LIUPost

UNDERGRADUATE BULLETIN
2019 - 2020

LONG ISLAND UNIVERSITY
Notice to Students: The information in this publication is accurate as of September 1, 2019. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIU</td>
<td>4</td>
</tr>
<tr>
<td>ABOUT LIU POST</td>
<td>5</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>Overview</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>5</td>
</tr>
<tr>
<td>University Policies</td>
<td>5</td>
</tr>
<tr>
<td>DIRECTORY</td>
<td>6</td>
</tr>
<tr>
<td>ACADEMIC CALENDAR 2019-2020</td>
<td>8</td>
</tr>
<tr>
<td>ADMISSION</td>
<td>10</td>
</tr>
<tr>
<td>General Information</td>
<td>10</td>
</tr>
<tr>
<td>Notification of Application Status</td>
<td>10</td>
</tr>
<tr>
<td>Freshman Admission</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Standing</td>
<td>10</td>
</tr>
<tr>
<td>High School Scholars Program</td>
<td>11</td>
</tr>
<tr>
<td>High School Enrichment Program</td>
<td>11</td>
</tr>
<tr>
<td>Work-based Learning</td>
<td>11</td>
</tr>
<tr>
<td>Transfer Admission</td>
<td>11</td>
</tr>
<tr>
<td>Readmission</td>
<td>11</td>
</tr>
<tr>
<td>International Admission</td>
<td>12</td>
</tr>
<tr>
<td>Visiting Students</td>
<td>12</td>
</tr>
<tr>
<td>New York State Immunization Law</td>
<td>12</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>12</td>
</tr>
<tr>
<td>LIU POST HONORS COLLEGE</td>
<td>13</td>
</tr>
<tr>
<td>ACADEMIC POLICY</td>
<td>20</td>
</tr>
<tr>
<td>Undergraduate Degrees</td>
<td>20</td>
</tr>
<tr>
<td>Academic Load and Class Standing</td>
<td>20</td>
</tr>
<tr>
<td>Grading and Quality Points</td>
<td>20</td>
</tr>
<tr>
<td>Dean's and Honor's Lists</td>
<td>21</td>
</tr>
<tr>
<td>Attendance</td>
<td>21</td>
</tr>
<tr>
<td>Absence from Final Examination</td>
<td>21</td>
</tr>
<tr>
<td>Academic Probation, Suspension and Dismissal</td>
<td>21</td>
</tr>
<tr>
<td>Graduation and Diplomas</td>
<td>21</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>22</td>
</tr>
<tr>
<td>Academic Conduct Policy</td>
<td>22</td>
</tr>
<tr>
<td>Appeals Process</td>
<td>22</td>
</tr>
<tr>
<td>Additional Academic Policies</td>
<td>23</td>
</tr>
<tr>
<td>Criminal Background and Drug Testing</td>
<td>23</td>
</tr>
<tr>
<td>Related Curricular Matters</td>
<td>23</td>
</tr>
<tr>
<td>INSTITUTIONAL LEARNING GOALS</td>
<td>24</td>
</tr>
<tr>
<td>CORE CURRICULUM</td>
<td>25</td>
</tr>
<tr>
<td>Core Courses</td>
<td>27</td>
</tr>
<tr>
<td>Requirements for Transfer Students</td>
<td>30</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>31</td>
</tr>
<tr>
<td>REGISTRATION</td>
<td>32</td>
</tr>
<tr>
<td>Course Registration</td>
<td>32</td>
</tr>
<tr>
<td>Program Changes</td>
<td>32</td>
</tr>
<tr>
<td>Graduate Courses Open to Undergraduates</td>
<td>32</td>
</tr>
<tr>
<td>Admission of Undergraduate Students to Graduate Programs</td>
<td>32</td>
</tr>
<tr>
<td>Individual Instruction Classes</td>
<td>32</td>
</tr>
<tr>
<td>Maintenance of Matriculation</td>
<td>32</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>32</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>33</td>
</tr>
<tr>
<td>Audit Policy</td>
<td>34</td>
</tr>
<tr>
<td>Transcript Requests</td>
<td>34</td>
</tr>
<tr>
<td>TUITION AND FEES</td>
<td>35</td>
</tr>
<tr>
<td>Rate Schedule</td>
<td>35</td>
</tr>
<tr>
<td>Residence Life Rates</td>
<td>35</td>
</tr>
<tr>
<td>Financial Policies</td>
<td>35</td>
</tr>
<tr>
<td>Payment Plans</td>
<td>37</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>37</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>38</td>
</tr>
<tr>
<td>Application Process</td>
<td>38</td>
</tr>
<tr>
<td>Awards</td>
<td>38</td>
</tr>
<tr>
<td>Standards for Satisfactory Academic Progress (SAP)</td>
<td>40</td>
</tr>
<tr>
<td>CAMPUS LIFE AT LIU POST</td>
<td>42</td>
</tr>
<tr>
<td>Athletics</td>
<td>42</td>
</tr>
<tr>
<td>Club Sports</td>
<td>42</td>
</tr>
<tr>
<td>Community Service and Interfaith Center</td>
<td>42</td>
</tr>
<tr>
<td>Community Standards and Civic Engagement</td>
<td>42</td>
</tr>
<tr>
<td>Greek Life</td>
<td>42</td>
</tr>
<tr>
<td>Living on Campus</td>
<td>42</td>
</tr>
<tr>
<td>Public Safety</td>
<td>43</td>
</tr>
<tr>
<td>Recreational Sports</td>
<td>43</td>
</tr>
<tr>
<td>Student Government Association (SGA)</td>
<td>43</td>
</tr>
<tr>
<td>LIU POST FACILITIES</td>
<td>44</td>
</tr>
<tr>
<td>Benjamin and Elizabeth Abrams Communication Center</td>
<td>44</td>
</tr>
<tr>
<td>Center for Healthy Living</td>
<td>44</td>
</tr>
<tr>
<td>Communication and Film Department Labs</td>
<td>44</td>
</tr>
<tr>
<td>Digital Art and Design Lab</td>
<td>44</td>
</tr>
<tr>
<td>Digital Games Lab</td>
<td>44</td>
</tr>
<tr>
<td>Hillwood Commons</td>
<td>44</td>
</tr>
<tr>
<td>Jerrold Mark Ladge Speech and Hearing Center</td>
<td>44</td>
</tr>
<tr>
<td>LIU Post Community Arboretum</td>
<td>44</td>
</tr>
<tr>
<td>Music Technology Laboratory</td>
<td>44</td>
</tr>
</tbody>
</table>

LIU Post Undergraduate Bulletin 2019 - 2020
<table>
<thead>
<tr>
<th>LIU Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pratt Fitness and Recreation Center</td>
</tr>
<tr>
<td>Psychological Services Center</td>
</tr>
<tr>
<td>Steinberg Museum of Art</td>
</tr>
<tr>
<td>Student-Run Businesses</td>
</tr>
<tr>
<td>Tilles Center for the Performing Arts</td>
</tr>
<tr>
<td>Winnick Student Center</td>
</tr>
<tr>
<td>STUDENT SERVICES AND RESOURCES</td>
</tr>
<tr>
<td>Bookstore</td>
</tr>
<tr>
<td>Disability Support Services</td>
</tr>
<tr>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Intensive English Program for International Students</td>
</tr>
<tr>
<td>Learning Support Center</td>
</tr>
<tr>
<td>LIU Promise</td>
</tr>
<tr>
<td>Veteran and Military Affair Services</td>
</tr>
<tr>
<td>ACADEMIC HONOR SOCIETIES</td>
</tr>
<tr>
<td>LIU POST LIBRARY</td>
</tr>
<tr>
<td>COLLEGE OF ARTS, COMMUNICATIONS AND DESIGN</td>
</tr>
<tr>
<td>School of Visual Arts, Communications and Digital Technologies</td>
</tr>
<tr>
<td>School of Performing Arts</td>
</tr>
<tr>
<td>COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY</td>
</tr>
<tr>
<td>School of Education</td>
</tr>
<tr>
<td>COLLEGE OF LIBERAL ARTS AND SCIENCES</td>
</tr>
<tr>
<td>COLLEGE OF MANAGEMENT</td>
</tr>
<tr>
<td>SCHOOL OF HEALTH PROFESSIONS AND NURSING</td>
</tr>
<tr>
<td>PROGRAMS</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
</tr>
<tr>
<td>Business Administration (Finance, Int'l Business, Management, Marketing)</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
</tr>
<tr>
<td>Communications and Film</td>
</tr>
<tr>
<td>Computer Science, Innovation and Management Engineering</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Design and Digital Technologies</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>English, Philosophy and Foreign Languages</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
</tr>
<tr>
<td>Health Care and Public Administration</td>
</tr>
<tr>
<td>Health Sciences</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Nutrition</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Political Science / International Relations</td>
</tr>
<tr>
<td>Professional Accountancy</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Social Work</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
</tr>
<tr>
<td>Teacher Education</td>
</tr>
<tr>
<td>Theatre, Dance, and Arts Management</td>
</tr>
<tr>
<td>Veterinary Technolog</td>
</tr>
<tr>
<td>LIU POST MINORS</td>
</tr>
<tr>
<td>LIU POST APPROVED PROGRAMS</td>
</tr>
<tr>
<td>LIU TRUSTEES AND SENIOR LEADERSHIP TEAM</td>
</tr>
<tr>
<td>LIU POST FACULTY</td>
</tr>
</tbody>
</table>
Accreditation and Program Registration

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

Mission Statement

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

Overview

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

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

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

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

LIU’s athletic department is rooted in a rich tradition of excellence and history of success. Throughout the years LIU has been the home of both team and individual success, accumulating 23 National Championships, 225 Conference Championships, 368 All-Americans and 70 Professional Draft Picks. Campus life includes a wide range of clubs and performing groups, a robust Greek life, and many other student activities. LIU Post’s $18-million Pratt Fitness and Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts, and an elevated jogging track.

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

Faculty

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

University Policies

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

Lisa Araujo
Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4217
For further information on notice of non-discrimination, visit https://wdcrohcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.
<table>
<thead>
<tr>
<th>Department Name</th>
<th>Phone</th>
<th>Office Hours</th>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
</table>
| Admissions - Undergraduate              | 516-299-2900 | 9 am to 7 pm; Mon - Thurs
9 am to 5 pm; Fri               | post-enroll@liu.edu                | www.liu.edu/post/admission |
| Colleges and Schools                    |              |                                       |                           |                                  |
| College of Arts, Communication and Design | 516-299-2395 | 9 am to 5 pm; Mon - Fri                | post-SVPA@liu.edu         | www.liu.edu/post/CACD             |
| College of Education, Information & Technology | 516-299-2210 | 9 am to 5 pm; Mon - Fri                | post-CEIT@liu.edu         | www.liu.edu/post/CEIT             |
| • Palmer School of Library and Information Science |            |                                       |                           |                                  |
| College of Liberal Arts & Sciences      | 516-299-2233 | 9 am to 5 pm; Mon - Fri                | post-CLAS@liu.edu         | www.liu.edu/post/CLAS             |
| College of Management                   | 516-299-3017 | 9 am to 5 pm; Mon - Fri                | post-COM@liu.edu          | www.liu.edu/post/COM              |
| • School of Business                    |              |                                       |                           |                                  |
| • School of Computer Science, Innovation, and Management Engineering |          |                                       |                           |                                  |
| • School of Professional Accountancy    |              |                                       |                           |                                  |
| Honors College                          | 516-299-2840 | 9 am to 5 pm; Mon - Fri                | jdigby@liu.edu             | www.liu.edu/post/honors           |
|                                        |              |                                       | tchristy@liu.edu          |                                  |
| School of Health Professions & Nursing  | 516-299-2485 | 9 am to 5 pm; Mon - Fri                | post-SHPN@liu.edu         | www.liu.edu/post/SHPN             |
| School of Professional and Continuing Education | 516-299-2236 | Post Hall, Room C1 9 am to 5 pm; Fridays | post-CE@liu.edu         | www.liu.edu/post/CE               |
| Dean of Students                        | 516-299-3085 | 9 am to 5 pm; Mon - Fri                | post-DOS@liu.edu          | www.liu.edu/campuslife            |
| Enrollment Services                     | 516-299-2323 | Kumble Hall 9 am to 5 pm; Fri          | post-                        | www.liu.edu/post/es               |
| • Financial Services                    | 516-299-2746 | 9 am to 7 pm; Mon - Thurs 
9 am to 5 pm; Fri         | EnrollmentServices@liu.edu               |                                  |
| • Registration                         |              |                                       |                           |                                  |
| • Academic Advising                    |              |                                       |                           |                                  |
| • Payments                             |              |                                       |                           |                                  |
| Facilities Services                    | 516-299-2277 | 8 am to 5 pm; Mon - Fri                | post-healthyliving@liu.edu | www.liu.edu/campuslife            |
| Healthy Living                         | 516-299-3468 | 9 am to 5 pm; Mon - Fri                | post-campuslife@liu.edu    | www.liu.edu/campuslife            |
| Interfaith Center                      | 516-299-2416 |                                       |                           |                                  |
| International Student Services          | 516-299-1452 |                                       | post-international@liu.edu | www.liu.edu/post/international    |
| Learning Support Center                 | 516-299-3057 | 8 am to 6 pm; Mon - Tues
8 am to 5 pm; Wed - Thurs
9 am to 5 pm; Fri         | post-learningsupport@liu.edu         | www.liu.edu/learningsupport |
| Library                                | 516-299-2305 | Vary by Semester Please Check Website | post-Ref@liu.edu          | www.liu.edu/post/library          |
| Pratt Fitness and Recreation Center     | 516-299-3608 | Check Website                         |                           | www.liu.edu/post/pratt            |
| Promise                                | 516-299-3737 | 9 am to 7 pm; Mon-Thurs
9 am to 5 pm; Fri
9 am to 2 pm; Sat                  | liupromise@liu.edu                | www.liu.edu/post/promise    |
<p>| • Academic Advising                    |              |                                       |                           |                                  |
| • Living on Campus                     |              |                                       |                           |                                  |
| • Student Programming and Involvement  |              |                                       |                           |                                  |
| • International Student Programming    |              |                                       |                           |                                  |
| • Community Service                    |              |                                       |                           |                                  |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Numbers</th>
<th>Hours</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Safety</td>
<td>516-299-2222 - emergencies</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-PublicSafety@liu.edu">post-PublicSafety@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/publicsafety">www.liu.edu/post/publicsafety</a></td>
</tr>
<tr>
<td></td>
<td>516-299-2214 - non-emergencies</td>
<td>Emergencies - 24/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Help Desk</td>
<td>516-299-3300</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:it@liu.edu">it@liu.edu</a></td>
<td><a href="http://it.liu.edu">http://it.liu.edu</a></td>
</tr>
<tr>
<td>Tilles Center</td>
<td>Box Office: 516-299-3100</td>
<td>Box Office</td>
<td><a href="mailto:tillescenter@.liu.edu">tillescenter@.liu.edu</a></td>
<td><a href="http://www.tillescenter.org">www.tillescenter.org</a></td>
</tr>
<tr>
<td></td>
<td>1 pm to 6 pm; Mon - Sat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran &amp; Military Affairs</td>
<td>516-299-2256</td>
<td>9 am to 5 pm; Mon - Fri</td>
<td><a href="mailto:post-veterans@liu.edu">post-veterans@liu.edu</a></td>
<td><a href="http://www.liu.edu/post/veterans">www.liu.edu/post/veterans</a></td>
</tr>
</tbody>
</table>
## ACADEMIC CALENDAR 2019-2020

### Fall 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day-Holiday</td>
<td>September 2</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>September 4</td>
</tr>
<tr>
<td>Registration and Program Changes</td>
<td>September 4-17</td>
</tr>
<tr>
<td>First Weekend Session Classes Begin</td>
<td>September 7-8</td>
</tr>
<tr>
<td>Awarding of September Degrees</td>
<td>September 13</td>
</tr>
<tr>
<td>Registration and Program Changes End</td>
<td>September 17</td>
</tr>
<tr>
<td>Spring 2020 Registration Begins</td>
<td>October 7</td>
</tr>
<tr>
<td>Columbus Day - Classes not in Session</td>
<td>October 14</td>
</tr>
<tr>
<td>Last Day to Apply for January Degree</td>
<td>October 18</td>
</tr>
<tr>
<td>First Weekend Session Final Examinations</td>
<td>October 19-20</td>
</tr>
<tr>
<td>Second Weekend Session Classes Begin</td>
<td>October 26-27</td>
</tr>
<tr>
<td>Election Day - Classes in Session</td>
<td>November 5</td>
</tr>
<tr>
<td>Election Day - Classes in Session</td>
<td>November 6</td>
</tr>
<tr>
<td>Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes</td>
<td>November 8</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 27 - December 1</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>December 2</td>
</tr>
<tr>
<td>Semester Classes Meeting Monday through Friday End</td>
<td>December 9</td>
</tr>
<tr>
<td>Class Make-up/Study Days</td>
<td>December 10-11</td>
</tr>
<tr>
<td>Final Examinations-Undergraduate and Graduate</td>
<td>December 12-18</td>
</tr>
<tr>
<td>Final Exam Make-up Day (in the event of snow closure)</td>
<td>December 19</td>
</tr>
<tr>
<td>Winter Recess Begins</td>
<td>December 20</td>
</tr>
</tbody>
</table>

