 3

On Demand

BMS 693 Advanced Topics in Cancer Research

This course will cover current topics in cancer biology including oncogenes, tumor suppressors, metastasis, cell cycle, apoptosis, and DNA repair in a 3-module format. Additionally, topics related to treatment of cancer (basic pharmacology, clinical pharmacology, mechanism of action, and development of resistance) will be covered. Each semester, three specific topics will be chosen and the students will be assigned readings from the primary literature and these articles will be discussed in a journal club format during sessions. *A pre requisite of BMS 673 is required.*

Credits: 3

On Demand

BMS 698 Medical Virology

Isolation, identification and classification of the viruses in man and animals with application to disease states such as causes, diagnosis and prevention are examined. Prerequisite: Course in biochemistry or molecular biology.

Credits: 3

Every Spring

BMS 703 Research Methods

This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed.

Credits: 3

Every Fall, Spring and Summer

BMS 703C Research Methods

This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed. Only open to students enrolled in the Cardiovascular Perfusion program.

Open to Cardiovascular Perfusion students only.

BMS 704 Clinical Research Thesis

This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 704C Clinical Research Thesis

This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to

matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.

BMS 706 Research Project

This course provides another option for successful completion of the Master of Science degree through the completion of a research project. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 708 Experimental Research Thesis

For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor. The student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carry out the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 709 Clinical Management Project

This course is designed for the Clinical Laboratory Management M.S. degree candidate who will address a management problem within the clinical setting. Examples of some project topics include: motivation of co-workers, organization and communication improvements, measuring group effectiveness, selection criteria for employees, appraisals of laboratory personnel, staffing, development of educational activities, implementation of procedures, budgeting cost analysis, workloads, inventory management and cost-containment measures. Problems should be defined, solutions suggested and tested and a project paper (Thesis) written and defended. Open only to matriculated students with approval of department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

BMS 710 Advanced Topics in Clinical Laboratory Science

Student will select an advanced topic of current scientific, clinical and/or professional importance in a specialized area of the clinical laboratory of their choice, based on their practicum experiences. Suggested projects may include, but not limited to, an analysis of selected techniques, an interesting case study, new methodologies, laboratory processes, or applications of LIS or analytical instrumentation. The student will be required to submit a proposal of the practicum project to a faculty member with expertise in the chosen laboratory discipline, who will approve the topic

and who will also supervise and grade the final project. After conducting this independent study, the student will in a critical and analytical manner, write a paper on her/his chosen topic in review format.

Pre Requisites: BMS 562, 563, 585, 591 and 652

Credits: 3

Annually

BMS 759 Practicum in Clinical

Chemistry/Urinalysis

The student will work with assigned preceptors at assigned clinical sites learning the techniques, procedures, instrumentation, and rationale of routine and special chemistry tests. The rationale of clinical significance will be addressed. 40 hour week for 6 weeks = 240 hours. Routine urinalysis will be instructed for one week; special chemistry involving esoteric chemistry methodologies for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 769 Practicum in Hematology, Coagulation, Histotechniques

The students will work with assigned preceptors at assigned clinical sites to learn to perform and to troubleshoot with instrumentation routine and specialized tests in hematology and coagulation. The rationale of clinical significance will be addressed. Students will learn to perform techniques in the histology department. 40 hour week for 6 weeks = 240 hours. Special Hematology for one week and Coagulation for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 789 Practicum in Immunohematology/ Clinical Immunology

The students will work with assigned preceptors at the assigned clinical site learning routine and advanced techniques of blood banking procedures and techniques. All aspects of transfusion medicine will be addressed. Two weeks will be dedicated to the clinical immunology lab learning various molecular and immunological procedures and their associated clinical significance. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 799 Practicum in Microbiology

The student will learn under the direction of preceptors at the assigned clinical sites to isolate, culture and identify bacterial, fungal, and parasitic pathogens. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in

didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

M.S. in Nutrition

The Master of Science in Nutrition (M.S. in Nutrition) prepares students to assume leadership positions in the nutrition profession and can offer allied health professionals a better understanding of nutrition and its implications in health and disease. The program is designed to enhance professional qualifications. The student chooses electives, which offer a variety of challenging courses for advanced study in clinical nutrition, nutrition and exercise physiology, geriatric nutrition and more. Electives complement a core curriculum of nutrition science, research methods, biomedical statistics as well as communication, education and counseling skills. Students also complete a thesis as a culminating experience of the degree. Graduates of our programs are skilled registered dietitian nutritionists (RDN) and allied health professionals who work in a wide range of settings, including hospitals, extended care facilities, community health programs and public health agencies. In addition, exciting career opportunities exist in areas such as advertising; food service, including manufacturing and distribution, restaurants and catering; pharmaceutical companies; sports programs; higher education in colleges and universities, teaching hospitals and medical schools; corporate; community and public health and wellness consultation.

The M.S. in Nutrition program is 36 credits. The M.S. in Nutrition is NOT a route to becoming a Registered Dietitian Nutritionist (RDN). Applicants who are interested in becoming an RDN should refer to the B.S. in Nutrition and Dietetics program or the MS/RDN Professional Program.

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Nutrition must meet the following requirements for admission.

- LIU Application for Admission
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any accredited college(s) or universities you have attended. Applicant must have a minimum GPA of 2.75.
- Applicants for admission must have completed the following courses at the undergraduate level: one (1) year of biology (to include Anatomy and Physiology) and four (4) semesters or a total of 16 credits in chemistry (to include General/Inorganic, Organic and Biochemistry*). In addition, students who have not completed an undergraduate major in nutrition must complete the following undergraduate courses or the equivalent as prerequisites to the M.S. program:
 - NTR 100 Concepts in Nutrition
 - NTR 101 Contemporary Nutrition Strategies

NTR 211 Medical Nutrition Therapy I

NTR 212 Medical Nutrition Therapy II

- Students who meet the standards for admission (including a 2.75 grade point average (GPA)) may be matriculated upon admission to the program. Other students, after fulfilling admission and undergraduate requirements and completing 12 graduate credits with an average of "B" or better, may apply through the academic advisor to the Graduate Admissions Office for matriculation status. No more than 12 graduate credits may be taken by limited matriculated students.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program. Letters of recommendation must be submitted on the institution's letterhead and signed by the letter writer.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
 - *An undergraduate or graduate level biochemistry course must have been completed successfully within the last three years of enrollment in the program.

Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5. International applicants to the graduate program must include an original World Education Services (WES) evaluation with their application.

Send application materials to:

LIU Post Graduate Admissions Office
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

M.S. Nutrition

{Program Code: 78394}

Core Nutrition Requirements (6 courses - 18 credits)

Nutrition Required Courses (4 core courses - 12 credits)

NTR	540	Biomedical Statistics	3.00
NTR	626	Advanced Counseling Skills	3.00
NTR	630	Advanced Nutrition	3.00
NTR	636	Life Cycle Nutrition	3.00

One of the following: (1 course - 3 credits)

NTR	703	Research Methods	3.00
NTR	707	Preparation of Thesis Proposal	3.00

One of the following: (1 course - 3 credits)

NTR	704	Clinical Research Thesis	3.00
NTR	706	Research Project	3.00
NTR	708	Experimental Research Thesis	3.00

Elective Requirements (18 credits)

36 Credits is required for the M.S. in Nutrition Degree

Elective Courses

BMS	513	Biochemistry	3.00
BMS	520	Pathophysiology	3.00
BMS	612	Systems Pathology	3.00
NTR	602	Nutrition Assessment	3.00
NTR	603	Diabetes Management	3.00
NTR	605	Nutrition in Geriatrics	3.00
NTR	606	Communications and Education Skills in Nutrition	3.00
NTR	607	Clinical Nutrition	3.00
NTR	608	Field Experience in Nutrition	3.00
NTR	611	Concepts for Nutrition Practice	1.00
NTR	612	Enteral and Parenteral Nutrition	3.00
NTR	613	DI Clinical I- Supervised Practice	3.00
NTR	614	DI Clinical II- Supervised Practice	3.00
NTR	615	DI Clinical Seminar I	1.00
NTR	616	Dietetic Internship Clinical Seminar II	3.00
NTR	617	Weight Management	3.00
NTR	618	Advanced Energy & Exercise	3.00
NTR	619	Sports Nutrition and Exercise Physiology	3.00
NTR	620	Eating Disorders I	3.00
NTR	621	Eating Disorders II	3.00
NTR	622	Eating Disorders: Programs and Treatments	3.00
NTR	625	Renal Nutrition	3.00
NTR	705	Selected Topics in Nutrition	3.00

Credit and GPA Requirements

Minimum Total Credits: 36-42

Minimum Major GPA: 3.00

M.S. in Registered Dietician Nutritionist

The Master of Science and Registered Dietician

Nutritionist Professional Program (MS/RDN Professional Program) is an Accreditation Council for Education in Nutrition and Dietetics (ACEND) graduate-program that prepares students to sit for the Registration Examination for Registered Dietitian Nutritionists (RDN Exam), administered by the Commission on Dietetic Registration (CDR)

(<https://www.cdrnet.org/certifications/registered-dietitian-rd-certification>).

The MS/RDN Professional Program is a 38-credit, 1.33 years (16-month) graduate program that is offered over four consecutive semesters (Fall I, Spring I, Summer I, Fall II) that includes graduate courses and experiential learning experiences throughout the entirety of the program. The MS/RDN Professional Program is competency-based and not dependent on hours, except to fulfill the requirements set forth by New York State (1000 hours). Through coursework and supervised clinical experiences, students are equipped with the skills and knowledge to serve communities through the promotion of optimal nutrition, health and well-being. The need for dietetics practitioners is expected to increase as the health care community places a greater emphasis on the benefits of healthy eating, disease prevention and medical nutrition therapy. Upon successful completion of the MS/RDN Professional Program, students will receive a Master of Science degree and students are eligible to sit for the RDN Exam. Upon passing the RDN Exam, a student will become a Registered Dietitian Nutritionist (RDN). Graduates can also obtain New York State (NYS) certification as a Certified Dietitian-Nutritionist (CDN) by completing an application and submitting the required fee. An exam is not required for the CDN if the RDN has already been earned. Information on the CDN application process is available at

<http://www.op.nysed.gov/prof/diet/dietlic.htm>.

For information on regulation of state licensure for the profession of dietetics, visit the Academy of Nutrition and Dietetics' (Academy) Licensure and Professional Regulation of Dietitians page at <https://www.eatrightpro.org/advocacy/licensure/professional-regulation-of-dietitians>.

How to become a Registered Dietitian Nutritionist Complete a baccalaureate degree from a college or university.

Complete an ACEND accredited Didactic Program in Dietetics and obtain a DPD Verification Statement or complete program specific prerequisites.

Apply to an ACEND accredited supervised practice program such as a Dietetic Internship (DI) or a Future Graduate Model program.

After completion of an ACEND accredited program, the candidate successfully completes the national credentialing examination for Registered Dietitian Nutritionist (RDN).

To learn more about how to become a Registered Dietitian Nutritionist contact the Commission on Dietetic Registration of the Academy of Nutrition

and Dietetics (A.N.D.).

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). In most states, graduates also must obtain licensure or certification to practice. Graduates who successfully complete the ACEND-accredited MS/RDN Professional Program at Long Island University are eligible to apply to take the CDR credentialing exam to become an RDN.

Admissions Requirements

All applicants must hold a Bachelor's Degree

Minimum GPA requirement of 3.0 overall

All applicants must have received a Didactic Program in Dietetics (DPD) Verification Statement OR transcripts demonstrating

completion of prerequisites

The GRE is not required

Applications are submitted through DICAS

APPLY HERE

For assistance with DICAS please visit

Application Training Video

DICAS Help Center

Items submitted through your DICAS application

Current resume or Curriculum Vitae

Two letters of recommendation (at least one from a science course faculty member)

Official transcripts

Official transcript for Bachelor's degree with conferral date

Official transcripts for prerequisite courses

DPD Verification Statement if applicable

Personal statement (up to 750 words) with short and long term career goals and reason for choosing LIU's program

Declaration of intent for completion of prerequisites if not completed prior to submission of program application

Upon completion of your DICAS application, please submit a graduation application for LIU found HERE

Choose "Reg Dietitian Nutritionist MS" under "Select Major"

An application fee waiver code can be found under the Long Island University Post MS/RDN Program home page within DICAS

International students whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

International applicants to the graduate program must include an original World Education Services (WES) evaluation with their application.