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

### Winter 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intersession Classes Begin</td>
<td>January 6</td>
</tr>
<tr>
<td>Final Class Meeting/Final Exam</td>
<td>January 17</td>
</tr>
</tbody>
</table>

### Spring 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day-No Classes</td>
<td>January 20</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>January 21</td>
</tr>
<tr>
<td>Registration and Program Changes</td>
<td>January 21-February 3</td>
</tr>
<tr>
<td>Awarding of January Degrees</td>
<td>January 17</td>
</tr>
<tr>
<td>First Weekend Session Classes Begin</td>
<td>January 25-26</td>
</tr>
<tr>
<td>Registration and Program Changes End</td>
<td>February 3</td>
</tr>
<tr>
<td>Summer/Fall 2020 Registration Begins (tentative)</td>
<td>February 10</td>
</tr>
<tr>
<td>Presidents’ Day-No Classes</td>
<td>February 17</td>
</tr>
</tbody>
</table>
### Summer 2020

**SUMMER SESSION I**
- Weekday classes begin (1st Five Week, 10 week and 12 Week sessions) May 18
- Registration and program changes end for 5 Week Session May 19
- Registration and program changes end for 10 & 12 Week Sessions May 24
- Memorial Day-NO CLASSES - Make up class date May 31
- Make-up day for Memorial Day May 29
- Last day to withdraw (or Opt P/F) from courses June 11
- Last day of class/Finals for 1st Five week Session June 18

**SUMMER SESSION II**
- Classes Begin - 2nd Five Week Session June 22
- Registration/Programs Changes for 2nd Five Week Session ends June 23
- Weekend Sessions Classes Begin June 27
- Registration/Programs Changes end for weekend classes June 29
- Independence Day - Holiday - No Weekend Classes July 4
- Last day to withdraw (or Opt P/F) from 10 & 12 week session July 9
- Last day to Apply for September Degree July 10
- Last day to withdraw (or Opt P/F) from 2nd Five week session July 16
- Last day to withdraw (or Opt P/F) from 12 week session July 23
- Last Class/Finals for 2nd Five week and 10 week sessions July 23

**SUMMER SESSION III**
- Classes Begin - 3rd Five Week Session July 27
- Registration/Programs Changes for 2nd Five Week Session ends July 29
- Last Class/Finals for 12 week session August 6
- Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session August 20
- Last day of class/Finals for 3rd Five week Session August 27

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

### Weekend College 2019-2020

**WEEKEND COLLEGE SESSION I, FALL 2019**
- 1st Sat. Seven Week Session September 7 - October 19
- Intensive weekends - Post September 7-8; September 28-29; October 19-20
- Intensive weekends - Brentwood September 14-15; October 5-6; October 26-27
- 1st Sunday Seven Week Session September 8 - October 20

**WEEKEND COLLEGE SESSION II, FALL 2019**
- 2nd Sat. Seven Week Session November 2 - December 21 (no class November 23)
- Intensive weekends - Post November 2-3; November 20 - December 1; January 4-5
- Intensive weekends - Brentwood November 9-10; December 7-8; January 11-12
- 2nd Sunday Seven Week Session November 3-December 22 (no class November 24)

**WEEKEND COLLEGE SESSION III, SPRING 2020**
- 1st Sat. Seven Week Session January 25 - March 7
- Intensive weekends - Post January 25-26; February 15-16; March 7-8
- Intensive weekends - Brentwood February 1-2; February 22-23; March 14-15
- 1st Sunday Seven Week Session January 26 - March 11

**WEEKEND COLLEGE SESSION IV, SPRING 2020**
- 2nd Sat. Seven Week Session March 21-May 2
- Intensive weekends - Post March 21-22; April 11-12; May 2-3
- Intensive weekends - Brentwood March 28-29; April 18-19; May 9-10
- 2nd Sunday Seven Week Session March 22-May 3

**WEEKEND COLLEGE SESSION V, SUMMER 2020**
- Saturday Seven Week Session June 27 - August 15 (No class July 4)
- Intensive weekends - Post June 27-28; July 25-26; August 15-16
- Intensive weekends - Brentwood July 11-12; August 1-2; August 22-23
- Sunday Seven Week Session June 28 - August 16 (No class July 5)

*No Classes: July 4-5*
ADMISSION

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

General Information

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

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

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

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

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

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

Notification of Application Status

All students are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions. After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the following:
1. Acceptance: For students whose credentials meet admissions standards of LIU Post and for whom a place is available.
2. Pending: For students who have to submit additional information before a decision can be made.
3. Wait List: For students to whom admission may be offered at a later time when a place becomes available.
4. Denial: For students whose admission cannot be approved.

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

Freshman Admission

Application and Notification Dates

To be considered for Early Action admission, applications and all supporting documentation must be submitted on or before December 1. Early Action notification begins on December 15 for fall 2019 admission.

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

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

Application Process

In order to be considered for admission, candidates should submit the following:
1. LIU Post undergraduate application on the web at liu.edu/apply or via the Common Application.
2. Non-refundable application fee in the amount of $50 (via credit card or check/money order, payable to Long Island University).
3. High school transcript: Applicants must have official secondary school transcripts on file.
4. SAT or ACT Test Scores: Applicants must take either the College Board SAT or the American College Testing Program ACT exam, and have the scores forwarded directly to the LIU Post Office of Admissions. SAT: LIU Code 2070. ACT: LIU Code 2687. Information about these exams is available through the high school guidance office or by contacting the testing programs directly.

Advanced Standing

International Baccalaureate Program (IB) Credit

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

Advanced Placement (AP) Credit

Advanced Placement credit is awarded to entering students who meet required scores in an Advanced Placement Examination of the College Board. The number of credits and course equivalents, as determined by LIU Post, varies according to subject area.

College Level Examination Program (CLEP)

LIU Post awards introductory level college credit to students who achieve required scores on approved CLEP examinations. Credits earned for foreign language exams may be used for elective courses.
credit only.

Test scores should be forwarded to LIU Post Office of Admissions. For more information about advanced standing credits, contact LIU Post Office of Admissions at 516-299-2000.

### High School Scholars Program

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

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

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

### High School Enrichment Program

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

### Work-based Learning

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

### Transfer Admission

**Admission Eligibility**

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

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

**Transfer Credits**

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

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

**College Credits for Military Service**

Joint Services Transcript

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

**Community College of the Air Force**

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

**Life Experience Credits**

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

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

### Application and Notification Dates

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

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

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

### Articulation Agreements

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

### Academic Residence Requirements

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

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

### Readmission

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

Students who have been suspended or dismissed are required to:

- Register for 6 - 9 credits (suspended) or 12 credits (dismissed) in one academic semester or
1. Original official records of all secondary school and/or university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.

2. Certain students will be required to submit a professional evaluation of their university credits from a NACES-member organization (www.NACES.org).

3. Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores (see Language Proficiency, below, for admission and conditional admission standards).

4. Personal statement or essay: please note if translator was used.

5. Recommended but not required: SAT or ACT (for freshmen) required for native English speakers or those educated in the United States; 1 letter of recommendation; portfolio or video audition (required for admission into the appropriate department and for scholarship consideration in art or music, respectively).

Language Proficiency

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

- Minimum IELTS score for admission: 6.0
- Minimum Pearson PTE score for undergraduate admission: 50

SAT: 420 in the Reading section
- ACT: 16 in the English section
- Submitting an ELS 112 completion certificate will satisfy the language proficiency requirement and no TOEFL/IELTS/PTE will be required.

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

Immigration Requirements

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

Visiting Students

Students are to obtain written permission from the college or university at which they are enrolled prior to enrolling at LIU Post. Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment. Students may take up to a maximum of 9 credits during the semester.

New York State Immunization Law

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

The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

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

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2018, the graduation rate for first-time, full-time, bachelor’s degree-seeking undergraduates who enrolled in fall 2012 was 54 percent.
The LIU Post Honors College was inaugurated in 1963 as one of the nation's first Honors programs. In September 2015, marking a successful history of more than a half century, the Honors program at LIU Post was officially rededicated as the LIU Post Honors College. Students in the Honors College come from every major on campus to take special courses designed to broaden their education and engage them in research culminating in a thesis. Honors College students enjoy priority registration, small classes of less than 20 students, challenging courses not offered through regular departments, and a special citation on the diploma at graduation. They also have the option of living on the Post Hall Honors floor. Those who complete the Honors College requirements graduate both from the college that houses their major and with a diploma citation and a medallion from the Honors College. The Honors College is designed for academically motivated students. It is possible to enter the college as a freshman, sophomore, or junior. Students find the Honors College to be a transforming experience. Classes are small and taught by engaging faculty members who are eager to explore ideas through thought provoking readings and seminar-style discussions. Honors courses encourage writing and oral presentations. Many satisfy writing across the curriculum requirements. The "Honors Green" program provides students who take 6 credits (2 courses) devoted to "sustainability" with a university-supported week-long adventure in an American national park along with honors students from universities around the country. This is organized by the National Collegiate Honors Council, in which we hold membership. Study/travel courses abroad are also popular options for Honors College students who may earn up to six (6) honors advanced elective credits. On the most advanced level, every student in the Honors College works with a faculty mentor in their major on research leading to the completion of an undergraduate thesis. Most students find this to be the best professional credential that they can earn, whether they are seeking admission to graduate school or the job market. The Honors College is a community. Students have the use of an elegant honors lounge in the mansion that was originally the home of the Post family. They are welcome to study, meet friends, run seasonal parties, use computer facilities, and join with the faculty as equal voting members of the Honors Advisory Board that chooses honors advanced elective courses. In the Honors College student ideas and leadership are at the heart of our mission to broaden and advance student learning.
HONORS COLLEGE CURRICULUM

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

ADMISSION REQUIREMENTS

High school students are admitted with an average of 90 or above with a combined SAT score of 1250 or higher (critical reading must be at least 590) or an ACT score of 26 or higher. Naturally, in a college that focuses on the individual, students are welcome to present variations on these requirements to the Honors Director. We are more interested in the person than the scores. Continuing Post students may enter as sophomores with a 3.2 GPA freshman year or as juniors with a 3.4 or higher GPA. Transfer students are accepted with at least a 3.2 (freshman) or 3.4 (sophomore) GPA.

CORE COURSES AND EQUIVALENCES

Art 301, 302 = Art 31, 32
Art 303, 304 = Art 59, 60
Astronomy 301, 302 = Astronomy 9, 10
Biology 301, 302 = Biology 103, 104
Chemistry 301, 302 = Chemistry 1, 2
Communication Arts 303, 304 = Communications 9 (Students may take 1 semester only)
Earth & Environmental Science 301, 302 = Earth & Environmental Science 1, 2
Economics 303, 304 = Economics 10, 11
English 303, 304 = English 1*, 2* (Honors College students may not enroll in ENG 1, 2. ENG 303, 304 includes the literature content of ENG 7, 8. Students who have AP credit for English language and literature may take ENG 303, 304 to replace ENG 7, 8.)
Geology 301, 302 = Geology 1, 2
Geography 303, 304 = Geography 1, 2
History 303, 304 = History 1, 2
Nursing 303, 304 = NRS 100, 101
Philosophy 303, 304 = Philosophy 25, 26
Political Science 303, 304 = Political Science 26, 27

PARTICIPATION REQUIREMENTS:

Four-Year Participant
27-29 credits total distributed over four years.
Freshman and Sophomore Years
12 - 14 credits: Honors core courses (301, 302, 303, 304)
3 credits: Honors Elective (Sophomore year ONLY)
Junior year
3 credits: Honors Elective (fall semester)
3 credits: Tutorial (spring semester)
Senior year
3 credits: Thesis, (fall semester)
3 credits: Honors Elective (fall or spring semester)

Three-Year Participant
18-20 credits total distributed over three years.
The three year option is open to continuing and transfer students and those majoring in Musical Theatre, Music, Music Education, Dean's Scholar and Sanford Scholar students.
Sophomore year
6-8 credits: Honors core courses (301, 302, 303, 304).
Junior year
3 credits: Honors Elective (fall semester)
3 credits: Honors Tutorial (spring semester)
Senior year
3 credits: Honors Thesis (fall semester)
3 credits: Honors Elective (fall or spring semester)

Two-Year Participant
12 credits total distributed over two years. The two year option is open to transfer students and continuing students who meet eligibility requirements.
Junior year
6-8 credits: Honors courses (either core or electives).
3 credits: Honors Elective (fall semester)
3 credits: Tutorial (spring semester)
Senior year
3 credits: Thesis (fall semester)
3 credits: Honors Elective (fall or spring semester)

Merit Fellowship

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

Art 301 Pottery & Ceramic Sculpture - Honors
General study in the methods of structuring clay, hand building, throwing on the potter’s wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing and firing techniques.
Must be in Honors College
Credits: 3
Every Fall

ART 302 Pottery & Ceramic Sculpture 2 - Honors
General study in the methods of structuring clay, hand building, throwing on the potter’s wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing and firing techniques.
Must be in Honors College
Credits: 3
Every Fall

Art 303 Survey of World Art 1
A chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from prehistoric times to the beginning of the European Renaissance. Cross-listed with ART 59.
Students enrolled in this course as ART 303 for Honors credit will have an additional project. Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.
Must be in Honors College
Credits: 3
Every Fall

Art 304 Survey of World Art 2
A chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from the Renaissance to the modern period. Cross-listed with ART 60.
Students enrolled in this course as ART 304 for Honors credit will have an additional project. Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.
Must be in Honors College
Credits: 3
Every Spring

Astronomy 301 Our Violent Universe I - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. The course will also serve as an introduction to basic topics including gravity and light. The question of mankind’s place in the Universe as well as the importance of scientific inquiry will be addressed.
Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Must be in Honors College
Credits: 4
Alternate Years

Astronomy 302 Our Violent Universe II - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. The course will also serve as an introduction to basic topics including gravity and light. The question of mankind’s place in the Universe as well as the importance of scientific inquiry will be addressed.
Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Prerequisite of AST 301 is required.
Credits: 4
Alternate Years

Chemistry 301 Chemistry in Daily Life I - Honors Core
An introduction to principles of chemistry, including a study of atoms, molecules, atomic and molecular structure, chemical bonding and reactions. These principles are used to explain current topics in chemistry, such as air and water pollution, food additives, drugs, polymers and chemical toxicology. The laboratory emphasizes applications of chemical principles. The course can be used for Science Core credit.
Three hours lecture, three hour laboratory.
Prerequisite of Honors Program is required.
Credits: 4
Alternate Years

Chemistry 302 Chemistry in Daily Life II - Honors Core
A continued study of the principles of chemistry, including electron transfer, nuclear fission/fusion and basic organic reactions. These principles are used to explain current topics in chemistry, such as drug design, polymers, fuel cells, forensic chemistry, biochemistry and genetics. The laboratory utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 1 or CHM 301 is required.
Credits: 4
Alternate Years

Biology 301 General Biology I - Honors Core
This course is an examination of basic life processes including molecular and cell biology, genetics and the functioning of the human organism. Students are encouraged to think creatively and critically about topics studied, such as current issues concerning DNA, genes, chromosomes and disease as they relate to man.
Three hours lecture, three hours laboratory.
Prerequisite of Honors Program is required.
Credits: 4
Alternate Years

Biology 302 General Biology II - Honors Core
The course focuses on a consideration of the diversity of organisms on Earth, including ecology, evolution, systematics and the major groups of living things. Relevance of these topics to issues of general human concern will be explored through readings and discussion. These issues include human evolution, sociobiology, scientific creationism, and such environmental problems as the extinction of species and the decimation of tropical ecosystems.
Three hours lecture, three hours laboratory.
Prerequisite of Honors Program is required.
Credits: 4
Alternate Years

Biology 303 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas. Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.
Must be in Honors College
Credits: 3
Every Fall