Candidates for admission will be scheduled for an interview

For those who will not have a Verification

Statement from a DPD Program, the following prerequisites are required:

Pre-requisite Courses

Sciences		5 year recency	
General chemistry with lab	At least 4 credits		C or better
Organic Chemistry with lab	At least 4 credits		C or better
Biochemistry with lab	At least 4 credits	X	C or better
Microbiology with lab	At least 4 credits		C or better
Anatomy and Physiology, I and II with labs	At least 8 credits	X	B or better
Nutrition			
Introduction to Nutrition Concepts or equivalent	3 credits	X	B or better
Food Science or equivalent	At least 3 credits	X	B or better
Nutrition Metabolism or equivalent	3 credits	X	B or better
Research Methods or equivalent	At least 3 credits	X	B or better

MS in Registered Dietician

Nutritionist

The following are required:

NTR 611 Concepts For Nutrition Practice 1.00

NTR 626 Advanced Counseling 3.00

NTR 627 Food Service 2.00

NTR 628 Advanced Medical Nutrition Therapy I 3.00

NTR 633 Nutrition Clerkship I 3.00

The following are required:

NTR 629 Advanced Medical Nutrition Therapy 2 0.00

NTR 634 Nutrition Clerkship II 3.00

NTR 636 Life Cycle Nutrition 3.00

NTR 703 Research Methods 3.00

The following are required:

NTR 631 Leadership 2.00

NTR	632	Public Health Nutrition	3.00
The following are required:			
NTR	630	Advanced Nutrition Metabolism	3.00
NTR	635	Nutrition Clerkship III	3.00
NTR	706	Research Project	3.00

Credit and GPA Requirements

Minimum Total Credits: 38

Minimum Major GPA: 3.00

Nutrition Courses

NTR 540 Biomedical Statistics

Fundamentals of statistics as applied to medical and biological sciences. Measures of central tendency and variability; theory of sampling; theory of estimation; sample frequency functions; confidence limits; null hypothesis; linear regression and correlation; chi-square test; F-test and analysis of variance; elements of sequential analysis; statistical techniques adapted to laboratory quality control; design of experiments.

Credits: 3

Every Spring

NTR 603 Diabetes Management

The pathophysiology, complications and treatment modalities of Type 1, Type 2 and gestational diabetes are explored in this course. In addition, effective methods to educate individuals with diabetes are discussed.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 606 Communication and Education Skills in Nutrition

This course will provide the student with interpersonal skills essential for effective nutrition practice. Addresses notable theoretical frameworks for health/nutrition education programs. Program components including needs assessment, performance objectives, implementation strategies, and evaluation. Includes interventions specific to small group patient education.

Prerequisite(s): NTR 211 & must be in MS/RDN program.

Credits: 3

Alternate Spring

NTR 607 Clinical Nutrition

Examines the biochemical and medical background of a wide variety of clinical conditions with specific application to the theory of prevention, the nutritional treatment or management. The procedures followed for the nutritional assessment, planning, implementation and evaluation of the clients are presented.

Prerequisite of NTR 212 or its equivalents are

required.

Credits: 3

Alternate Years

NTR 611 Concepts For Nutrition Practice

A course to bridge theory and practice for the dietetic interns as they prepare to begin their supervised practice experiences. Activities and assignments include application of medical terminology, practice of the Nutrition Care Process (NCP) using case scenarios, and development of lesson plans and menus. Oral communications and writing guidelines are reviewed. Only open to DI students.

Must be in the MS/RDN program to enroll

Credits: 1

Every Fall

NTR 612 Enteral & Parenteral Nutrition

The specifics of enteral and parenteral nutrition for prevention and treatment of undernutrition. The theoretical components of nutrition support will provide a basis for the recommendation of appropriate feeding regimens for clients.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 614 Dietetic Internship Clinical Experience

Interns rotate at various supervised practice sites over 23 weeks. Experiences may include hospital, long-term care, renal dialysis, institutional food service, school food service, community nutrition, counseling and education, and research. The rotation schedule is provided by the Program Director (PD); rotations not completed during NTR 614 in the spring were completed during NTR 613 in the fall.

Prerequisite of acceptance into DI program in nutrition is required.

Credits: 3

Every Spring

NTR 617 Weight Management

In-depth review of energy metabolism and the dimensions of obesity, including etiology, appetite regulation, and endocrine factors, various methods of treatment, including behavioral approaches, counseling, and exercise.

Prerequisite(s): NTR 211 & must be in MS/RDN program.

Credits: 3

Alternate Years

NTR 618 Advanced Energy & Exercise

This course will identify the physiological role of the macronutrients in exercise: aerobic and anaerobic; and the energy systems required for physical activity will be reviewed. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to conduct body composition and fitness testing.

Prerequisite of C or better in NTR 100 is required.

Credits: 3

Annually

NTR 620 Eating Disorders I

This course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders. The integration of nutritional, medical and psychological treatments in outpatient, day treatment, and inpatient settings will be emphasized. Current research findings will be incorporated into course work throughout the semester.

Credits: 3

On Occasion

NTR 626 Advanced Counseling Skills

This course is designed to provide students with a conceptual basis for patient-centered nutrition counseling. Focus on developing non-verbal and verbal skills to understand nutrition-related problems from the patient's perspective and to engage the patient in problem-solving processes. Skill development progresses from paper and pencil exercises to simulated patient counseling sessions.

Prerequisite(s): NTR 211 & must be in MS/RDN program.

Credits: 3

Every Fall

NTR 627 Food Service

This is a 2-credit course that covers the principles of food service operations and management including: a historical introduction to the food service industry, the systems theory of management, menu planning, the operational functions of foodservice management, organizational design, financial management, facilities layout and design and performance improvement. Fundamentals of food safety and sanitation will be covered in depth using ServeSafe® Manager training. This course also utilizes Microsoft® Office Suite (Word, Excel, and PowerPoint) extensively to provide students with understanding of how these basic technologies are used in food hospitality. This course will prepare students for the RDN exam in important concept areas including: management of food and nutrition programs/services and food service systems.

Must be in the MS/RDN program to enroll

Credits: 2

Every Fall

NTR 628 Advanced Medical Nutrition Therapy I

This is a 3-credit course that will cover 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 cardiovascular disease will be examined. Nutritional assessment techniques will be reviewed to evaluate dietary, biochemical, and anthropometric changes that relate to nutrition and disease processes. Case studies will be incorporated into the course to develop clinical practice skills and SEL experiences

will allow for continuous assessment and reflection on skills and

competencies. Theories and concepts will be applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical applications of tools and techniques including Nutrition Focused Physical Exams (NFPE) used for assessment and management of nutritional status will be covered including practice with an Electronic Health Record

Must be in the MS/RDN program to enroll

Credits: 3

Not Set

NTR 629 Advanced Medical Nutrition Therapy 2

This 3-credit course that follows MNT I and continues to address covering the pathophysiology and MNT for specific disorders and diseases. Clinical skills related to interpreting laboratory values and planning enteral and

parenteral nutrition therapy will be addressed. Case studies and SEL will be incorporated throughout the semester to further develop, assess and reflect on the student's clinical practice skills. Theories and concepts will be applied through a variety of methods such as nutrition assessment, including NFPE, care plans, chart

notes, and case studies. Practical applications of tools and techniques used for assessment and management of nutritional status will be covered.

Must be in the MS/RDN program to enroll

Credits: 3

Every Spring

NTR 630 Advanced Nutrition Metabolism

This course provides a detailed discussion about the study of macronutrients including carbohydrates, fat and protein and their interrelationships in human metabolism; as well as the role of vitamins and minerals in human metabolism and health. A review of recently published research will be incorporated into the course.

Must be in the MS/RDN program to enroll

Credits: 3

Not Set

NTR 631 Leadership

This is a 2-credit course that will focus on the application of the principles of leadership and management in various professional settings (acute and long-term care, ambulatory care), consultant services and the development of approaches to leadership, debate and disagreement in the practice setting, practice management, negotiation and ethical decision making. These topics will be addressed through debates, simulation, and roleplaying. Course topics will include management ethics, standards of practice, strategic planning, financial and human management, quality improvement, leadership styles, negotiation and team work.

Must be in the MS/RDN program to enroll

Credits: 2

Annually

NTR 632 Public Health Nutrition

This 3-credit course will focus on current and emerging issues in public health nutrition to address interventions aimed at improvement in populations of diverse cultures and nutrition policy. Course topics will include an overview of global and US public health nutrition goals, malnutrition, nutrient deficiencies, sustainability and obesity around the globe. Throughout the course, nutrition surveillance systems, practices and processes of local and global food markets, global food systems and legislative will be explored. An experimental component in global and public health at the local or global level will be included.

Must be in the MS/RDN program to enroll

Credits: 3

Annually

NTR 633 Nutrition Clerkship I

This is a 3-credit course that serves as an introduction to the various roles of the RDN. The students will spend at least 220 hours on site in various areas of practice including, Institutional Food Service (IFS) establishments, School Food Service (SFS) establishments, Long Term Care (LTC) centers and other community (CA) settings. The students will be continuously assessed by their preceptors as well as the Program Director (PD) and/or Clinical Instructor (CI) throughout their time within each of the practice setting areas.

Assessments will include the evaluation of student work in the areas of food demonstrations, in-services, nutritional assessments, menu planning/development, etc.

Must be in the MS/RDN program to enroll

Credits: 3

Not Set

NTR 634 Nutrition Clerkship II

This is a 3-credit course that is a continuation from Clerkship I and allows students to spend time with RDNs in various professional roles. The students will spend at least 220 hours on site in various areas of practice including a hospital, renal dialysis center, IFS/SFS establishments, LTC centers and other community settings. The students will be continuously assessed by their preceptors as well as the PD and/or CI throughout their time spent within each of the practice setting areas.

Assessments will include food demonstrations, in-services, nutrition assessments, menu planning/development, etc. Clerkship II allows for advancement of clinical and practice skills by the students as they advance through designated competencies. These practice setting experiences will allow the students to perform and demonstrate competencies at a more advanced

level compared to Clerkship I. Clerkship II will encourage more independence within the practice settings and more opportunities for students to obtain feedback from their preceptors as well as the PD and/or CI.

Must be in the MS/RDN program to enroll

Credits: 3

Every Spring

NTR 635 Nutrition Clerkship III

This is a 3-credit course that is a continuation from Clerkship II that allows students to spend time working in more advanced clinical practice settings. The students will spend at least 220 hours on site in various areas of practice including a hospital, renal dialysis center or other CA settings. The students will continuously be

assessed by their preceptors as well as the PD and/or CI through various assessment tools, as well as incorporate self-reflection throughout their time spent within each of the practice setting areas.

Clerkship III allows for advancement of clinical and practice skills by the students as they advance through designated competencies. The students will also perform staff relief during Clerkship III. These practice setting experiences will allow the students to perform and demonstrate competencies at a more advanced level compared to Clerkships I and II. Clerkship III will encourage independent and entry level practice skills within the practice settings and more opportunities for students to obtain feedback from their preceptors and the PD and/or CI.

Must be in the MS/RDN program to enroll

Credits: 3

Every Fall

NTR 636 Life Cycle Nutrition

This is a 3-credit course that will cover 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 cardiovascular disease will be examined. Nutritional

assessment techniques will be reviewed to evaluate dietary, biochemical, and anthropometric changes that relate to nutrition and disease processes. Case studies will be incorporated into the course to develop clinical practice skills and SEL experiences will allow for continuous assessment and reflection on skills and

competencies. Theories and concepts will be applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical applications of tools and techniques including Nutrition Focused Physical Exams (NFPE) used for assessment and management of nutritional status will be covered including practice with an Electronic Health Record.

Credits: 3

Annually

NTR 700 Special Problems in Nutrition

Research problem under the guidance of a member of the department faculty. Students may register only once for this course. One 1 or 2 credits, to be determined with the approval of the Department

Chair, the Graduate Committee, and mentor.

Open only to matriculated students.

Credits: 1 to 3

Cross-Listings: NTR 700, NTR 700

On Demand

NTR 703 Research Methods

Provides the students with practical tools for the initiation and development of a research proposal.

The scientific approach to problem solving, data collection and analysis.

Prerequisite(s): NTR 540; must be in MS/RDN program.

Credits: 3

Every Fall

NTR 705 Selected Topics in Nutrition

This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 1 to 3

On Occasion

NTR 705S Selected Topics in Nutrition

This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 1 to 3

On Occasion

NTR 706 Research Project

This course provides another option for successful completion of MS degree in Nutrition through the completion of a library research project in the specialty. Open only to matriculated students with approval by the Department Chair, Graduate Committee and Mentor.

Prerequisite(s): NTR 703; must be in MS/RDN program.

Credits: 3

Every Semester

**DEPARTMENT OF
THERAPEUTIC HEALTH
PROFESSIONS**

**M.A. in Speech-Language
Pathology**

Millions of Americans suffer from some form of speech, language, or hearing disorder and require specialized therapy or rehabilitation services. This creates a demand for trained professionals to assist adults and children in overcoming their communication difficulties. This program is dedicated to the advancement of the diagnosis and treatment of speech, language, voice, and fluency disorders.

The Master of Arts (M.A.) education program in speech- language pathology at LIU Post is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville MD 20850, (800) 498-2071 or (301) 296-5700. As a prerequisite for admittance, and undergraduate degree in a communication sciences and disorders is preferred, but a background in another area will be considered. In addition to ASHA certification, the program meets the requirements for New York State licensure and New York State teacher certification.

Students observe and participate in actual clinical sessions at the Jerrold Mark Ladge Speech and Hearing Center, located on campus. The Ladge Speech and Hearing Center offers a full range of diagnostic and therapeutic services for children and adults individually and/or in small groups.