Biology 304 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas. Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.
Must be in Honors College
Credits: 3
Every Spring
Climate regions; and factors determining patterns of demographic distribution, problems of overpopulation, with detailed treatment of population geography such as world demographic evolution on the planet and the various 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

English 304 World Literature II - Honors Core
This course is an Honors version of the same material covered in ENG 7 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 304 may not take ENG 8. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Student must be in Honors College.
Not open to students who have taken ENG 8.
Credits: 3
Every Spring

Geography 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 evolution 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

Geography 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

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

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

**History 303 Civilization from the Ancient World to the 18th Century - Honors Core**
A general but high-level seminar, this course a study of the most important social, political and religious developments of societies in Europe and surrounding regions from the ancient period to the 18th century - especially those developments which continue to influence the modern world. Together students examine not just individuals, events and institutions, but cultural values, social patterns, and the place of European communities in the broader context of human society. Students also consider the way people have used such communities and their "civilization." This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.
Must be in Honors College
Credits: 3
Every Fall

**History 304 European History from the French Revolution - Honors Core**
A general survey of European politics, economic institutions, religion, culture, and ideas form the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.
Must be in Honors College
Credits: 3
Every Spring

**Nursing 304 Nutrition in Nursing - Honors**
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will be discussed. Cross-listed with NRS 140. Students enrolled in this course as NRS 304 for Honors credit will have an additional project.
Corequisite or prerequisite of BIO 8 is required.
Open to Honors College students only
Credits: 3
Every Spring

**Philosophy 303 History of Ancient Philosophy - Honors Core**
The course begins with an introduction to the history of ancient Greek philosophy from the pre-Socratics to the Hellenistic philosophers. Some instructors emphasize the cultural environment in which ancient Greek philosophy originated, connecting philosophy to the other disciplines; i.e., literature and the arts, politics, etc. Some instructors discuss the non-Western ancient traditions, in particular Buddhism, Confucianism and Taoism. And some instructors introduce the time-frame of the course to include some of the great Medieval philosophers, such as Augustine and Aquinas. The core of the course generally consists of a reading and discussion of the major writings of Plato and Aristotle. Equivalent to PH 25 for Honors Program students. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Must be in Honors College
Credits: 3
Every Spring

**Philosophy 304 History of Modern Philosophy - Honors Core**
This course is an introduction to the history of modern philosophy from the Renaissance to the end of the 19th Century. The course usually begins with a discussion of the origins of modern science and early modern philosophy (i.e., Descartes). The core of the course generally consists of a reading and discussion of the representative writings of the great modern philosophers (i.e., Spinoza, Leibniz, Locke, Hume, Berkeley, Kant). Some instructors stop at Kant and the 18th Century, while others include 19th Century figures (i.e., Hegel, Marx, Mill, Kierkegaard, Nietzsche), and even some American figures (i.e., Emerson and William James). Equivalent to PH 26 for Honors Program students. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Must be in Honors College
Credits: 3
Every Spring

**Political Science 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

**Political Science 304 European Political Theory II - Honors Core**
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Machiavelli to the modern world. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Must be in Honors College
Credits: 3
Every Spring

**Psychology 301 Principles of Psychology - Honors Core**
This course is an introduction to the scientific study of behavior with emphasis on the physiological basis of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken Psychology 101 or 102. Three hours lecture, three hours laboratory. Corequisite of PSY 301L is required.
Credits: 4
On Occasion

**Sociology 303 Introduction to Sociology - Honors Core**
This course provides an in-depth survey of the major theories and concepts of sociology including analyses of social structure, social interaction, socialization, normative and deviant behavior. It traces the development of sociology through the often competing theories of Marx, Weber, Durkheim, Mead, Mills, Merton, Goffman and...
others. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum. Must be in Honors College  
Credits: 3  
Every Fall

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

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

Cinema 360 Honors Advanced Elective  
Honors Advanced Elective - Please consult the Honors website for complete description. Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.  
Credits: 3  
Every Spring

Communications 359 Topics in Communications  
This is an Honors advanced elective in Communications. The topic varies, depending on the research interest of faculty, and the interests of current students. Prerequisite of Sophomore, Junior or Senior status, a Non-Major, and must be in the Honors College are required.  
Credits: 3  
On Occasion

Communications 360 Topics in Communications  
This is an Advanced Honors Elective. Topics vary depending on faculty and student interests. Prerequisite of Sophomore, Junior or Senior status, a Non-Major, and must be in the Honors College are required.  
Credits: 3  
On Occasion

Education 360 Activism in the Age of Globalization  
In an age of increasing economic inequalities, consumerism, corporatization, wars, ethnic/racial conflicts, fundamentalism, and climate change, how can we use the tools of this new age to educate ourselves and the public for a more inclusive, humane and equitable world? This course takes an interdisciplinary approach towards considering this important question of activism in an age of globalization. Simultaneously, since activism always involves local actions, the course will also examine various forms of local activism in the US such as black lives matter, women’s march, me too, standing rock protests, youth activism against gun violence, immigration activism, etc. This course will require students to examine and create forms of cultural production, such as the internet, video, film, performance, and music, to engage in their own activism.  
This course is especially suitable for students who are interested in using various platforms as tools for public education and activism in the following majors: education, media arts, theater arts, liberal arts, public service, sociology, business and information science etc.  
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.  
Credits: 3  
On Occasion

English 359 Adaptive Mystery  
Murder mysteries are told in several genres, but successful works always observe a number of conventions of playing fair with the reader or viewer. We will identify these conventions. In particular, the course will explore successful mysteries (particularly of the golden age in the thirties and forties) in novels, plays, and films. The focus will be on changes made when a story is adapted from one genre to another: changes that are conventional, changes that were good or bad ideas for improvement, and changes required by format change. Sometimes we will deal with the full work in more than one genre. At other times, we will consider one full version and selections or clips from another.  
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.  
Credits: 3  
On Occasion

English 360 Introduction to Hispanic Women Writers  
This course presents the writings (in English translation) of a select group of prominent female authors from Latin America with the goal of understanding and appreciating their works for their literary value and for the concerns they express within the context of a patriarchal culture. Included are several key pieces by major women writers outside of the Hispanic world who have influenced the authors under consideration. Finally, an examination of the evolution of the ideas presented is meant to determine what, if anything, has changed since the seventeenth century Mexican nun, Sor Juana Inés de la Cruz, found herself forced to justify to her superiors her own as well as other women’s rights to intellectual freedom.  
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required.  
Credits: 3  
On Occasion

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

Management 360 Lean Innovation and Entrepreneurship  
This is an interactive hands-on course that immerses students in real-world aspects of starting a business. Rather than creating a business plan, students learn “lean” methods of testing and adapting business ideas to determine if there is a viable business opportunity. Students collaborate as interdisciplinary teams, form companies and select business ideas (the teams may be formed prior to class or at the outset of the course).  
Our goal, within the constraints of a classroom and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and demands of the real world in an early stage start up. You’ll work in teams learning how to turn a great idea into a great company. You’ll learn how to use a business model to brainstorm each part of a company and customer development to get out of the classroom to see whether anyone other than you would want/use your product. Finally, based on the customer and market feedback you gathered, you would use agile development to rapidly iterate your product to build something customers would actually use and buy. Each day will be a new adventure outside the classroom as you test each part of your business model and then share the hard earned knowledge with the rest of the class.  
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.  
Credits: 3  
On Occasion

Marketing 359 Marketing Metrics for Business Success  
In this seminar course students learn how to develop and execute marketing plans to satisfy the needs of target consumers with their own products. Consumers are divided into market segments based on their preferences for product features and price. Students must analyze each market segment and decide what kind of new customers they want to acquire while also considering the loyal customers they must retain. A successful go-to-market strategy requires careful consideration of a variety of independent factors. Students allocate sales and marketing resources for selected target segments including setting the level of spending on marketing communications and market research. Ultimately, students should achieve a sustainable revenue stream to maximize cumulative profit for the company. Tailor-made hands-on simulations and research projects will be used to engage
numerous films, television shows, and novels from the ancient world to the present. In our time, in life. Myths have inspired countless generations, made sense out of their world, and sought meaning. Mythology is the primary way in which people have addressed a question developed by the class regarding the development of a thesis. In "Democratic Vistas," Whitman envisioned a non-violent, and incapable of perpetuating itself. Whitman proclaimed that "democracy infers such loving comradeship" as its most inevitable twin or counterpart, without which it will be incomplete, in vain, and incapable of perpetuating itself. As he wrote in an 1860 civil war poem, "affection shall solve the problems / of freedom yet." We will read closely and discuss critically Whitman's vision of the profound and healing inexpressibility of the erotic body and the body politic. Lamenting the "hollowness of heart" and the "conflicting and irreconcilable interiors" which, he warned, threatened to eat up his America "like a cancer," Whitman envisioned a non-violent, "programatic" reconstruction of ordinary everyday life based on "affection, see the world, the purpose of existence, human nature, and the good. The course will make extensive use of audio-visual media, including short films. Prerequisite of Sophomore, Junior or Senior status and in Honors College are required. Credits: 3

On Occasion

**Philosophy 360 The Psychology of Aggression**

What is aggression? How is it defined and measured from a psychological point of view? In this course, we address these questions and more. We begin our study into the psychology of aggression by looking at aggression has been defined over time and across theoretical perspective (i.e., psychoanalytical, behavioral, social cognitive). After situating aggression theoretically, we address individual differences (e.g., personality, gender, developmental differences, life experiences) that might predict aggression. After we discuss some aspects of the people in aggressive situations (the victim and the aggressor), we look at aggression in a variety of contexts (e.g., bullying in schools; relational aggression in adolescence; media and social media; family contexts; romantic relationships; the workplace). We also discuss research-based strategies for reducing aggressive behaviors. Finally, as a class, we develop and conduct an empirical research study designed to address a question developed by the class regarding aggression. Prerequisite of Sophomore, Junior or Senior status and in Honors College are required. Credits: 3

On Occasion

**Sociology 359 Feminist Theories of Gender & Sexuality**

This course is an introduction to the terrain of theoretical debates regarding sex and gender differences, the origins and institutionalization of gender inequality, and the intersection of sexism, racism, and heterosexism. This course will explore global issues related to feminist theory and the struggles for gender equality. We will also consider new theoretical directions that integrate feminist, queer, and critical race theory. Course material focuses less on women's movements or women's lived experiences, and more on theories that help to explain the persistence of gender inequality after more than a century of women's movement activism in the US.

**Objectives:**

By the end of the term, the students will be able to:

- Understand feminist sociological theories of gender inequality.
- Apply the concept of social construction to race, gender, and ethnicity.
- Utilize gender theory to discuss the intersections of sexism, racism, and heterosexism.

Prerequisite of Sophomore, Junior or Senior status and in Honors College are required. Credits: 3

On Occasion

**Honors Tutorial & Thesis**

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

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

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

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

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

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

Undergraduate Degrees

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

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

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

Academic Load and Class Standing

Full-time students in good academic standing may carry 12-18 credits during each fall and spring semester. A student taking 19 or more credits in the regular semester must be in good academic standing and obtain the signature of his/her Success Coach/Enrollment Services Coach and major department chair on the registration card. For any credits taken above 18, students will be charged additional tuition at the per-credit rate.

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

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

Grading and GPA Calculation

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

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

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

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

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

Required courses in which a grade of F was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those students who are on academic probation. The Academic Standing Committee will evaluate the status for any student who fails the same required course twice. Students are responsible for monitoring their major and cumulative averages to ensure they are meeting their requirements for graduation, as well as the requirements for satisfactory academic progress.

Pass/Fail Option

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

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

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

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

Students may choose the P/F option up to the 10th week of the regular semester as specified in the academic calendar. Changes will not be considered after the deadline date.

To graduate with honors, a student must take at least 54 credits at LIU Post, not including courses taken on a Pass/Fail basis or Life Experience credits. Students in the Program for Academic Success may not take courses on a Pass/Fail basis.

Quality Points and Grade Point Average (GPA)

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

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.00 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C, 1.667 for grade C-, 1.000 for grade D.

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

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

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

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

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

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

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

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January and May. Candidates for graduation are required to notify the University Registrar of their intended date of graduation by filing an on-line degree application at least three months in advance. Please consult the Academic Calendar, which is available on the campus website at http://liu.edu/CWPPost/Enrollment-Services/Registration/Academic-Calendar, for deadline dates.

Assuming they clear for graduation, students who file their degree application after the specified graduation deadline may have their degree awarded at the following conferral, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

The final 30 hours of credit must be earned in academic residence (regular attendance). A minimum of 9 credits of the requirements for a major and a minor must be completed at LIU Post. Full-time students should complete degree requirements within five years.

The Academic Standing Committee is the final arbiter of all matters of academic standing, such as waivers of and substitutions for graduation requirements.

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

Graduation with Honors
Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 54 credit hours (not including courses taken on a Pass/Fail basis or Life Experience credits) must be earned in academic residence at LIU Post for the student to qualify for honors.

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

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

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

Absence from Final Examination
Students who are absent from a final examination must:
1. notify their professor or department chair within 24 hours of the reason for the absence, and
2. request permission from the professor to take a deferred final examination.

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

Academic Probation, Suspension and Dismissal
Students will be placed on academic probation in any one of the following circumstances:
1. The student’s cumulative average (LIU courses only) falls below the following thresholds (higher for some majors):
   - 1.8 if they have accumulated up to 29 credits
   - 1.9 if they have accumulated 30 to 59 credits
   - 2.0 if they have accumulated 60 credits or more
2. the student’s major average falls below the minimum required by the major department or program;
3. the student’s semester average falls below 2.00;
4. the student does not complete at least half of the credits for which he or she originally registered in any given semester.

A student who remains on probationary status for two semesters will be suspended from their academic program or university by the Academic Standing Committee. Students on probation must comply with the following stipulations:
1. they may not register for more than 12 credits; or
2. for 13 credits if one of the courses includes a laboratory science, or is POST 101;
2. they may register for one course (or up to 4 credits) credits per summer session;
3. they may not receive a grade of UW or F in any courses;
4. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

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

Generally, suspensions and dismissals based on University or departmental minimum requirements are determined after the spring semester. Students may appeal their suspension or dismissal to the Academic Standing Committee. Students who are suspended/dismissed at that time may not attend summer sessions or the following fall semester at LIU Post, and must observe the following procedure when seeking readmission:
1. Submit an application for readmission to the Office of Admissions.
2. Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
3. Submit a letter of appeal to the LIU Post Academic Standing Committee.
4. Provide an official transcript with 6-12 credit hours completed outside the LIU system with a 2.75 minimum GPA (students should refer to their Academic Standing letter for the specific number of credits required). If readmitted, they will be permitted to return to LIU Post for one semester on probation.

Any student who is readmitted on probation after suspension must comply with the stipulations outlined by the Academic Standing Committee to return to good standing. Failure to comply with these stipulations will result in the student’s academic dismissal from the institution, or from their department/program.

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

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

Student Conduct
Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for suspension of a student from a class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem can be referred to LIU Promise or the Dean of Students’ Office if the faculty member sees fit.

In instances where a faculty member or an academic department requires Department of Public Safety assistance, the faculty member or academic department will report the incident to the Department of Public Safety so that a report can be generated. A faculty member, chair or dean also has the right to make a formal grievance against a student by filing a written statement with the Dean of Students office. The information will then be reviewed by the Dean of Students’ designee to determine whether or not any violations of the Ethos Statement and Code of Conduct were committed. When applicable, the student will then proceed through the established Student Conduct adjudication process. In addition, the appropriate dean will also be notified of the incident. Final determination as to whether or not the student will be permitted to continue to remain as a member of the class, department or school would be the decision of the dean or their designee.

For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook, which is updated annually. It is also available on the LIU Post website.

Academic Conduct Policy

Ethos Statement
LIU Post is committed to the advancement of learning and service to society. Its educational mission reflects a commitment to intellectual rigor, social justice, and an active engagement of contemporary issues. Working together as a community, students, faculty, and administrators help foster a campus atmosphere that advances the mission of the campus.

The principles of the LIU Post mission statement challenge students to strive for excellence, to become men and women in service to others, to integrate curricular and co-curricular learning, to develop talents through discovery and reflection, and to be concerned for the welfare of each person. To achieve these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness. These characteristics are essential to ensure the rights and privileges of all students and faculty to preserve the academic integrity of our educational community.

The following standards of academic conduct are designed to foster the highest ideals of academic integrity. These standards, or set of responsibilities, are intended to clarify expectations for students and instructors. Adherence to these standards by all members of the campus community promotes excellence in teaching and learning.