Imagine the satisfaction of helping a child say their first words to their family or caregiver, or assisting an adult stroke patient to communicate with their family and friends. With the specialized, advanced training provided by the 58-credit Master of Arts in Speech-Language Pathology, you will be equipped for a career in diagnosing and treating a wide range of communication disorders.

Courses examine all facets of the field including articulation/speech sound disorders, fluency, voice and resonance, language and literacy, hearing, feeding and swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and assistive communication across the lifespan. Central to your training will be five clinical settings: a pre-clinic experience, two in the on-campus clinic, the fourth in a school setting, and the fifth in a hospital, rehabilitation center, or another adult facility.

As a prerequisite for admittance, an undergraduate degree in communication sciences and disorders is preferred, but a background in another area will be considered.

ADMISSION REQUIREMENTS

Candidates for the Master of Arts in Speech-Language Pathology complete the following prerequisites in addition to 3 credits in biology and 3 credits in physical science (physics or chemistry preferred) :

MTH	19	Basic Statistics	3.00
SPE	51	Phonetics of English	3.00
SPE	63	Introduction to Linguistics and Language Acquisition	3.00
SPE	82	Introduction to Speech Science	3.00
SPE	84	Introduction to Anatomy and Physiology of the Speech and Hearing Mechanism	3.00
SPE	90	Introduction to Audiology	3.00
SPE	93	Speech Path I	3.00
SPE	94	Speech Path II	3.00
EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	41	Nurturing Young Children's Development	3.00

Each applicant’s academic background and training will be evaluated to determine if they need to complete any prerequisite courses. Prerequisite work will not count toward the 58-61 credit master’s degree requirements. Students with majors other than CSD may apply with their current credentials. If accepted, it will be on a limited matriculated basis until prerequisite requirements are satisfied.

Admission is restricted and requires a general undergraduate grade point average of 3.0 and a 3.5 average in the major area.

Admission is for the fall and spring semesters.

The program requires the completion of at least 58 master’s-level credits. The degree candidate selects either a thesis (additional 3 credits) or a comprehensive examination option to complete.

During the four-semester sequence of clinical practica, students will not be able to work full-time. These courses require a minimum of three

days per week and may be a full-time commitment.

Applicants to the Master of Arts in Speech-Language Pathology must complete the following requirements for admission:

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor’s degree with at least a 3.5 cumulative grade point average in undergraduate studies major area of study or successful completion of another master’s degree.
- Three professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program
- Personal statement that addresses the personal experiences and characteristics that make you well suited in pursuing graduate work in this area of study and/or a related topic in the field of speech-language pathology
- A current resume
- Interview with the clinic director of the Department of Communication Sciences and Disorders is at the discretion of the faculty
- A spontaneous writing sample at admissions interview may be required
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
CSDCAS Applicant Portal link:
<https://portal.csdcas.org/>

M.A. in Speech-Language Pathology
{Program Code: 26177}

Requirements - (61 credits)

Required Courses: List 1

SPE	601	Neuroanatomy	3.00
SPE	610	Speech Science	3.00
SPE	620	Clinical Methods and Focused Observation in Speech-Language Pathology	1.00
SPE	625	Clinical Practicum in Speech-Language Pathology I	2.00
SPE	626	Practicum in Diagnostic Evaluation of Communication Disorders	1.00
SPE	627	Practicum in Audiology	1.00

SPE	628	Clinical Practicum in Speech-Language Pathology II	2.00
SPE	631	Clinical Practicum in Speech Language Pathology IV	3.00
SPE	632	Clinical Practicum in Speech-Language Pathology III	3.00
SPE	633	Diagnostic Procedures in Speech-Language Pathology	3.00
SPE	634	P A S S: Practical Applications for School Speech-Language Pathologists	3.00
SPE	680	Swallowing Disorders in Children and Adults	3.00
Developmental Disabilities and Autism			2.00
SPE	682	Voice Disorders	3.00
SPE	684	Stuttering	3.00
SPE	685	Aphasia and Related Disorders	3.00
SPE	687	Phonological and Articulation Disorders in Children	3.00
SPE	689	Child Language Disorders I	3.00
SPE	690	Child Language Disorders II	3.00
SPE	691	Motor Speech Disorders in Children and Adults	3.00
SPE	692	Aural Rehabilitation	3.00
SPE	694	Communication-Based Intervention for Infants and Toddlers	2.00
SPE	699	Special Topics in SLP	2.00
SPE	707	Research Problems in Speech-Language Pathology	3.00

Culminating Experience:

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

Thesis Course

SPE	708	Thesis Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 61

Minimum Major GPA: 3.3

Communication Sciences and Disorders Courses

SPE 601 Neuroanatomy

This course is designed to provide the graduate student with a working knowledge of the central nervous system and connections with the peripheral nervous system. Anatomical landmarks and functions of the central nervous system will be emphasized as well as its role in human behavior and communicative disorders across the life span. Various pathologies of the nervous system will be examined. Its goal is to familiarize the student with basic brain behaviors. It is particularly useful to those students who choose to work with neurologically impaired children and adults.

Prerequisites: SPE 82, 84 or equivalent.

Credits: 3

Every Fall

SPE 610 Speech Science

This course provides an overview of speech acoustics and speech production with an emphasis on the acoustic phonetic analysis of the speech signal. Laboratory exercises allow students hands-on experience that integrates theories with clinical practice.

Prerequisites: SPE 51, 82, 84 or equivalent.

Credits: 3

Every Fall and Spring

SPE 620 Clinical Methods and Focused Observation in Speech-Language Pathology

This one credit seminar provides students in Speech-Language Pathology with an introduction to clinical methods used in prevention, evaluation and treatment of communication and related disorders across the life span. Students have an opportunity to observe sessions in the Ladge Speech and Hearing Center, and participate in lectures, videotape analysis, seminar participation and complete computer based simulations to better understand the thought process for session planning and administration. Experiences are supervised by the clinic director and the supervisory staff. The seminar class focuses on the review and discussion of theoretical and procedural information as well as clinical observation. The class is designed to prepare students for SPE 625 in which they will be engaged in direct clinical interactions. Students also participate in experiential learning in the Ladge Speech and Hearing Center and the community.

Credits: 1

Every Fall, Spring and Summer

SPE 625 Clinical Practicum in Speech-Language Pathology I

This course provides the graduate student in speech-language pathology with an overview of the

evaluation and therapeutic process with a limited amount of hands-on clinical experience. The course covers fundamental concepts in client and clinician interaction, the clinical process, clinical vocabulary, and the supervisory process. Students participate in lecture seminar, clinical observation and therapy, as well as analysis of clinical sessions and will complete computerized simulations. Lecture for one hour weekly plus observation and directly supervised clinical interaction with one to three clients over the semester in the Ladge Speech and Hearing Center is included. A minimum of 25 hours of guided observation (10 hours must be at the Ladge Speech and Hearing Center) is required by the end of completion of this course.

Prerequisite: SPE 620

Credits: 2

Every Fall, Spring and Summer

SPE 626 Practicum in Diagnostic Evaluation of Communication Disorders

This supervised clinical practicum is offered in conjunction with SPE 633 Diagnostic Procedures in Speech-Language Pathology. It provides students with hands-on experience in screening and evaluation of children and adults with communication disorders.

Credits: 1

Every Fall and Summer

SPE 627 Lab Experience in Audiology

This practicum provides students with an understanding through observation of audiology and aural rehabilitation services conducted at the Ladge Speech and Hearing Center as well as an opportunity for students to conduct hearing screenings at the Center and at outside sites.

Credits: 1

Every Fall, Spring and Summer

SPE 628 Clinical Practicum in Speech-Language Pathology II

This course is a hands-on experience in providing evaluation and treatment directly supervised by the Communication Sciences and Disorders faculty and clinic staff in the LIU Post Ladge Speech and Hearing Center. Seminar once a week to discuss clients, clinical procedures, and professional issues including culturally responsive practices and interprofessional competencies. Students will complete computerized simulation activities.

Prerequisites: SPE 620, 625, 685, 687 (one complete, one concurrent,) SPE 689

Credits: 2

Every Fall, Spring and Summer

SPE 631 Clinical Practicum in Speech Language Pathology IV

This course provides clinical experience with adults, in off-site facilities including hospitals, rehabilitation centers, and developmental disability centers. Supervision is provided by qualified personal at off-campus affiliated sites. This course

includes a weekly seminar and completion of computerized simulations. The course addresses requirements for licensure and ASHA's CCC.

Prerequisites: SPE 625, SPE 628, SPE 633, SPE 685, or SPE 691

Prerequisites: SPE 625, 628, 633 and 685 or 691.

Credits: 3

Every Fall, Spring and Summer

SPE 632 Clinical Practicum in a Speech-Language Pathology III

This practicum is designed to partially fulfill requirements for Teacher of Students With Speech and Language Disabilities (TSSLD.) The student becomes familiar with all aspects of the administration of speech/language services in a school and gradually assumes responsibility for caseload management. This course includes a weekly seminar and completion of computerized simulations.

Prerequisite: SPE 628, SPE 633

Prerequisite of SPE 628, 633 is required.

Credits: 3

Every Fall, Spring and Summer

SPE 633 Diagnostic Procedures in Speech-Language Pathology

This course covers assessment procedures, formulation of diagnostic impressions, and development of recommendations. Initial therapeutic goals are taught through a combination of lecture, observation and participation in diagnostic sessions. Diagnostic principles and procedures include interviewing, testing, and report writing are stressed.

Prerequisites: SPE 685 and 687, one complete and one concurrent

Credits: 3

Every Fall and Summer

SPE 634 P A S S: Practical Applications for School Based Speech-Language Pathologists

This course will provide graduate students with the knowledge of practical applications for the school based Teacher of Students With Speech And Language Disabilities. This course will focus on who, what, where, why and how to effectively work in schools. Areas to be addressed will include: organization procedures, caseload determination, scheduling, writing IEP's, therapy strategies, literacy, teacher consultations and workshops, plus professional and administrative responsibilities.

Credits: 3

Every Fall and Summer

SPE 680 Swallowing Disorders in Children and Adults

This course involves the study of anatomy and physiology of deglutition. This includes and overview of normal swallowing function across the lifespan (infants to adults). Disordered swallowing will be covered in depth re: etiologies and assessment and management in various settings.

Ethical issues and the role of the speech-language pathologist as part of the dysphagia team will be discussed, including inter-professional interactions. Current dysphagia issues, techniques and events will be reviewed. Methods of technological assessment including modified barium swallow studies, flexible endoscopic evaluation of the swallow will be presented.

Prerequisite: SPE 601 and 685
Prerequisite of SPE 601, 685 is required.
 Credits: 3
 Every Fall

SPE 681 Language Disorders in Autism and Severe Developmental Disabilities

This course covers the presentation of the linguistic characteristics of people with Autism and Intellectual Disabilities. The course emphasizes diagnosis, identification, intervention along with social, emotional, and cognitive aspects of language development. A functional communicative approach to language is taught. Augmentative communication and the use of technology is covered.

Prerequisites: SPE 601
 Credits: 2
 Cross-Listings: SPE 681, SPE 681
 Every Spring and Summer

SPE 682 Voice Disorders

The fundamental goal of this course is to review the normal ventilatory, laryngeal and supralaryngeal function of voice production. Additionally this course will provide students with an overview of clinical voice disorders, their classification, diagnosis and management across the life span. The students will have an opportunity to obtain and interpret objective clinical measures of phonatory function using acoustic and physiological measurement systems. Inter-professional interaction and relationships will be discussed. This course will also review the assistive communication technology available for laryngectomees.

Credits: 3
 Every Fall and Spring

SPE 684 Stuttering

This course covers the theoretical and clinical models related to the development, diagnosis and treatment of stuttering in children and adults. This course will provide graduate students with a theoretical knowledge necessary to make clinical judgement regarding diagnosis and treatment of individuals who stutter.

Prerequisite or Co-requisite of SPE 601 is required.
 Credits: 3
 Every Fall and Spring

SPE 685 Aphasia and Related Disorders

This course will explore the various language and cognitive disorders secondary to brain damage in the adult population. The main focus is primarily on acquired aphasia, but will also explore language

concomitants including traumatic brain injury, right hemisphere dysfunction, and the dementias. Neuroanatomical, neurophysiological, and generalized physiological background will be discussed as well as the ways in which researchers have proceeded in the development of the understanding of aphasia and related disorders. Theory and research will be related to clinical practice including diagnostic and therapeutic procedures. Inter-professional relationships and communication will be discussed to aid in the intervention and treatment of the aphasic patient.

Prerequisite: SPE 601
Prerequisite of SPE 601 is required.
 Credits: 3
 Every Spring

SPE 687 Phonological and Articulation Disorders in Children

This course familiarizes the graduate student of speech-language pathology with the research in normal phonological development and its application to the assessment and treatment of phonologically impaired children. Phonological disorders are characterized with respect to recent developments in the field of linguistics, specifically in term of distinctive features, phonological rules, and processes.