Students are accountable for adhering to all regulations in the LIU Post Student Handbook. The most current version of the Code of Conduct can be found at www.liu.edu/post/studenthandbook.

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

Descriptions of these standards along with the disciplinary and appeals processes for students found responsible for violating them can be found at www.liu.edu/cwpost/academicconduct.

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

Academic Integrity
Plagiarism is the use or presentation of ideas, works, or work that is not one’s own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds.

Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one’s submission as his/her own work; using written, verbal, electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the examination); or knowingly providing such assistance to aid other students.

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

Appeals Process
Level One
A student accused of any academic violation has the right to an appeal. However, the student must be aware that for Level One violations, only the grade can be appealed. An appeal will automatically create a first offense even if the instructor had decided that no institutional awareness of this incident was necessary.
1. If the student disputes the instructor’s decision,
s/he can seek a solution from the chair of the department involved.
2. If still not satisfied, student meets with appropriate dean or the dean’s designee for a solution. The student will be notified in writing of the dean’s decision within seven (7) business days.
3. If the student wishes to request an appeal to the outcome of his or her case, the student must submit an Appeal Request Form (pdf, doc) to the chair of the Faculty Student Appeals Board within three (3) business days after receiving the dean’s letter.
4. The Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this board is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and, if applicable, the University Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Campus Life.

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

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

---

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

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

**Additional Academic Policies**
Respective academic departments may have additional academic policies. Exceptions to academic policy provisions may be made only with written permission from the appropriate dean.

**Related Curricular Matters**

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

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

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

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

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

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

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

**Minors**
Students can elect to complete one or more academic minors as part of their academic degree program. Students pursuing a minor are required to fulfill the course and minimum credit requirements listed by the academic department. A 2.00 minor subject average (higher in some areas) is also required to complete the minor. A minimum of 9 credits of the requirements for the minor must be completed at LIU Post.

**Cross-Referenced Courses**
Cross-referenced courses may be applied only once to a student’s program/plan; students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the student’s permanent record. For example, a student majoring in finance and taking FIN 65 (cross-referenced as ECO 65) cannot also receive credits for ECO 65, which is a liberal arts requirement.

**Course Numbers**
Courses numbered from 1 to 299 are for undergraduates only.

- Courses numbered 300 to 399 are Honors College courses.
- Courses numbered 400 to 409 are special, undergraduate multidiscipline courses. Courses 500 and above are for graduate students and are described in the graduate bulletin.

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

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

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

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

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

LONG ISLAND UNIVERSITY
INSTITUTIONAL LEARNING GOALS

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

1. CREATIVE AND REFLECTIVE CAPACITIES. Openness to new ideas and appreciation of integrative and reflective thinking, investigation, and synthesis of existing knowledge as a way of creating and critiquing original, innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge.

2. HISTORICAL AND INTERCULTURAL AWARENESS. Recognition of oneself as a member of a global community consisting of diverse cultures with unique histories and geographies.

3. QUANTITATIVE AND SCIENTIFIC REASONING. Competence in interpreting numerical and scientific data in order to draw conclusions, construct meaningful arguments, solve problems, and gain a better understanding of complex issues within a discipline or in everyday contexts.

4. ORAL AND WRITTEN COMMUNICATION. Knowledge and skill in proficiently composing and comprehending complex ideas through a range of media in a variety of contexts and disciplines for specific purposes and audiences.

5. INFORMATION AND TECHNOLOGICAL LITERACIES. Cognitive and technical ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information.

6. CRITICAL INQUIRY AND ANALYSIS. Capacity for reflective assessment and critique of evidence, applying theory, and practicing discernment in the analysis of existing ideas and in the production of new knowledge across a broad array of fields or disciplines.

7. ETHICAL REASONING AND CIVIC ENGAGEMENT. Ability to evaluate ethical issues in conduct and thinking, to demonstrate ethical self-awareness, and to consider various perspectives that foster responsible and humane engagement in local and global communities.
CORE CURRICULUM

Designed by faculty of LIU Post, the core curriculum equips students with broad-based knowledge to prepare them to succeed in their academic studies and future careers. Through this high-quality curriculum students will have the opportunity to reach their intellectual potential, to contribute to society in meaningful ways, and to face the challenges of an increasingly complex world.

The core curriculum ranges from 32 to 34 credits, depending on the student’s major. Courses are distributed over ten core knowledge areas and aim collectively to provide proficiency in the following ten fundamental skill areas:

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

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

• **Oral Communication**: Oral communication entails either the formal or informal presentation of information or ideas in clear, compelling, and systematic ways that engage the audience and promote full understanding.

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

• **Quantitative Reasoning**: Quantitative reasoning entails the skilled application of basic numerical fluency to a wide array of authentic contexts and involves competency in working with numerical data. It includes solving quantitative problems and decoding and evaluating the data presented in charts, graphs, and tables.

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

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

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

• **Ethical Reasoning**: To engage in ethical reasoning means to think critically about right and wrong human conduct. It requires students to be able to assess their own ethical judgments, the judgments of others, and the prevailing values and norms of their time and place. It includes an open-minded but critical assessment of how different ethical problems might be viewed from various perspectives.

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

• **Information Literacy**: Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

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

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

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

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

  *Learning Objective*: Students will combine or synthesize existing ideas, images, or disciplines in original way(s) either by making or appreciating creative work.

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

  *Learning Objective*: Students will place diverse understandings of social justice in their corresponding cultural contexts and exhibit empathic and aesthetic understanding of diverse ways of life.

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

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

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

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

Students select from a variety of courses in these areas. Each of the courses also treat one or two core skills. The following guidelines should be used in selecting courses:
1. Courses in the core curriculum may not be taken on a Pass/Fail basis.
2. Students should see their academic counselors to develop a plan of study.
3. Transfer students only: Previous college coursework may substitute for core courses with academic counselor's approval.
4. Students in the Honors College may take the Honors College equivalent of these courses to satisfy their core curriculum requirements.

**Core Courses**

1. **First-Year Seminars and Post 101 (4 credits)**
   - Providing an emphasis upon the intellectual transition to college, first-year seminars focus on oral communication and critical reading skills taught in the context of theme-oriented academic courses specifically designed to meet the needs of first-year students. The content of these courses varies by discipline, but each course is limited to twenty students and linked in a learning community with a section of Post 101. First-Year Seminars involve intensive faculty mentoring and provide a source of support and insight to students who are encountering the new responsibilities connected to college life. First-Year Seminars can also be used to fulfill major requirements or can be used as electives, including, in many cases, liberal arts electives. Post 101 is best understood a one-credit course preparing first-year students for the challenges of college life. It emphasizes engagement with the campus community as a preparation for engagement with the world as an active, informed citizen. Weekly hour-long class meetings emphasize a holistic approach to learning and introduce students to the behavior, foundational skills, and intellectual aptitudes necessary for success.

2. **First-Year Writing (6 credits)**
   - All students must satisfactorily complete ENG 1, 2. Students in the Honors College may satisfactorily complete ENG 303, 304 to satisfy this competency.

3. **Post Thematic Core Curriculum (19-20 credits)**
   - The thematic core curriculum is designed to introduce students to fundamental knowledge related to self, society and the natural world. Students enroll in courses in unique thematic clusters with a wide range of courses from various disciplines. Students take one course from each thematic cluster with a choice to take two from one cluster. Students must take at least one course from the Humanities and the Arts, one from Social Sciences and one from the Sciences and may not take more than two courses from any one discipline among the thematic clusters. The total number of credits in the thematic clusters may be twenty credits if students elect to take a second laboratory science.

4. **Scientific Inquiry and the Natural World (4 credits)**
   - Courses within Scientific Inquiry and the Natural World introduce students to the systematic process of exploring the natural and physical world. Students will develop their critical thinking and quantitative reasoning skills as they apply to their subject area. They will make observations and ask questions that lead to the formulation of testable hypotheses, analyze information collected, and draw conclusions. Additionally, courses might investigate the ethical, social, or cultural implications of scientific inquiry. **Learning goals: Inquiry and Analysis & Quantitative Reasoning.**
   - 4 credits required from one discipline: Astronomy, Biology, Chemistry, Earth Science, Geology, Physics or Psychology. A 3- or 4-credit course may be taken as a choice in the additional course category.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 9</td>
<td>Introductory Astronomy I (with AST 9A)</td>
<td>4</td>
</tr>
<tr>
<td>AST 10</td>
<td>Introductory Astronomy II (with AST 10A)</td>
<td>4</td>
</tr>
<tr>
<td>AST 301</td>
<td>Our Violent Universe I</td>
<td>4</td>
</tr>
<tr>
<td>AST 302</td>
<td>Our Violent Universe II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1</td>
<td>Foundations of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2</td>
<td>Foundations of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 5</td>
<td>Foundations of Biology: Ethology, Ecology, and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1</td>
<td>Introduction to Forensic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2</td>
<td>Introduction to Forensic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ERS 1</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Planet Earth</td>
<td>4</td>
</tr>
<tr>
<td>ERS 3</td>
<td>Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>ERS 4</td>
<td>Environmental Sustainability Science</td>
<td>4</td>
</tr>
<tr>
<td>ERS 301</td>
<td>Global Environment I: Atmosphere, Weather, Environment</td>
<td>4</td>
</tr>
<tr>
<td>ERS 302</td>
<td>Global Environment II</td>
<td>4</td>
</tr>
<tr>
<td>EVS 4</td>
<td>Environmental Sustainability Science</td>
<td>4</td>
</tr>
<tr>
<td>GLY 1/303</td>
<td>The Dynamic Earth</td>
<td>4</td>
</tr>
<tr>
<td>GLY 2/304</td>
<td>History of the Earth</td>
<td>4</td>
</tr>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 4</td>
<td>University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 11</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 12</td>
<td>College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 16</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHY 40</td>
<td>Electrical Circuits Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 41</td>
<td>Circuit Analysis and Control Theory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 301</td>
<td>Physical Universe and Imagination I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Physical Universe and Imagination II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introductory Psychology with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

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 and Critical Thinking.**

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

(6) Perspectives on World Cultures (3 credits)

Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectedness 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.**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 2</td>
<td>Human Society</td>
</tr>
<tr>
<td>ANT 35</td>
<td>Global Cultures</td>
</tr>
<tr>
<td>ART 1</td>
<td>Intro to Visual Arts: What Humans Make</td>
</tr>
<tr>
<td>ART 52</td>
<td>Inspired: Where Art and Academics Intersect</td>
</tr>
<tr>
<td>ART 53</td>
<td>Perspectives on World Cultures: Polyrhythms</td>
</tr>
<tr>
<td>CIN 5</td>
<td>The Art of Documentary</td>
</tr>
<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
</tr>
<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
</tr>
<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
</tr>
<tr>
<td>ENG 62</td>
<td>Love in the Western World</td>
</tr>
<tr>
<td>ENG 66</td>
<td>Growing Up in Another Country</td>
</tr>
<tr>
<td>ENG 71</td>
<td>Animate Nature</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
</tr>
<tr>
<td>ENG 144</td>
<td>Empathy and the Human Imagination</td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish American Fiction</td>
</tr>
<tr>
<td>ENG 201</td>
<td>The English Language</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Varieties of English</td>
</tr>
<tr>
<td>ENG 303</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
</tr>
<tr>
<td>ENG 304</td>
<td>World Literature II: From the Enlightenment to the Present</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Geography and the Global Citizen</td>
</tr>
<tr>
<td>GGR 61</td>
<td>Geography of Africa</td>
</tr>
<tr>
<td>GGR 70</td>
<td>Geography of the People's Republic of China and Taiwan</td>
</tr>
<tr>
<td>GGR 303</td>
<td>Human Geography: Man, Environment, Technology</td>
</tr>
<tr>
<td>GGR 304</td>
<td>Human Geography: Cultural/Demographic Environment</td>
</tr>
<tr>
<td>FRE 1</td>
<td>Elementary French: Language and Culture I</td>
</tr>
<tr>
<td>FRE 2</td>
<td>Elementary French: Language and Culture II</td>
</tr>
<tr>
<td>FRE 3</td>
<td>Intermediate French: Language and Culture I</td>
</tr>
<tr>
<td>FRE 4</td>
<td>Intermediate French: Language and Culture II</td>
</tr>
<tr>
<td>HIS 1</td>
<td>The West and the World to 1750</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World since 1750</td>
</tr>
<tr>
<td>HIS 3</td>
<td>American Civilization to 1877</td>
</tr>
</tbody>
</table>
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.**

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

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

Courses within Self, Society, and Ethics offer a systematic and critical
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.**

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

(9) Quantitative Reasoning (3-4 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 303</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 304</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Crime, Guilt, and Atonement</td>
<td>3</td>
</tr>
<tr>
<td>ENG 108</td>
<td>African-American Literature of the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 141</td>
<td>Literature of the Working Class</td>
<td>3</td>
</tr>
<tr>
<td>ENG 161</td>
<td>Melville and Power</td>
<td>3</td>
</tr>
<tr>
<td>ENG 166</td>
<td>Rebels, Riots, and Resistance in America</td>
<td>3</td>
</tr>
<tr>
<td>ENG 188</td>
<td>Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>GGR 1</td>
<td>The Geography of Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>HIS 128</td>
<td>History of American Capitalism</td>
<td>3</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 4</td>
<td>Political Psychology</td>
<td>3</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 304</td>
<td>European Political Theory II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 18</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 35</td>
<td>Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 7</td>
<td>Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Class and Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 37</td>
<td>Conflict and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 55</td>
<td>Immigration and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 60</td>
<td>Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SOC 304</td>
<td>Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>WLT 37</td>
<td>The Making of the Superhero</td>
<td>3</td>
</tr>
<tr>
<td>WLT 41</td>
<td>The Literary Origins of Putin’s Russia</td>
<td>3</td>
</tr>
<tr>
<td>WLT 74</td>
<td>Living “la Vida Loca”: Insights into Latin American Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

(9) Quantitative Reasoning (3-4 credits)

**Requirements for Transfer Students**

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

2. No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:
   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 a conviction that thought and language are inextricably allied – that one cannot properly claim to know any subject matter unless one can organize clear and coherent statements about it. In keeping with this belief, the program aims to ensure that all graduates can write persuasively in a disciplinary appropriate manner and employ writing as a means to further intellectual and professional efforts.

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

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

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

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

Course Registration

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

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

Changes to Class Schedule

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

Graduate Courses Open to Undergraduates

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

Admission of Undergraduate Students to Graduate Programs

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

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

Individual Instruction Classes

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

Maintenance of Matriculation

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

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

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

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, they will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Leave of Absence

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

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

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

In all such cases where an official leave of absence is not granted, the University is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid. A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a Leave due to medical reasons might be required to submit documentation before being eligible to re-enroll. When a student fails to return from a leave 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.
The University permits students to withdraw from a course, session, or term in the following manner: **Process through MyLIU**: Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the “Official Withdrawal Deadlines” section above.

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

**Withdrawal Impacts**

**Effective Date of Withdrawal**
The withdrawal date for a student who withdraws is the earlier date of:
- The date the student began the withdrawal process;
- The date the student otherwise provided the University with official notification of the intent to withdraw;
- The date the student is granted an official leave from the University with official notification of the withdrawal.

**Tuition Liability and Refund Policy**

**Official Withdrawals and Drops**: The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.

**Unofficial Withdrawals**: The student is responsible for all associated tuition charges and fees.

**Transcript/Ggrades**

- **Official Withdrawals**: A grade of W will be assigned for the course or courses and will appear on the student's transcript.
- **Unofficial Withdrawals**: A grade of UW will be assigned for the course or courses and will appear on the student’s transcript.
- **Drops**: The course or courses will neither be assigned for the course or courses and will appear on the student’s transcript.
- **Credits Attempted/Earned**
  - **Official Withdrawals**: The course or courses will be considered attempted but not earned.
  - **Unofficial Withdrawals**: The course or courses will be considered attempted but not earned.
  - **Drops**: The course or courses will neither be considered attempted nor earned.

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

**Financial Aid Adjustments**

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

**Residential Life**

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

**Future Enrollment**

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

**Special Program Participation**

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

**Alternatives to Withdrawal**

**Schedule Adjustments**
When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic dean, or the Office of Enrollment Services to see if accommodations can be made.

**Incomplete Grades**
For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the
university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

**Refund of Tuition in Cases of Withdrawal**

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

---

**Audit Policy**

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

**Transcript Requests**

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

**Option 1:**

**Currently Enrolled Students** - Login to the My LIU portal and select “Order Transcripts Online,” Cost: $15.00 per transcript.

**Option 2:**

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

**Option 3:**

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

**Option 4:**

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

If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request. The third party will be required to show photo id.