Prerequisite: SPE 601 or 610 (1 complete, 1 concurrent)
Co-requisite of SPE 601 or 610 is required.
 Credits: 3
 Every Fall and Spring

SPE 689 Child Language Disorders I

Normal acquisition of language is reviewed as a baseline for identifying language and learning disorders and delays. Characteristic features of speech and language in the language disordered child will be covered. Assessment procedures including standardized tests and language sample analysis will be emphasized. Strategies of intervention and implementation of functional therapy programs will be discussed. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication; social-emotional and cognitive development related to specific language impairment, pervasive developmental delay, autism, intellectual disabilities, language learning disabilities, ADD and ADHD, multicultural populations and the non-verbal child.
Prerequisite or Co-requisite of SPE 601 is required.

Credits: 3
 Every Fall and Spring

SPE 690 Child Language Disorders II

This course will enable graduate students in speech-language pathology (SLP) to apply the fundamentals learned in the normal and disordered processes of speech, language, and hearing to the classroom setting. SLP students will be challenged to question

more traditional school-based clinical practices, such as on intervention conducted in separate settings, in light of an increased call for collaboration between regular and special education and SLPs in the classroom. They will learn to serve the communicative needs of their clients through curriculum-based assessments an intervention.

Credits: 3
 Every Fall and Spring

SPE 691 Motor Speech Disorders in Children and Adults

This course will provide the graduate student in speech-language pathology with a comprehensive understanding regarding the nature and treatment of motor speech disorders that may result from: stroke, head trauma, progressive neurological diseases, cerebral palsy, developmental apraxia of speech, and developmental dysarthria. Content includes a review of anatomy and physiology of the central nervous system, a study of the physiological correlates of the dysarthrias and apraxias.

Credits: 3
 Every Spring

SPE 692 Aural Rehabilitation

This course provides the graduate student in speech pathology with a broad understanding of the principle theories and methodologies currently applied in aural rehabilitation of hearing impaired persons. The hearing aid as an instrument of rehabilitation is described as well as other assistive listening devices. Also included are techniques of speech reading and auditory training.

Prerequisites: SPE 90 or equivalent.
 Credits: 3
 Every Spring and Summer

SPE 694 Communication-Based Intervention for Infants and Toddlers

This course involves students in a critical study of recent trends and materials for young language impaired infants and toddlers, birth through age three. Special attention is given to developmental approaches and mainstreaming.

Prerequisites: SPE 601, 610, 689 (concurrent)
Prerequisite of 601, 610, 689 is required.
 Credits: 2
 Every Summer

SPE 707 Research Problems in Speech-Language Pathology

This course provides students with an understanding of scientific methodology in communication sciences and disorders and information important to the development of skills necessary for critical evaluation of research.
Prerequisite of SPE 601 & 689 is required.

Credits: 3
 Every Fall and Summer

SPE 708 Thesis Seminar

This optional course covers the preparation of the

thesis. The completed thesis must be approved by a committee, and the writer must undergo an oral examination. Enrollment is restricted to students whose projects have been approved by the Speech and Hearing faculty. This course may replace the comprehensive examination.

Credits: 3

On Occasion

School of Health Professions and Nursing Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The LIU Post School of Health Professions (herein "SHP") strives to provide every student with a rewarding educational experience. If any SHP 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 re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHP, among other matters.

It is presumed that academic decisions by instructors/faculty members result from consistent, fair and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean 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 SHP 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 SHP 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 SHP 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 SHP Academic Standing Committee. A meeting of the SHP Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHP 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 debate of the circumstances with each other but will answer questions posed by the committee for the purpose of clarification.
 - Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
 - The SHP Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHP 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 SHP Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHP before an appeal to the Vice President for Academic Affairs.

SCHOOL OF NURSING

The School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate-prepared registered nurse interested in pursuing a career as a nurse practitioner.

LIU Post is committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident, in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practicum, community service, study abroad, research projects, and artistic performance. Our students' benefit as well from the Campus' participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of LIU Post will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events, and forces shaping the modern world.

The master's degree program offered by the School of Nursing is accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org). Graduates of the Family Nurse Practitioner program are eligible for New York State certification as a family nurse practitioner.

Upon successful completion of the master's degree in nursing, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

1. ANCC: Family Nurse Practitioner examination
2. AANPCB: Family NP examination

DEPARTMENT OF NURSING

The Department of Nursing in the School of Health Professions and Nursing offers an accredited graduate program that prepares nurses to become strong, effective leaders who excel in clinical management. The School offers a Master of Science degree in Family Nurse Practitioner (FNP).

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.

The core curriculum for the M.S. degrees includes coursework in Nursing Theory, Issues in

Professional Nursing for Advanced Practice Nurses, and Nursing Research.

We offer individualized attention and small classes to accommodate the needs of the Student Nurse/Student FNP. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

M.S. in Family Nurse Practitioner

In New York State, family nurse practitioners practice autonomously and have the authority to diagnose, manage, and prescribe medications for families within their scope of practice. LIU Post offers the Master of Science for the baccalaureate-prepared registered nurse, who is interested in pursuing the role of a Family Nurse Practitioner (FNP). This 46-credit program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is registered with the New York State Department of Education (NYSED). The program is open to BSN-prepared Registered Nurses to complete a Master's of Science degree as a Family Nurse Practitioner with eligibility to sit for the national FNP board certification exams. The program is designed to be completed in seven (7) semesters including summer semesters. Graduates of the program are eligible for New York State Licensure as an FNP and are eligible for national board certification through the national certifying agencies (American Nurses Credentialing Center and American Academy of Nurse Practitioners Certification Program).

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Family Nurse Practitioner (FNP) must meet the following requirements for admission.

- Application for Admission (Application deadline for the following fall semester is August 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5

or above is also acceptable.

- Required prerequisite undergraduate courses in Statistics, Research, and Health Assessment must be completed with a minimum grade of "B" and taken within 5 years of entry to the FNP program.
- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation is required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.
- The Director of the Family Nurse Practitioner program or their designee will interview all applicants.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S. in Family Nurse Practitioner

{Program Code: 20726}

Core Courses

NUR	501	Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3.00
NUR	604	Advanced Clinical Pathophysiology Across the Lifespan	3.00
NUR	615	Advanced Pharmacokinetics & Pharmacotherapeutics	3.00
NUR	760	Evidence-based and Translational Methods	3.00
NUR	606	Advanced Health Assessment Across the Lifespan (90 lab Hours)	4.00
NUR	621	Family Theory: Cultural, Social, Ethical and Policy Issues	3.00

Specialty Courses

NUR	770	Diagnostic and Clinical Reasoning (25 lab Hours)	4.00
NUR	775	Diagnostic and Clinical Reasoning Practicum (90 Hours)	2.00

NUR 660	Diagnosis & Management I: Adult-Geriatric Health	3.00
NUR 665	FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours)	4.00
NUR 670	Diagnosis and Management II: Pediatric & Women's Health	3.00
NUR 675	FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours)	4.00
NUR 780	Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3.00
NUR 785	FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours)	4.00

Credit and GPA Requirements

Minimum Total Credits: 46
Minimum Major GPA: 3.00
Students must receive a "B" or better in all courses to remain in good standing.

Nursing Courses

NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators

This course addresses the current professional and legal issues that influence advanced nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered.

A co-requisite of NUR 604 is required.

Credits: 3

Every Fall and Spring

NUR 600P Practicum

Students who meet any of the following criteria will need to register for NUR 600P. Fee is equivalent to one credit per 100 practicum hours. 1) Students who require additional time beyond the academic semester to achieve the total required practicum hours. 2) Students who have a two semester lapse in time between any of the practicum graduate courses. 3) Students who are considered by faculty to be unsatisfactory. 4) Post Master's FNP Certificate Program students.

NUR 604 Advanced Clinical Pathophysiology Across the Lifespan

The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied.

A co-requisite of NUR 501 is required.

Credits: 3

Every Fall and Spring

NUR 606 Advanced Health Assessment Across the Lifespan

The student will build upon basic physical assessment skills in this course. Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients. Concurrently, students will complete a laboratory practicum where theoretical content will be integrated into the students' experience.

Pre requisites: NUR 501, NUR 604

Co requisites: NUR 606L, NUR 615

Credits: 4

Every Fall and Spring

NUR 606L Advanced Health Assessment Practicum (90 hours)

The laboratory practicum is designed to be taken concurrently with Advanced Health Assessment. The practicum experience provides the opportunity for advanced practice nursing students to integrate theoretical content into the clinical experience. Emphasis is placed on developing an evidence-

based comprehensive and problem-oriented health examination of the client.

Co-requisite of NUR 606 is required.

NUR 615 Advanced Pharmacokinetics & Pharmacotherapeutics

The focus of this course is to prepare Family Nurse Practitioner (FNP) students in the role of independent prescriber of pharmaceutical and non-pharmaceutical treatments for the myriad of illnesses and diseases found in the primary care environment.

Pre requisites: NUR501, NUR604

Co requisites: NUR606, NUR606L

Credits: 3

Every Fall and Spring

NUR 621 Family Theory: Cultural, Social, Ethical and Policy Issues

Through the exploration of family theory and the examination of cultural, social, ethical, legal, and family policy issues which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.

Pre requisites: NUR606, NUR 606L, NUR 615

Co requisites: NUR 760

Credits: 3

Every Summer

NUR 660 Diagnosis and Management I: Adult-Geriatric Health

This course provides the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care to the adult population, which includes the geriatric population. The main focus during this semester is the continued skill development in assessment, diagnosis and management of both acute and chronic conditions in the primary care setting in adult clients across their lifespan.

A pre requisite of NUR 615, NUR 621 and a co requisite of NUR 665 are required.

Credits: 3

Every Spring and Summer

NUR 665 FNP Practicum I: Primary Care of Families (Adult-Geriatric Health)

This practicum is taken concurrently with Diagnosis and Management I (NUR 660). Students follow preceptors (a nurse practitioner or a physician) in a primary care setting for their practicum experiences in adult health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to a diverse adult client population across their lifespan.(180 hours)

A co requisite of NUR 660 is required.

Credits: 4

Every Spring and Summer

NUR 670 Diagnosis and Management II: Pediatric & Women's Health

This course focuses on two important segments of

the population – specifically women's health and the pediatric population. The assessment, diagnosis, management, and prevention strategies of common gynecologic conditions / illnesses found in women in the primary care setting will be discussed and reviewed (non-gynecologic women's health issues will be discussed). The diagnosis and management of common acute and chronic diseases/conditions and preventative strategies within the pediatric population will be discussed and reviewed. Each area of focus will require students to use appropriate evidence-based practice protocols.

Pre requisites: NUR 660, NUR 665

Co requisites: NUR 675

Credits: 3

Every Fall and Summer

NUR 675 FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health)

This practicum is taken concurrently with Diagnosis and Management II (NUR 670). Students will follow preceptors (a nurse practitioner or a physician) in both pediatric and women's health primary care office settings for their practicum experiences in pediatric and women's health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to both pediatric and gynecology clients.

Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum.(180 hours)

A co requisite of NUR 670 is required.

Credits: 4

Every Fall and Summer

NUR 760 Nursing Research and Evidence Based Practice

The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in knowledge.

Pre requisites: NUR 501, NUR 604, NUR 615,

NUR 606, NUR 606L

Co requisites: NUR 621

Credits: 3

Every Summer

NUR 770 Diagnostic and Clinical Reasoning

Course will guide students to integrate what has been learned in the previous courses with clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) through the use of diagnostic clinical tools.

Pre requisites: NUR 501, NUR 604, NUR 615,

NUR 606, NUR 606L, NUR 621, NUR 760

Co requisites: NUR 775

Credits: 4

Every Fall and Spring

NUR 775 Diagnostic and Clinical Reasoning Practicum

This practicum course is taken in conjunction with NUR 770. During this practicum course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) as a licensed independent health care provider.(90 hours)

Credits: 2

Every Fall and Spring

NUR 780 Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan

This course builds on the previous core courses and two diagnosis and management courses. This course, along with the practicum (NUR 785), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions.

Pre requisites: NUR 501, NUR 604, NUR 615, NUR 606, NUR 606L, NUR 621, NUR 660, NUR 665, NUR 670, NUR 675, NUR 760, NUR 770, NUR 775

Co requisites: NUR 785

Credits: 3

Every Fall and Spring

NUR 785 FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan

This is the final practicum course of the diagnosis and management practicum courses that builds on the previous core courses and two diagnosis and management course practicums. This practicum, along with the course (NUR 780), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions through practical hands-on experiences in their clinical practicums.(180 hours)

Pre requisites: NUR 501, NUR 604, NUR 615, NUR 606, NUR 606L, NUR 621, NUR 660, NUR 665, NUR 670, NUR 675, NUR 760, NUR 770, NUR 775

Co requisites: NUR 780

Credits: 4

Every Fall and Spring

APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

College of Arts & Design**SCHOOL OF PERFORMING ARTS**

Major	HEGIS Code	Degree
Arts Management	1099	BFA
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
Biology	0401	BS
Forensic Science	1999	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
Management Engineering	0913	MS

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
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Accountancy	0502	BS, MS
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SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

Major	HEGIS Code	Degree
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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