Essential information to be furnished should include:

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

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

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

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

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

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

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

### Rate Schedule

| Application Fee (non-refundable) | $50 |
| Tuition Deposit (non-refundable) | 200 |
| Bachelor’s Degree and Undergraduate Studies, 12-18 credits, per term | 18,226 |
| Bachelor’s Degree and Undergraduate Studies, per credit | 1,137 |
| Undergraduate Audit Fee, per credit | 569 |
| Dining Dollars, 9+ credits, per term | 75 |
| University Fee:
| 12+ credits, per term | 958 |
| Less than 12 credits, per term | 479 |
| Course Fees (additional fee per class):
| PE 116, 117, 118 | 375 |
| PE 165, 166 | 250 |
| PE 167 | 675 |
| ENG 13, 13X, 14, 14X | 800 |
| NUR 199, 295, 390, 492 | 500 |
| Intensive English Program (per term):
| IEP 500 (Fall/Spring) | 5,000 |
| IEP 500 (Summer) | 2,500 |
| IEP 502 | 2,500 |

### Other Fees:
- Orientation Fee (optional, non-refundable) | 275 |
- Late Registration Fee | 200 |
- First and Second Late Payment Fee | 100 |
- Third Late Payment Fee | 150 |
- Maintenance of Matriculation Fee | 100 |
- Returned Check/Credit Card Chargeback Fee | 25 |
- Replacement Student ID Card | 25 |
- Diploma Replacement Fee | 35 |
- Official Transcript, on demand, per request | 25 |
- Official Transcript, online, per request | 15 |

### Residence Life Rates

#### ACCOMMODATIONS (per term)
- Housing Deposit (non-refundable) | $300
- Single Room | 6,987 |
- Single Room* | 7,201 |
- Medical Single Room | 5,467 |
- Medical Single Room* | 5,692 |
- Double Room | 4,447 |
- Double Room* | 4,661 |
- Triple Room | 4,253 |
- Triple Room* | 4,457 |

* Temperature Controlled

#### Intersession Rate:
- Per Week | 296

#### MEAL PLANS (per term)
- Residential Meal Plan 1 (unlimited meals plus $300 dining dollars) | 2,727 |
- Residential Meal Plan 2 (14 meals per week plus $300 dining dollars) | 2,501 |
- Residential Meal Plan 3 (10 meals per week plus $300 dining dollars) | 2,265 |
- Dining Dollars+ Plan ($200 additional dining dollars) | 200 |
- Commuter Meal Plan 1 (25 meals plus $50 dining dollars) | 240 |
- Commuter Meal Plan 2 (50 meals plus $50 dining dollars) | 385 |

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

### Financial Policies

#### Payment Due Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Bill Available</th>
<th>Bill Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>June 1</td>
<td>1st Day of Classes</td>
</tr>
<tr>
<td>Winter</td>
<td>November 1</td>
<td>1st Day of Classes</td>
</tr>
<tr>
<td>Spring</td>
<td>December 1</td>
<td>1st Day of Classes</td>
</tr>
<tr>
<td>Summer</td>
<td>May 1</td>
<td>1st Day of Classes</td>
</tr>
</tbody>
</table>

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal.
selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time. Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education. To view your bill, log in to your MyLIU account. Your My LIU Student Center page will be displayed. Click on the “Account Inquiry” link from within the “Finances” section, and your balance will appear. To pay your bill online by using a credit card or check, click on the “Make a Payment” link from the Student Center home page, or from within the “Account Inquiry” section to access the My LIU Payment Gateway. The LIU Payment gateway a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

### Late Payment Assessment

<table>
<thead>
<tr>
<th>Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
</tr>
<tr>
<td>2nd Day of Classes</td>
<td>$100</td>
</tr>
<tr>
<td>30th Day of Term</td>
<td>100</td>
</tr>
<tr>
<td>60th Day of Term</td>
<td>150</td>
</tr>
<tr>
<td>Winter Term</td>
<td></td>
</tr>
<tr>
<td>1st Day of Classes</td>
<td>$150</td>
</tr>
<tr>
<td>Spring Term</td>
<td></td>
</tr>
<tr>
<td>2nd Day of Classes</td>
<td>$100</td>
</tr>
<tr>
<td>30th Day of Term</td>
<td>100</td>
</tr>
<tr>
<td>60th Day of Term</td>
<td>150</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
<tr>
<td>July 15</td>
<td>$150</td>
</tr>
</tbody>
</table>

### Liability Calendar

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

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

#### Traditional Fall/Spring Terms

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>0%</td>
</tr>
<tr>
<td>Week 2</td>
<td>25%</td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>75%</td>
</tr>
<tr>
<td>Week 5+</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Summer and Other Sessions Seven Weeks or Greater

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

#### Summer and Other Sessions Three to Seven Weeks

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1-2</td>
<td>0%</td>
</tr>
<tr>
<td>Day 3-5</td>
<td>50%</td>
</tr>
<tr>
<td>Day 6+</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Winter and Other Sessions Two Weeks or Less

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

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

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

The University offers the following payment plans each semester:

<table>
<thead>
<tr>
<th></th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Fee</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
</tr>
<tr>
<td>Enrollment Dates</td>
<td>Jun 15 - Oct 31</td>
<td>Nov 1 - Feb 28</td>
<td>May 1 - Jun 30</td>
</tr>
<tr>
<td>Balance Calculation</td>
<td>All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Payment</td>
<td>20% plus fee upon enrollment</td>
<td>20% plus fee upon enrollment</td>
<td>33% plus fee upon enrollment</td>
</tr>
<tr>
<td>Remaining Payments</td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Two equal monthly installments</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25 if payment is not received within 5 days of the scheduled due date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment Methods</td>
<td>Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Enroll</td>
<td>Log into your MyLIU account and select &quot;Make a Payment.&quot; Then log into the LIU Payment Gateway and select &quot;Payment Plans.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authorized User Access</td>
<td>Yes. You must first set up an authorized user.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Health Insurance

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

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

Enrollment Waiver Periods

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

Annual Rate

- Mandatory and Compulsory/Hard Waiver Students - $3,233*

NOTES:

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

*2018 - 2019 Rate
FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

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

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

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years. Determination of financial need is also based on the student’s enrollment status— a change in registration therefore may result in an adjustment to his or her financial aid.

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is 002751 and our New York State code is 0403). Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with an Enrollment Services counselor in addition to completing the FAFSA and TAP application.

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

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.2 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

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

AWARDS

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

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

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

PART-TIME EMPLOYMENT

LIU Career Connect

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

Resident Assistantships

Resident assistantships reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board. Applications and further information may be obtained from the Residence Life Office on campus.

ALL OTHER SOURCES OF AID

STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package. LIU’s New York State school code is 0403. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

New York State Tuition Assistance Program (TAP)

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

New York State Enhanced Tuition Awards (ETA)

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

Aid for Part-Time Study (APTS)

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

Arthur O. Eve Higher Education Opportunity Program (HEOP)

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

Additional State Programs

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


Military Enhanced Recognition Incentive and

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

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

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

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

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

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

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

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

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

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

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

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

Federal Supplemental Educational Opportunity Grants (SEOG)

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

Veterans Benefits

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

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 4.45% for undergraduate loans.
Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 unsubsidized loan for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

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

**Federal Direct PLUS Loan Program**

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

**PRIVATE LOANS**

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

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

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

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

**EMPLOYEE EDUCATION PLANS**

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

**Standards for Satisfactory Academic Progress (SAP)**

**Federal Financial Aid Programs**

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

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

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

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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-29</td>
<td>0 - 29</td>
<td>1.8</td>
</tr>
<tr>
<td>30-120</td>
<td>30 - 59</td>
<td>1.9</td>
</tr>
<tr>
<td>121-180</td>
<td>60 and above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Notes:**

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed and do not effect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for coursework that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

**New York State Awards**

**Tuition Assistance Program (TAP)**

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

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

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

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

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

### Standard Semester-Based Chart

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum credits accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4th</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5th</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>66</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>81</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>111</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Remedial Semester Based Chart

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum credits accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>3rd</td>
<td>9</td>
<td>1.2</td>
</tr>
</tbody>
</table>

### Notes:

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

### Enhanced Tuition Awards (ETA)

Award recipients selected by New York State must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a loan.

- Must meet annual income requirements ($125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.
CAMPUS LIFE AT LIU POST

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

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

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

To find out more about Campus Life, visit www.liu.edu/post/campuslife, call us at 516-299-3737, or email liupromise@liu.edu.

Athletics

The LIU Post Department of Athletics has been listed as one of the top Division II athletic program in the East Region each of the past six years, including a No. 10 ranking in the NACDA/Learfield Sports Director’s Cup Standings in 2013-14. The Pioneers have also captured six-consecutive East Coast Conference Commissioner’s Cups, which is emblematic of the league’s top program across its 25 championship sports.

Club Sports

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

Community Service and Interfaith Center

Our students give back to the local and global communities through service organizations, charity events and social awareness initiatives throughout the year. The LIU Cares initiative connects our 20,000 students, 3,500 faculty and staff, and 200,000 alumni to the power of service through volunteerism and community engagement. Visit liucares.org to find out more. Students can support a cause that is important to them or create their own. Our students devoted more than 60,000 hours in community service last year and donated over $75,000 to various charities. For more information on service opportunities, contact liucares.org or LIUPromise at 516-299-3737 or email liupromise@liu.edu.

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

Community Standards & Civic Engagement

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

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

Code of Conduct

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

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

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

Greek Life

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

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

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

Sororities:
- Alpha Epsilon Phi
- Alpha Xi Delta
- Delta Zeta
- Kappa Gamma
- Sigma Delta Tau

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

Living on Campus

As a LIU Post resident student, you will be part of an exciting college community that attracts students from all over the world. Eight campus residence halls of over 1000 students are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows you to become totally immersed in college life. You will enjoy the freedom of living on your own, while meeting new people and making lasting friendships. Living at LIU offers:
The department maintains and promotes respect for the individual rights and dignity of all persons and continually attempts to instill public confidence by maintaining a high degree of professionalism, dedication and expertise in the delivery of the service it provides.

### Annual Campus Security Report

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

### Emergency Management

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

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

### Recreational Sports

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

#### Benjamin and Elizabeth Abrams Communication Center

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

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

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

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

#### Center for Healthy Living

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

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

#### Digital Art and Design Lab

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

#### Digital Games Lab

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

#### Hillwood Commons

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

Hillwood Commons provides LIU Post students, faculty, staff and guests with a comfortable and accessible gathering place for all types of social activity, both formal and informal.

Hillwood Commons is adjacent to the Tilles Center for the Performing Arts. Hillwood Commons is open seven days a week, from 8:30 a.m. to midnight.

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

#### Jerrold Mark Ladge Speech and Hearing Center

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

#### LIU Post Community Arboretum

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

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

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

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

Pratt Fitness and Recreation Center

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

The center is home to an elevated running track, an 8-lane swimming pool, racquetball courts and a gymnasium that features basketball and volleyball courts with seating for 3,000.

The fitness area features free weights and state-of-the-art exercise equipment, including treadmills, stationary bicycles and arc trainers. A multipurpose room houses classes in aerobics, dance and exercise.

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

Psychological Services Center

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

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

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

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

Steinberg Museum of Art

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

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

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

Student-Run Businesses

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

The Student Body, Clothing Boutique

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

Hutton and Post

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

Browse

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

Spirit Store

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

Tilles Center for the Performing Arts

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

Winnick Student Center

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

Bookstore

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

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

Visit the bookstore at liunet.bncollege.com.

Disability Support Services

Disability Support Services (DSS)

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

Policy for Students with Disabilities

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

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

Accommodations

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

Determining Eligibility

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

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

Denial of Accommodations

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

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

Student Appeal

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

Enrollment Services

Each undergraduate student at LIU Post is assigned a Success Coach to help them with their plan of study, degree requirements, academic progress, financial aid and career advice. Freshmen receive guidance from Success Coaches in the Promise office located in Hillwood Commons, second floor, room 270. Transfer students who transfer 60 or more credits are guided by coaches in the Enrollment Services Office in Kumble Hall, first floor.

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

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

Pre-Law Advising

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

Pre-Pharmacy

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

Pre-Medical Sciences Advisement Program

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

Academic Requirements

A student who wishes to pursue a career in medicine may choose any major, keeping in mind that medical schools seek applicants with good liberal arts backgrounds. The professional schools require the following minimum science courses:
Pre-Medical students should attempt to complete these requirements before the end of their junior year at LIU Post so that they are prepared to take the MCAT (Medical College Admissions Test), DAT (Dental Admissions Test), GRE (Graduate Record Examination) or OAT (Optometry Admissions Test) in the spring of their junior year.

Pre-Medical Student File

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

Committee Letter of Recommendation

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

Internships and Career Planning

LIU Post’s LIU Promise Career Success and Employer Relations offices organize internships that allow you to earn money while exploring the medical fields. These offices hold career fairs and seminars to discuss the range of internships. In the area of medicine, typical opportunities include internships in a hospital, physician’s office or clinic, and even the county medical examiner’s office. These also result in hands-on experience and recommendations for professional school applications or future employment.

Chairs for Pre-Medical Students

• Beta Beta Beta National Biological Honor Society - Student members engage in scientific research, present papers at national and local conferences and have access to the latest information in the biological field.

• Pre-Med Club - This club for Pre-Medical students offers bi-weekly meetings, lectures, seminars and networking events with prominent health care professionals to help you prepare for a future in the medical profession.

Enhanced Academic and Career Opportunities

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

• Cooperative Education
• Internships
• Student Research
• Student-Run Businesses
• Study Abroad

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

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

Cooperative Education

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

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

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

Co-op Articulation Agreement for First Year/Transfer Students

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

Career Success

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

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

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

Study Abroad

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

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

Students participating in non-affiliated programs will receive transfer credits for courses taken abroad and must pay the tuition of the sponsoring institution.

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

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

1. Information Request: LIU Promise will assist students in choosing a suitable program and advise them of the correct procedure. All students interested in study abroad must receive the approval of the Study Abroad Coordinator before going abroad.

a) Accreditation: For non-affiliated programs, students should be aware that LIU Post will authorize students to attend only accredited institutions.
groups. A foreign institution’s credentials will be examined by the Study Abroad Coordinator to determine eligibility. A student must present all available program information from the non-affiliated institution at which the student is interested in studying.

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

2. Study Abroad Authorization Form: Once the Study Abroad Coordinator has met with the student and the student has been accepted to the program of his/her choice, the Study Abroad Coordinator will give the student the Study Abroad Authorization Form to complete with his/her Success Coach to ensure that all courses taken abroad will transfer back to LIU Post. Students wishing to take major courses abroad will need the department chair’s signature on the Study Abroad Authorization Form. The Study Abroad Authorization Form must be signed by the Study Abroad Coordinator, the Success Coach, and the Department Chair (if major classes are being taken) before going abroad.

3. Grades: Grades earned at affiliate programs will appear on the LIU Post transcript and will be computed into the student’s grade point average. Grades earned at non-affiliated programs will not be computed in the grade point average and will appear on the LIU Post transcript as transfer credits. Only grades of C- or better will be transferred.

4. Residence: Courses taken at affiliate programs will count toward residency requirements (including the 30-credit senior residency requirement). Courses taken at non-affiliated programs will not count toward residency requirements for either senior residence or eligibility for graduation with honors.

5. Financial Aid: Students participating in affiliate programs may use most of the financial aid to which they are normally entitled (including most institutional aid and excluding college work-study, music awards, and athletic grants), as students pay LIU tuition for these programs. Students participating in non-affiliated programs are eligible for federal aid programs only.

6. Transcripts: Students attending nonaffiliated programs must arrange for an official transcript to be forwarded to LIU Promise.

Information Technology

George Baroudi, Vice President for Information Technology & CIO

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

The Office of Information Technology is responsible for managing all aspects of the university’s information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 826 analog/digital telephones and 859 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, Pratt Recreation Center, Tilles Center, and Riverhead campus. IT also maintains the campus’ security camera systems, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully-staffed Information Technology help desk centralized through Browse, LIU’s technology store.

As a further extension of the university’s commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to Browse, LIU’s on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse’s day-to-day operations and gain professional skills as they work alongside certified service helpdesk technicians.

Following a single one-stop shop model, Browse also has recently been expanded to include helpdesk services, with students serving as the front line for service desk request handling. Browse’s helpdesk, run by student store associates, offers campus community members with technology purchasing support and IT helpdesk services. Escalation to various tiers and divisions of Information Technology takes place based on the type of request being handled.

My LIU

My LIU is the university’s portal which provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and 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. For more information, please visit or contact Browse.

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 in to https://my.liu.edu. If you have any trouble accessing your My LIU account, please check with the helpdesk at Browse at LIU Post in Hillwood Commons.

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

LIU Post Undergraduate Bulletin 2019 - 2020

Page 48
Intensive English Program for International Students

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

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

All Intensive English Programs provide:
• Small, comfortable classes (approximately 15 students)
• Convenient Monday through Friday schedule
• 20 hours of class per week of intensive English instruction
• Computer-aided instruction and access to all library services
• Experienced, dedicated instructors


Learning Support Center

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

Academic Resource Program (ARP)

The Academic Resource Program (ARP) is a comprehensive, structured fee-for-service support program designed to teach undergraduate students with learning disabilities and/or attention deficit disorders the skills and strategies that will help them achieve their academic potential in a university setting. Program services include:
• A minimum of two hour long one-to-one sessions per week with a learning assistant
• Additional weekly appointments for time management are scheduled, as needed
• Weekly meeting with an ARP administrator

• All appointments scheduled by ARP administrator and students receive a comprehensive class and ARP schedule at the start of semester
• Mid-semester evaluations completed each semester
• Computer lab with assistive technology
• Testing and other reasonable accommodations

Program for Academic Success (PAS)

The Program for Academic Success (PAS) assists promising students who would otherwise not have qualified for acceptance to LIU Post. Participants register for courses with a success coach and study a specifically designed curriculum offered in small class settings.

LIU Post Tutoring Program

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

LIU Promise

The LIU Promise is our commitment to ensuring you have the right tools, guidance and support to achieve your goals. When you apply to LIU, you will be assigned an LIU Promise Success Coach who will be there for you through graduation. Your coach will be the point of contact for everything you need—from academic and career counseling to campus activities to financial aid. It’s our promise to help you chart your success!

Your LIU Promise Success Coach will work with you one-on-one to:
• Fast-track the enrollment process
• Help you select the right major
• Find the right scholarships for you
• Construct a financial plan to fund your education
• Introduce you to our vibrant campus life
• Identify internships and study-abroad opportunities
• Create an e-portfolio to showcase your work
• Launch your career, connecting you with employers before graduation

Contact LIU Promise

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

Veteran and Military Affairs Services

LIU Post has a proud and distinguished history of serving its nation’s military veterans, veteran dependents, and active duty service members. A participant in the Veterans Administration Yellow Ribbon Program, LIU Post offers excellent educational opportunities to our nation’s finest.
ACADEMIC HONOR SOCIETIES

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

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

Eligibility:
1. IV.2A. Associate’s and Baccalaureate Degree Candidates: Those undergraduate Allied Health students who:
   • are enrolled in an Allied Health curriculum leading to an associate’s or baccalaureate degree, and shall be in their last year of enrollment in the Allied Health program (see Article III.1.2).
   • have maintained an overall scholarship average of 3.5 or better (on a 4 point scale) while enrolled in the Allied Health program.
   • have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field.
   • have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

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

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

Alpha Phi Sigma – Criminal Justice (Epsilon Beta Chapter)

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

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

Alpha Sigma Lambda – Adult Student Honor Society

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

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

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

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

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

Beta Beta Beta – Biology

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

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

Beta Gamma Sigma

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

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

Chi Sigma Iota – Counseling

Purpose: The purpose of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, is to promote scholarship, research, professionalism and excellence in the field of counseling. This is accomplished through participation in workshops, seminars, conferences, mentoring, and professional involvement not only in the LIU Post and/or LIU Brentwood chapter of Lambda Iota Beta, but also in various professional counseling associations. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are a challenge to all graduate students in the counseling programs at LIU Post and LIU Brentwood to develop and grow and are meant to encourage excellence and
professional involvement in the counseling field. Students and graduates are expected to take an active part in the chapter's committees, activities, and newsletter for professional growth and development.

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

**Kappa Mu Epsilon – Mathematics**

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

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

**Kappa Theta Epsilon – Cooperative Education**

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

**Eligibility:** Those eligible for membership in Kappa Theta Epsilon are undergraduate students who have 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**

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

**Phi Alpha Theta – History**

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

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

**Phi Eta Honor Society**

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

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

**Phi Delta Kappa - Education**

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

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

**Phi Eta Sigma – Freshman Honors**

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

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

**Phi Sigma Iota-Foreign Languages**

**Purpose:** Phi Sigma Iota is an international honor society and recognizes outstanding ability and achievement of students and faculty in foreign languages, literatures and cultures. It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 50,000 members since its inception in 1906 and is the premier professional association for educators with chapters around the world. PDK is dedicated to fostering leadership, research, and service in education. The Phi Delta Kappa Chapter 1524 was founded on the LIU Post Campus in 1986. It holds free programs open to undergraduate and graduate students, educators, administrators, higher education faculty, and those interested in education. These meetings include speakers and activities designed to further the aims of PDK and enrich all participants. Phi Delta Kappa Chapter 1524 actively engages our students in educational pursuits that are needed in today’s educational landscape.

**Eligibility:** All, undergraduate and graduate, education students are encouraged to become members of PDK Chapter 1524. Students can obtain an application and additional information regarding PDK and the local LIU Post chapter via email at: Roberta.Levitt@liu.edu. Phi Delta Kappa Chapter 1524 at LIU Post is now an SED approved sponsor of Continuing Teacher and Leader Education (CTLE). This designation means that participants can apply their time at our workshops towards their required CTLE hours. A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NY school district or BOCES. The CTLE requirement may be completed at any time during the registration period.
 Phi Sigma Tau – Philosophy  
**Purpose:** To serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; to popularize interest in philosophy among the general collegiate public.

**Eligibility:** All undergraduate candidates for membership should (1) have completed three semesters of university study, (2) rank in the upper 35% of their class, (3) have completed at least two university courses in philosophy, and (4) have maintained a minimum average of 3.67 in philosophy coursework. Students must maintain this minimum grade point average in order to remain regular members. For further information, call 516-299-2341.

 Pi Alpha Alpha – Public Administration  
**Purpose:** Pi Alpha Alpha is the National Honorary Society for Public Administration and Public Affairs. Its purpose is to promote excellence in the study and practice of public affairs and administration.

**Eligibility:** Accelerated undergraduate students and graduate students who have completed 50 percent of their coursework and who have attained a cumulative 3.7 GPA are eligible for induction into the honor society. For further information, call 516-299-2716.

 Pi Gamma Mu – Social Sciences  
**Purpose:** The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to achieve synthesis therein; to inspire social service to humanity by an intelligent approach to the solution of social problems; to engender sympathy toward others with different opinions and institutions by a better mutual understanding; and to supplement and to support, but not to supplant, existing social science organizations by promoting sociability and attendance at meetings.

**Eligibility:** Any person of good moral character who is, or was, an officer, member of the teaching staff, alumnus, graduate student, senior or junior in college, university, or other institution of higher learning, where there is a chapter of Pi Gamma Mu, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members or by a committee of chapter faculty members. Such a person must have had at least 20 semester hours of social science with an average grade therein of not less than B or 85 percent, and has further distinguished himself or herself in the social sciences. Only students in the upper 35 percent of their class may be admitted to the society. For further information, call 516-299-2408.

 Pi Sigma Alpha – Political Science  
**Purpose:** Pi Sigma Alpha is the National Honor Society for Political Science. Its purpose is to stimulate productive scholarship and intelligent interest in the subject of government among men and women students at institutions of higher learning in which chapters are maintained.

**Eligibility:** Juniors, seniors and graduate students meeting the following criteria are eligible for induction: 1) a minimum cumulative average of 3.5; 2) completion of at least 15 credits of political science coursework; 3) a minimum average of 3.75 in political science; and 4) successful review by departmental faculty. For further information, call 516-299-2407.

 Psi Chi – Psychology  
**Purpose:** To advance the science of psychology; and to encourage, stimulate and maintain scholarship of the individual members in all fields.

**International Eligibility:** For active student membership, the student must be enrolled in an accredited college or university, and must have completed 12 quarter (eight semester) hours of psychology, or nine quarter (six semester) hours and be registered for at least three quarter (2 semester) hours of psychology in addition, or equivalent credits in psychology. He or she must be registered for major or minor standing in psychology, or for a program in psychology, which is equivalent to such standing.

**Eligibility:** In addition to the international requirements, undergraduate students wishing to join the LIU Post chapter must have a minimum psychology GPA of 3.50, a minimum overall GPA of 3.00, and must have completed both PSY 53 (Statistics) and PSY 21 (Experimental Psychology I). Graduate students must have an overall GPA of 3.50.

For further information please contact the Psychology Department at 516-299-2377.

 Sigma Delta Pi – Spanish  
**Purpose:** To honor those who seek and attain excellence in the study of the literature and the culture of the Spanish speaking people; to honor those who strive to make the Hispanic contributions to modern culture better known to the English-speaking peoples and to encourage college and university students to acquire a greater understanding of Hispanic culture.

**Eligibility:** Each candidate must have completed 18 credits in Spanish, including 3 credits in Hispanic literature or Hispanic culture and civilization at the 3rd year level. The student must have a minimum grade point average of 3.0 in all Spanish courses taken. The candidate MUST have earned grades in completed Spanish courses in order to qualify for membership. The student must have a 3.2 cumulative grade point average. Graduate students may be elected to membership upon completion of 2 graduate courses in Spanish. For further information, call 516-299-2385.

 Sigma Tau Delta – English  
**Purpose:** To confer distinction for high achievement in undergraduate and graduate studies in English language and literature, to provide cultural stimulation on campus, to stimulate community interest in English, to foster high citizenship and responsibility, and to encourage creative and critical writing.

**Eligibility:** Candidates for undergraduate membership must have completed at least three semesters of college work and a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. They must also have a minimum of a B grade point average in English and rank in the highest 35 percent of their class in general scholarship. Candidates for graduate membership must be enrolled in a graduate program in English (including English for Adolescence or Middle Childhood Education), have completed six semester hours of graduate work in English with a minimum grade point average of 3.3 in these courses.
The LIU Libraries system serves a combined total of over 16,000 students and more than 500 full-time faculty members across residential and regional campuses. The university’s libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 450,000 online journals; 280 online databases; 200,000 electronic books; and 18,000 files of streaming media. These resources may be accessed via the LIU Post Library homepage at www.liu.edu/post-library.

Collectively, the libraries house approximately 619,000 print books and nearly 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU’s libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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

The Reference Commons is comprised of the Reference Services Department, the Circulation/Reserve Department, and Interlibrary Loan. Located primarily on the library’s main floor, the area has more than 30 computers for student use; wireless access; a variety of seating options, including individual study carrels; a café; and copy and scanning facilities. The reference collection has an extensive core of print resources to support research in the campus’s many disciplines. Current and back issues of the Library’s periodicals and copies of dissertations and master’s theses may be requested at the reference desk.

Archives and Special Collections, located in rooms 345-346 of the Library, houses more than 30 distinguished rare book collections and 75 major archival collections. Collection formats include illuminated manuscript facsimiles, rare books, rare manuscripts, archives, original correspondence, original movie posters, journals, periodicals, original photographs, broadsides, maps, original watercolors, drawings, theatre programs and multi-media. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O’Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature.

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

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

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

Located in the shadow of NYC, the College attracts the very finest working artists, teachers, mentors, and role-models who are dedicated to a rigorous 'student-centered experience' that sets LIU Post apart from other colleges and universities. Our hands-on degree programs are taught by working professionals, practicing designers and artists, and powerful scholars who create unique environments which allow our students the best opportunity to reach their full potential. The College provides access to dozens of venues to showcase student talent, including theatres, art galleries; film and photography studios; TV and radio stations; new media labs; exhibition halls; national and international tours; the Steinberg Museum of Art; and Long Island's premier arts venue, Tilles Center for the Performing Arts. Additionally, our students gain competitive advantage by engaging in internships at some of the world's top arts, entertainment, public relations and news organizations.

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

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

Dedicated to professional training within a liberal arts environment, the School of Visual Arts, Communications & Digital Technologies prepares students for careers in many of today’s fastest growing visual, print, digital, and broadcast industries. The School houses three academic departments and supports more than 15 discrete majors. The School’s individual degree programs offer unique programs of study and opportunity to engage in a multitude of mediums such as: 2D and 3D Art, movies, television, digital design, journalism, public relations, video games, art therapy and other visual and communicative art forms. Today’s creatives must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service.

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

DEPARTMENT OF ART

Phone: 516-299-2464  
Fax: 516-299-2858  
Website: www.liu.edu/post/art

Chair: Winn Rea, Director, Studio Art Foundation  
Senior Professors: Kudder-Sullivan  
Professors: Lee, Olt  
Associate Professors: Kerr, Rea, Tuman, Seung Yeon Lee  
Assistant Professors: Leyva-Gutierrez, Adjunct Faculty: 19

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

In studios devoted to drawing & painting, printmaking, photography, ceramics, wood, metal and digital fabrication, you can combine traditional art practices with the latest digital imaging and fabrication techniques. Collaborate with peers, exhibit your work in student art galleries, and get feedback from renowned visiting artists. Learn from dynamic art historians who bring to life the history and theory of human creativity in courses that range from the arts of the ancient Near East and the Mediterranean to contemporary art and photography, integrating lectures with the university’s permanent collection and ongoing new exhibitions in the Steinberg Museum of Art.

Internships in every art major equip you with real-world experience as you graduate from the B.S. in Art Therapy, B.F.A. in Art, or B.F.A in Photography. In conjunction with the College of Education, Information and Technology, the Department of Art also offers the B.F.A. in Art Education (Birth to Grade 12). Super-charge your degree with minors in Art History, Art Studio, Photography, and Arts Entrepreneurship.

Take advantage of the rich variety of opportunities offered in the Art Department, and you will emerge with the capacity to solve complex problems, think critically and creatively, and to work effectively with people—the top in-demand jobs skills according to the 2016 World Economic Forum report on the future of work. Moreover, as you feed your passion you will be prepared to engage an ever-changing world and power your drive to thrive.

B.S. Art Therapy

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

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

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

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

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

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

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

B.S. Art Therapy

[Program Code: 80313] [HEGIS: 1099.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

Major Requirements

Art Therapy Courses (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1</td>
<td>Introduction to Art Therapy</td>
</tr>
</tbody>
</table>

LIU Post Undergraduate Bulletin 2019 - 2020
Arts education. This 120-credit program is intended for students who wish to become professional artists and/or pursue graduate study in the visual arts.

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

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

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above. **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

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

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

**B.F.A. Art**

**[Program Code: 07016] [HEGIS: 1002.0]**

**Core Curriculum Requirements**

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

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

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

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

**Major Requirements**

**Required Fine Arts Courses: (25 credits)**

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

**Required Art Studio Courses: (33 credits)**

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

**Required Art History Courses: (9 credits)**

- **ART** 102 Fine Arts Internship 3.00
- **ART** 103 Fine Arts Senior Seminar 1.00
- **CGPH** 16 Digital Imaging 3.00

**Required Art Studio Concentration**

**Required Art Studio Courses: (24 credits)**

- **ART** 11 Life Drawing I 3.00
- **ART** 14 Painting 2 3.00
- **ART** 20 Advanced Photography 3.00
- **ART** 21 Printmaking 3.00
- **ART** 22 Intermediate Printmaking 3.00
- **ART** 31 Pottery/Ceramic I 3.00
- **ART** 35 Sculpture I 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

**Portfolio Scholarship Review Days website at www.liu.edu/post/art or by calling the Department of Art at 516-299-2464.**

**Portfolio Scholarship Review Days website at www.liu.edu/post/art or by calling the Department of Art at 516-299-2464.**

**LIU Post Undergraduate Bulletin 2019 - 2020**

---

**Arts and Liberal Arts Electives (16 credits)**

**Psychology Courses (12 credits)**

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

**Credit and GPA Requirements**

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

**B.F.A. Art**

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

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

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

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above. **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

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

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

**B.F.A. Art**

[Program Code: 07016] [HEGIS: 1002.0]
## Required Senior Tutorial and Thesis Courses

One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ATUT 1</td>
<td>Senior Fine Arts Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PROJ 3</td>
<td>Senior Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Ancient Art: The Western Tradition</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 64</td>
<td>Medieval Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 65</td>
<td>Italian Renaissance Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 66</td>
<td>Northern Art of the 15th and 16th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 67</td>
<td>The Art of the Baroque</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 68</td>
<td>The Art of the 18th and 19th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 70</td>
<td>Modern Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 75</td>
<td>American Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 77</td>
<td>Pre-Colonial Arts of Africa, Oceania and the Americas</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 78</td>
<td>Asian Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 79</td>
<td>History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 80</td>
<td>Concepts &amp; Issues in Contemporary Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 85</td>
<td>History of Visual Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 90</td>
<td>Seminar in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 91</td>
<td>Independent Study in Art History</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

### Free Elective (6 credits)

### Mixed Studio Concentration: (18 credits)

Students must complete TWO of the following options:

#### Option 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 21</td>
<td>Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 22</td>
<td>Intermediate Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 23</td>
<td>Advanced Printmaking</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### OR Option 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 35</td>
<td>Sculpture 1</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### OR Option 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 14</td>
<td>Painting 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 15</td>
<td>Advanced Painting 3</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 13</td>
<td>Painting 1</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 43</td>
<td>Watercolor</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Mixed Studio Second Portion

#### Required Art History Courses: (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59</td>
<td>Survey of World Art 1</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 72</td>
<td>Contemporary Art</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### One of the following: (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 61</td>
<td>Ancient Art: The Western Tradition</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 64</td>
<td>Medieval Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 65</td>
<td>Italian Renaissance Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 66</td>
<td>Northern Art of the 15th and 16th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 67</td>
<td>The Art of the Baroque</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 68</td>
<td>The Art of the 18th and 19th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 70</td>
<td>Modern Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 75</td>
<td>American Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 77</td>
<td>Pre-Colonial Arts of Africa, Oceania and the Americas</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 78</td>
<td>Asian Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 79</td>
<td>History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 80</td>
<td>Concepts &amp; Issues in Contemporary Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 85</td>
<td>History of Visual Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 90</td>
<td>Seminar in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 91</td>
<td>Independent Study in Art History</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Mixed Studio Courses

#### Fifteen (15) credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 14</td>
<td>Painting 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 15</td>
<td>Advanced Painting 3</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 21</td>
<td>Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 22</td>
<td>Intermediate Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 23</td>
<td>Advanced Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 35</td>
<td>Sculpture 1</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

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

### B.F.A. Photography

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

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

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

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

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

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

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

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

B.F.A. Photography
[Program Code: 81044] (HEGIS: 1011.0)

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

Major Requirements

Required Photography Courses: (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOJ 1 Photojournalism</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 4 Color Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 5 Photo Studio</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 6 Basic Lighting Techniques and Aesthetics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 7 Photo Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 8 Experimental and Advanced Techniques</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 9 Apprenticeship</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 10 Studio Lighting Techniques and Aesthetics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 11 Intermediate Course in Techniques and Aesthetics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 12 Advanced Techniques and Aesthetics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 30 Digital Large Format Printing</td>
<td>3.00</td>
</tr>
<tr>
<td>PHOT 101 B&amp;W Silver Gelatin Printing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Fine Art Courses: (19 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2 Studio Foundation I</td>
<td>9.00</td>
</tr>
<tr>
<td>ART 3 Studio Foundation 2</td>
<td>6.00</td>
</tr>
<tr>
<td>ART 103 Fine Arts Senior Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>CGPH 16 Digital Imaging</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Art History Courses: (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59 Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60 Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 72 Contemporary Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 79 History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 80 Concepts &amp; Issues in Contemporary Photography</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Senior Capstone Courses: (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATUT 1 Senior Fine Arts Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>PROJ 3 Fine Art Senior Project II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Free Electives (12 credits)

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 44
Minimum Major Credits: 76
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

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

Joint Program with College of Education, Information and Technology

The 120-credit Bachelor of Fine Arts program in Art Education prepares you to become an accomplished studio artist and a certified art teacher in New York state public and private schools. The B.F.A. in Art Education (Birth to Grade 12) combines a knowledge base of the fine arts, art history, aesthetics, art criticism, education, philosophy, child development and art teaching methods into a comprehensive teacher preparation program. In addition to the college core requirements, all Art Education majors are required to complete a visual arts core, which includes traditional studio forms of drawing, painting, sculpture and printmaking as well as digital formats for imaging, design and photography. Art history, art criticism, contemporary art and museum education are required program components.

You will have access to impressive studios, exhibition halls and labs to transform your ideas and concepts into professional works of art.

Specialized facilities include a ceramics center, sculpture studio, printmaking workshop and papermill, digital art and design labs, and photography, drawing and painting studios. The Steinberg Museum of Art feature an ongoing series of exhibitions by professional and student artists. Many students and faculty showcase their work in galleries throughout Long Island and in New York City. Exhibiting artists are frequently brought to campus to discuss their work, conduct workshops and visit classes.

Art education majors complete a practicum at a regional art museum and student teach in a New York State public school. A senior exhibition of your work will be displayed in the Student Art Gallery. The culmination of this B.F.A. degree is a senior thesis exhibition, a professional artist/educator portfolio and credentials for NYS Visual Art certification K-12.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• A portfolio Review is required for admission to all undergraduate art programs. There are two parts to the application process:
  1. Apply for academic admission to the university at https://apply.liu.edu/quickapp.
  2. Submit your portfolio for admission to all undergraduate visual art programs. Portfolio reviews are offered by appointment at all LIU Post Open Houses, monthly in conjunction with studio class visits, or online at getaccepted.com/liu. Call (516) 299-2464 to schedule your portfolio review.
• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students wishing to transfer into a Department of Art program are required to submit a portfolio for evaluation by the director of the relevant program. More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website at www.liu.edu/post/art or by calling the Department of Art at 516-299-2464.

B.F.A. Art Education (Birth to Grade 12)

(Program Code: 24071) HEGIS: (0831.0)

**Core Curriculum Requirements**

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

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

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

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

**Major Requirements**

**Required Fine Art Courses: 31 credits**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2</td>
<td>Studio Foundation I</td>
<td>9.00</td>
</tr>
<tr>
<td>ART 3</td>
<td>Studio Foundation 2</td>
<td>6.00</td>
</tr>
<tr>
<td>ART 20</td>
<td>Advanced Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 21</td>
<td>Printmaking</td>
<td></td>
</tr>
<tr>
<td>ART 31</td>
<td>Pottery and Ceramic Sculpture I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 35</td>
<td>Sculpture I</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 16</td>
<td>Digital Imaging</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 103</td>
<td>Fine Arts Senior Seminar</td>
<td>1.00</td>
</tr>
</tbody>
</table>
```

**Required Fine Art Drawing Courses: (3 credits)**

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

**Required Fine Art Painting Courses: (3 credits)**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 13</td>
<td>Painting I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 43</td>
<td>Watercolor</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Required Art History Courses: (9 credits)**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 72</td>
<td>Contemporary Art</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Required Senior/Honors Tutorial: (3 credits)**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ATE 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ATUT 1</td>
<td>Senior Fine Arts Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

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

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ATE 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PROJ 3</td>
<td>Senior Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Required Education Courses: (9 credits)**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE 1</td>
<td>Introduction to Art Education: The Artist as Educator</td>
<td>3.00</td>
</tr>
<tr>
<td>ATE 2</td>
<td>Art Education Design and Practice in the Elementary School</td>
<td>3.00</td>
</tr>
<tr>
<td>ATE 3</td>
<td>The Art Museum as Educator: Interpreting Art for Education</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Required Education Courses: (21 credits)**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35K</td>
<td>Methods and Materials in Teaching Art</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 38</td>
<td>Supervised Student Teaching in Adolescence Education (Grades 7-12).</td>
<td>6.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth Grade 6</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Free Elective Courses: (6 credits)**

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

**Required Teacher Certification Workshops**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction: Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
</tbody>
</table>
```

**Credit and GPA Requirements**

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Education Major Credits: 21
Minimum Art Major Credits: 61
Minimum Overall GPA: 2.50
Minimum Major GPA: 2.75

**MINORS**

**Minor in Art History**

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

**Minor in Art History Requirements**

**Required Art History Courses**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 72</td>
<td>Contemporary Art</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```

**Elective Art History Courses**

```
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>Intro to Visual Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 61</td>
<td>Ancient Art: The Western Tradition</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 65</td>
<td>Italian Renaissance Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 66</td>
<td>Northern Art of the 15th and 16th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 67</td>
<td>The Art of the Baroque</td>
<td>3.00</td>
</tr>
</tbody>
</table>
```
### Minor: Art Studio

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

**Minor in Art Studio Requirements**

**Required Art Studio courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 13</td>
<td>Painting I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 5</td>
<td>Introduction to Basic Drawing</td>
<td>3.00</td>
</tr>
<tr>
<td>DRA 1</td>
<td>Drawing I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 31</td>
<td>Ceramic I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 35</td>
<td>Sculpture I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Art History courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Three credits from ART Elective courses**

(except ART 1, 61 through 91, 101)

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits:</td>
<td>15</td>
</tr>
<tr>
<td>Minimum Minor GPA:</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### Minor: Arts Entrepreneur

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

**Minor in Arts Entrepreneur Requirements**

**Required Courses**

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

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits:</td>
<td>15</td>
</tr>
<tr>
<td>Minimum Minor GPA:</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### Minor: Photography

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

**Minor in Photography Requirements**

**Required Photography Courses**

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

**One of the following courses:**

(except ART 2, 61 through 91, 101)

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits:</td>
<td>21</td>
</tr>
<tr>
<td>Minimum Minor GPA:</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Art Department Courses

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

ART 2 Studio Foundation 1
Students study foundational concepts in 2-D Design, photography, and drawing with observational and conceptual methods. This team-taught course provides training in materials, techniques and concepts required for all Art majors.
Credits: 9
Every Fall

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

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

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

ART 6 3D Visualization & Production
3D printing is revolutionizing the production and distribution of objects worldwide. It all begins with an idea. This course introduces students to the design skills and techniques they need to conceptualize, visualize, communicate and produce three-dimensional concepts with an emphasis on sustainable and humanitarian solutions. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
Every Spring

ART 11 Life Drawing 1
This course is an introduction to the study of the human figure as an art subject. Various techniques and drawing media are explored in developing compositional and drawing skills of the individual student.
Credits: 3
Every Fall and Spring

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

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

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

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

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

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

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

ART 23 Advanced Printmaking
This course covers contemporary print concepts and materials including photo screen printing, etching and photo etching with mixed techniques emphasizing connections to painting, photography, digital and installation art. The course includes demonstration, discussion and critique and an intense workshop environment.
Credits: 3
Every Fall and Spring

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

ART 32 Pottery and Ceramic Sculpture 2
General study in the methods of structuring clay, hand building, throwing on the potter's wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing and firing techniques.
Prerequisite of ART 31 is required.  
Credits: 3  
Every Semester

ART 33 Creative Image, Idea, Realization
Idea, and Realization: Survey and Lab in Ceramics.  
This is an introduction to the appreciation of ceramic art. This course consists of creative work in conjunction with the study of pottery, architecture tiles, sculpture and mixed media.  
Credits: 3  
On Occasion

ART 35 Sculpture 1
This course is an introduction to sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on three-dimensional reality and study of related concepts.  
Credits: 3  
Every Fall

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

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

ART 44 Art and Crime since the Beginning of Time
Since WWII, art crime has evolved into the third-highest grossing annual criminal trade worldwide. Forgery, theft, vandalism, iconoclasm, looting these are just some of the art crimes that have had direct impact on civilizations old and new. This course aims to examine current and historic issues related to art and crime, while helping students acquire a general understanding of what constitutes art and visual culture across a global timeline. Using a variety of case studies from around the globe and from various historical periods, this course will consider questions such as theft, repatriation, issues of national ownership and cultural property, vandalism, fakes and forgeries, censorship and freedom of expression. Some course topics will include: Art Crime in the Ancient World (Egyptian tomb raiders; Roman conquest; trade in fake relics); The Black Market (ransom and recovery); The Destruction of History (vandals and iconoclasts; Sack of Rome, Fall of Baghdad); Trade in Dlicit Antiquities; Napoleon and Hitler; Art Forgery; Art Policing; The Biggest Heists of All Time (e.g. Mona Lisa, Isabella Stewart Gardner Museum); Art Crime in Popular Culture (The Thomas Crown Affair; Ocean’s Twelve; Woman in Gold).  
Credits: 3  
Alternate Fall

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

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

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

ART 64 Medieval Art
This course explores the art and architecture of Europe and Asia Minor from the rise of Christianity in Late Antiquity to the Gothic period, 300-1500 C.E. Themes include exchange between cultures, changing social conditions and transformations of the political and artistic landscape of Europe.  
Credits: 3  
On Occasion

ART 65 Italian Renaissance Art
This course examines architecture, sculpture and painting from the time of Giotto in the early 14th century to the late works of Michelangelo in the mid-16th century. Topics of discussion include the evolution of the artist’s identity from craftsman to creator, changes in artistic patronage, revolutionary technical innovations and the emergence of the humanist tradition.  
Credits: 3  
Rotating Basis

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

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

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

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

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

ART 75 American Art
This course is a survey of North American art and architecture from the colonial period to postwar modernism. Topics include the legacy of European art, regional artistic schools, changing representations of national identity, the impact of
ART 77 Pre-Colonial Arts

This course examines the cultural traditions and artworks of the peoples of Africa, Oceania and the Americas before European colonization. Emphasis is placed on the analysis of cultural objects and architecture related to sacred ritual and cosmology, social structures, the symbolism of natural forces and the imaging of power, both supernatural and human.

Credits: 3
Rotating Basis

ART 78 Asian Art

This course examines the architecture, sculpture, painting and ritual objects of India, Korea and Japan from the prehistoric past to the contemporary period, with a focus on the interrelationships and divergences between these major world cultures in artistic tradition and the religious and social contexts these traditions reflect.

Credits: 3
Rotating Basis

ART 79 History of Photography

This course covers the development of photography from its earliest days as both a technique and as an art and its relation to the other arts in terms of mutual influence. This course examines the relationship of technique to photographic form as seen in daguerreotypes, ambrotypes, calotypes, wet plates, tin types and 35mm photography.

Credits: 3
Every Fall

ART 80 Concepts & Issues in Contemporary Photography

This course examines the conceptual and social perspectives that inform photography of the postwar to contemporary era (1950 to the present). Topics of discussion include the development of new genres, photography’s engagement with cultural and political events and ideas, and the role of photography in our contemporary image environment.

Credits: 3
Every Spring

ART 85 History of Visual Communications

This course covers the evolution of the concepts and technologies of visual communication from early handcrafted manuscripts, through the invention of printing and the consequent expansion in the production and dissemination of texts and graphic material and up to issues of design and cultural meaning in modern and contemporary typography, illustration and advertising.

Credits: 3
Every Fall

ART 90 Seminar in Art History

This course covers rotating topics in Art History and aims at exposing the undergraduate student to advanced learning and research in Art History. Only open to students of the following majors: Art History & Theory BA, Arts Management BFA, Art BFA, Art Education BFA, or Digital Arts & Design BFA.

Credits: 3
Every Fall and Spring

ART 91 Independent Study in Art History

This course offers an opportunity for individual, supervised research into a specific art historical topic or question. A subject reflecting the student’s specialty interest is selected in consultation with the instructor. Guided readings and assignments allow the student to conduct advanced research and practice art historical inquiry in depth.

Credits: 3
Every Fall and Spring

ART 96 Independent Study

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

Credits: 1 to 3
Every Semester

ART 97 Independent Study

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

Credits: 1 to 3
Every Semester

ART 101 Interpreting Art in the 21st Century

This interpretive investigation of contemporary art explores traditional and new theories of art criticism and fosters aesthetic awareness of the relationship between works of art, cultural concepts, and human experience. Students engage in critical discourse as they respond to image-based lectures, readings, websites, exhibition visits, and a sampling of reflective exercises in the visual arts. Content develops from diverse application for understanding all artistic expression and practice guides future analysis of visual art in the 21st century. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

ART 102 Fine Arts Internship

A professional internship prepares you to participate in the creative economy as a fine artist. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give you the opportunity to gain valuable applied experience and make connections in professional fields you are considering as a career path and give employers the opportunity to guide and evaluate your talent.

Pre requisites: ART 14, ART 22 and ART 36

Credits: 3
Every Fall

ART 103 Senior Seminar

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

A pre requisite of ATUT 1 is required.

Credits: 1
Every Fall

ART 103 Senior Seminar

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

A pre requisite of ATUT 1 is required.

Credits: 1
Every Fall

ART 117 Environmental Art & Practice

This course is proposed as one half of a six credit Environmental Art/ Environmental Science learning community, designed for sophomore, junior and senior level undergraduate, art major or non-art major students who sign up for the six credit block as a single cohort. The second half of the course is comprised of three credits in Environmental Science. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall

ART 130 Survey of World Art 1

A chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from prehistoric times to the beginning of the European Renaissance. Cross-listed with ART 59.

Students enrolled in this course as ART 303 for Honors credit will have an additional project.

Students who take this class will find personal connections to art during travel and study abroad greatly enriching over a lifetime.

Must be in Honors College

Credits: 3
Every Fall

ARTH 1 Introduction to Art Therapy

This course is an introduction to the origins, historical development and application of art therapy principles and skills specific to diverse populations. The course covers psychological theories as they relate to the field of art therapy. This is a survey course.

Credits: 3
Every Fall

ARTH 2 Art Therapy Theories for the Handicapped

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

**ARTH 3 Art Therapy Workshops Clinical Methods**

This course is an exploration of the art media as a treatment modality. This course covers the diagnostic and therapeutic value of drawings with groups and individuals.  
Prerequisite of ARTH 1 or ARTH 2 is required.  
Credits: 3  
Every Spring

**ARTH 4 Art Therapy Practicum 1**

This course provides experience in a clinical setting (disability centers, schools with special education programs, hospitals, institutions, correctional facilities), serving children and/or adolescents, using art therapy principles and instruments. Students analyze case material obtained from the practicum site and present data at a weekly seminar.  
Prerequisites of ARTH 1, 2, and 3 are required.  
Credits: 3  
Every Semester

**ARTH 5 Art Therapy Practicum II**

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

**ARTH 6 Art Therapy Research Seminar**

This course is a seminar on advanced individual projects that are chosen by the student and teacher in the student's field of specialization. Additional field experience is required in the area of concentration.  
Prerequisites of ARTH 1, 2, 3, and 4 are required.  

**ARTH 8 Survey in Creative Arts Therapies**

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

**ATE 1 Introduction to Art Education: The Artist as Educator**

This course is an introduction to the foundations of American art education as it has evolved through the history of the visual arts, the changing values of society and popular practice in the fields of psychology and education. Students have opportunities to compare current literature to the work of past generations in art education in order to construct relationships between the common interests of artists and educators over time. The current role of the artist as teacher and facilitator of the artistic process is studied through reading, discussion, observation and personal journal entries of daily studio experiences.  
Credits: 3  
Every Fall

**ATE 2 Art Education Design and Practice in the Elementary School**

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

**ATE 3 The Art Museum as Educator Interpreting Art for Education**

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

**CER 3 Advanced Ceramics**

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

**CER 4 Advanced Ceramics**

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

**DRAW 1 Drawing 1**

This is an advanced course in drawing concentrating on concepts and technical approaches to subject and media. These approaches are explored through a series of objective and non-objective problems.  
Prerequisites of ART 11 is required.  
Credits: 3  
Every Fall

**DRAW 4 Drawing 4**

A studio course for designers exploring the use of drawing as a means of thinking and conveying information. The ability to use drawing in a variety of media for development of rough and comprehensive graphic layouts is stressed.  
Prerequisite of DRAW 1 or 2 is required.  
Credits: 3  
Every Spring

**PHOJ 1 Photojournalism**

The class studies the origins and developments of photojournalism and the structure of the photo story, particularly the relationship between photographs and text. Particular emphasis is given to newspaper photography. Each student is required to produce a photo story complete with photography and text.  
Prerequisite of PHOT 6 or permission of instructor is required.  
Credits: 3  
Every Spring

**PHOT 4 Color Photography**

This course explores advanced techniques and problems in digital color capture and printing. Color temperature and the appropriate filtration to produce accurate color prints will be fully covered.  
Prerequisites of ART 2 or ART 19 are required.  
Credits: 3  
Every Fall

**PHOT 5 Photo Studio**

This is an advanced course examining equipment, techniques and problems in the professional field.
 Students use large format view cameras, lenses, lighting instruction in the zone system, etc., with an emphasis on creativity.
Prerequisite of PHOT 101 is required.
Credits: 3
Every Fall

**PHOT 6 Basic Lighting Techniques and Aesthetics**
This is an introduction to the mechanics and aesthetics of photography. It is a studio course for photo majors to study photographic processes and techniques, including portable electronic, quartz and flood lights. The emphasis is on combining techniques and aesthetics.
Prerequisites of ART 2 or ART 19 are required.
Credits: 3
Every Fall

**PHOT 7 Photo Workshop**
The workshop explores and develops a class theme that culminates in an exhibit. Critiques play an important role.
2 Semesters of Photo ; Choose from Art 2, Art 19, Photo 1010, Photo 4, Photo 5, Photo 6
Credits: 3
Every Fall

**PHOT 8 Experimental and Advanced Techniques**
Advanced techniques and experimental photography are explored in this course. This is a highly technical course that includes hand coloring techniques, pinhole cameras, Polaroid transfers, etc.
Prerequisites of ART 2 or 19 and PHOT 101 or permission of instructor are required.
Credits: 3
Every Spring

**PHOT 9 Apprenticeship**
The student elects to work closely with a professional photographer, studio, gallery or museum on or off campus to learn the working methodology of commercial or fine art photography.
Pre requisite of Junior or Senior year status
Credits: 3
Every Semester

**PHOT 10 Studio Lighting Techniques and Aesthetics**
An advanced studio course utilizing the view camera to study advanced lighting techniques and processes in order to produce a portfolio utilizing techniques learned.
Prerequisite of PHOT 6 or permission of instructor is required.
Credits: 3
Every Spring

**PHOT 11 Intermediate Course in Techniques and Aesthetics**
This course is a continuation of the study of the medium and aesthetics of photography. This is a studio course for photo majors to study location lighting techniques with emphasis on annual reports, booklets and other aspects of commercial and studio photography.
Prerequisite of PHOT 6 or permission of instructor is required.
Credits: 3
Every Spring

**PHOT 12 Advanced Techniques and Aesthetics**
This course explores the realm of personal vision in photography and emphasizes the development of an individual aesthetic sensibility. Composition, sources of creative inspiration and choice of techniques and materials and their application are investigated.
Pre requisite of Junior or Senior year status
Credits: 3
Every Spring

**PHOT 30 Digital Large Format Printing**
This course will teach students how to produce large exhibition photographs on digital printers. Students will learn advanced techniques in Adobe Photoshop, calibration of monitors, profiling printers, about the different printing papers and color spaces to prepare for printing large format Epson Printers. The assignments will emphasize aesthetics and the labs will address the technical issues.
Pre requisite of Junior or Senior year status
Credits: 3
Every Spring

**PHOT 101 B&W Silver Gelatin Printing**
A studio course in traditional methods of B&W film development and silver gelatin darkroom techniques and aesthetics.
Credits: 3
Every Spring
DEPARTMENT OF DESIGN AND DIGITAL TECHNOLOGIES

Chair: Conover
Professor: Conover
Associate Professors: Aievoli, DelRosso, O’Daly
Assistant Professors: Corbeta, Wallace
Adjunct Faculty: 4

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

B.F.A. Digital Arts and Design

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

Class sizes are small and students get to work in a fully networked, state of the art computer lab which is equipped with over eighty Macintosh workstations, large format color printers, and scanners. Our faculty is comprised of working professionals who practice what they preach in the classroom and continue to work outside of class as print and web designers, multimedia artists and authors.

ADMISSION REQUIREMENTS

Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students wishing to transfer into the digital art and design program must submit a portfolio containing both fine art and design-related material. A personal interview is held with the director of the digital arts and design program to evaluate the artistic skills of the applicant and to help with the transfer credit evaluation.

More information on portfolio reviews may be found on the Art Portfolio Scholarship Review Days website at www.liu.edu/cw/post/art or by calling the Department of Art at 516-299-2464.

To apply for departmental scholarships, see the Department of Art Scholarships on the Department of Art homepage at www.liu.edu/post/art.

B.F.A. Digital Arts and Design

[Program Code: 20602]  [HEGIS: 1002.0]

Core Curriculum Requirements

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

| LIU Post Thematic Core Curriculum (32-33 credits) |
| --- | --- |
| POST 101 | 1 credit |
| First-Year Seminar | 3 credits |
| Writing I | 3 credits |
| Writing II | 3 credits |
| Quantitative Reasoning | 3 credits |

Scientific Inquiry & the Natural World

Creative, Media & the Arts

Perspectives on World Cultures

Self, Society & Ethics

Power, Institutions & Structures

Additional course from one cluster

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

Major Requirements

Required Digital Arts & Design Courses: (64 credits)

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

Elective Directed Art Studio Courses: (9 credits)

Choose three of the following

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

Required Art History Courses: (6 credits)

| ART 1 | Introduction to the Visual Arts | 3.00 |
**Credit and GPA Requirements**
- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 30
- Minimum Major Credits: 79
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

**B.F.A. Digital Game Design and Development**

The Digital Game Design and Development program at LIU Post offers a project-based curriculum that allows students to develop skills in all areas of game development, including game design, computer programming, and visual design. The program focuses heavily on game creation. During their time at LIU Post students work on several solo and group-based projects, giving them a chance to develop a broad range of game creation skills. Before graduating, students complete a capstone thesis project that can be used as a portfolio piece on a job application or as an independent commercial project.

This rigorous program prepares students for a career in the game industry as well as other related industries. LIU Post’s proximity to New York City’s vibrant commercial and artistic communities provides students with opportunities to interact with key figures in the game industry and helps them develop career opportunities.

**B.F.A Digital Game Design & Development**

*(Program Code: 37046) (HEGIS: 1099.0)*

**Core Curriculum Requirements**

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

**LIU Post Thematic Core Curriculum (32-33 credits)**
- POST 101 1 credit
- First-Year Seminar 3 credits
- Writing I 3 credits
- Writing II 3 credits
- Quantitative Reasoning 3 credits
- Scientific Inquiry & the Natural World 4 credits
- Creativity, Media & the Arts 3 credits
- Perspectives on World Cultures 3 credits
- Self, Society & Ethics 3 credits
- Power, Institutions & Structures 3 credits

**Additional course from one 3-4 credits cluster**
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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGD 1</td>
<td>Introduction to Game Design</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 2</td>
<td>Games Through History</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 3</td>
<td>Game Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 4</td>
<td>Digital Game Development 1</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 5</td>
<td>Digital Game Development 2*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 6</td>
<td>Digital Game Development 3*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 20</td>
<td>Level Design for Games*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 21</td>
<td>Intro to Visual Design for Games</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 22</td>
<td>Audio Design for Games</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 90</td>
<td>Game Game Prototyping*</td>
<td>3.00</td>
</tr>
<tr>
<td>DGD 91</td>
<td>Senior Game Project*</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses: (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPH 16</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>CGPH 20</td>
<td>3-D Modeling &amp; Animation 1*</td>
</tr>
</tbody>
</table>

**Game Electives and Concentration Sequences**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>CS 106</td>
<td>Foundations of Web Design &amp; Development*</td>
</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I*</td>
</tr>
<tr>
<td>CS 116</td>
<td>Intermediate Data Structures and Algorithms*</td>
</tr>
<tr>
<td>CS 127</td>
<td>Introduction to Game Design (CS)*</td>
</tr>
<tr>
<td>CS 133</td>
<td>Analysis &amp; Logic Design</td>
</tr>
<tr>
<td>CS 231</td>
<td>Database Fundamentals*</td>
</tr>
<tr>
<td>CS 237</td>
<td>Human-Computer Interaction*</td>
</tr>
<tr>
<td>CS 245</td>
<td>Working in a Team Environment*</td>
</tr>
<tr>
<td>CS 254</td>
<td>Artificial Intelligence and Games*</td>
</tr>
<tr>
<td>CS 257</td>
<td>Computer Graphics*</td>
</tr>
<tr>
<td>CS 263</td>
<td>Game Programming I*</td>
</tr>
<tr>
<td>CS 267</td>
<td>Scientific Foundations for Games*</td>
</tr>
<tr>
<td>CS 271</td>
<td>Game Programming II*</td>
</tr>
<tr>
<td>CGPH 7</td>
<td>Digital Illustration 1</td>
</tr>
<tr>
<td>CGPH 8</td>
<td>Digital Illustration 2*</td>
</tr>
<tr>
<td>CGPH 9</td>
<td>Digital Typography*</td>
</tr>
<tr>
<td>CGPH 11</td>
<td>Interaction Design 1</td>
</tr>
<tr>
<td>CGPH 14</td>
<td>Interaction Design 2*</td>
</tr>
<tr>
<td>CGPH 18</td>
<td>Digital Imaging Synthesis*</td>
</tr>
<tr>
<td>CGPH 21</td>
<td>3-D Modeling and Animation 2*</td>
</tr>
<tr>
<td>ART 1</td>
<td>Introduction to Visual Arts</td>
</tr>
<tr>
<td>ART 5</td>
<td>Introduction to Basic Drawing</td>
</tr>
<tr>
<td>ART 11</td>
<td>Life Drawing</td>
</tr>
<tr>
<td>ART 12</td>
<td>Life Drawing 2*</td>
</tr>
<tr>
<td>ENG 182</td>
<td>Introduction to Creative Writing*</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Fiction Writing*</td>
</tr>
<tr>
<td>ENG 285</td>
<td>Screenwriting*</td>
</tr>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry*</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I*</td>
</tr>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
</tr>
<tr>
<td>BDST 4</td>
<td>Digital Audio Production*</td>
</tr>
<tr>
<td>BDST 11</td>
<td>Production Essentials: Audio</td>
</tr>
<tr>
<td>CMA 10</td>
<td>Media Law and Ethics</td>
</tr>
<tr>
<td>MUS 1</td>
<td>Introduction to Musical Concepts</td>
</tr>
<tr>
<td>MUS 2</td>
<td>Elementary Musicanship</td>
</tr>
<tr>
<td>MUS 14A</td>
<td>Introduction to Music Technology</td>
</tr>
<tr>
<td>MUS 14B</td>
<td>Intermediate/Advanced MIDI Sequencing*</td>
</tr>
</tbody>
</table>
MUS 14C Intermediate/Advanced Notation* 3.00
CIN 25 Animation and Computer Graphics Workshop 3.00
CIN 26 Intermediate Animation and Computer Graphics Workshop* 3.00
CIN 27 Advanced Animation and Computer Graphics Workshop* 3.00
DGD XX Any DGD course that is not a requirement. XX

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Major Credits: 69
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

MINORS

Minor: Digital Arts and Design

Minor in Digital Art & Design
Requirements
Required Digital Art & Design Courses
CGPH 5 Computer Layout 1 3.00
CGPH 7 Digital Illustration 1 3.00
CGPH 16 Digital Imaging 3.00
CGPH 26 Web design for non Art majors 3.00
VISL 1 Introduction to Graphic Design 3.00

Credit and GPA Requirements
Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor: Digital Game Design and Development

An 18-credit minor in Digital Game Design and Development is available to students in other majors who would like to expand their career options into this promising field. Students completing a minor in Digital Game Design and Development will be taking courses that focus on hands-on game creation. Courses are taught in a digital games lab featuring 20 computers, multiple projectors, a large TV screen, and the latest videogame consoles. Students have access to a wide variety of software, including Photoshop, Illustrator, Unity, Microsoft Office, and Maya.

Minor in Digital Game Design & Development

Required Digital Game Design Courses
DGD 1 Introduction to Game Design 3.00
DGD 2 Games Through History 3.00
DGD 3 Game Studies 3.00
DGD 4 Digital Game Development 1 3.00
DGD 5 Digital Game Development 2 3.00
DGD 6 Digital Game Development 3 3.00

Credit and GPA Requirements
Minimum Total Credits: 18
Minimum Minor GPA: 2.25
### Design and Digital Technologies Courses

**CGPH 5 Computer Layout 1**
This introductory course will primarily focus on instructing students on how to use Adobe InDesign as a creative design tool. Through a series of demonstrations, students will gain knowledge of page layout and typography as well as be given a technical and aesthetic foundation for creating successful page layouts. Emphasis will be on simultaneously developing the student’s technical skills and design sensibility as they compose and design a variety of graphic design projects. These projects include creating business cards and letterheads, book cover jackets and infographics. Through a series of assigned readings and lectures this course will stress the importance of basic design principles and students will also become familiar with the varied functions of graphic design and how to discuss and critique it. Other aspects of desktop publishing such as scanning and pre-production considerations are also covered.

**Credits:** 3  
**Every Fall**

**CGPH 6 Advanced Computer Layout 2**
This advanced layout course focuses on both the design and production capabilities of InDesign. While students will predominantly work in InDesign they will be expected to integrate Illustrator and Photoshop into their designs. Students will gain knowledge of professional graphic design and production as they see their projects move through the entire process; from the conception of ideas, to the design execution, and finally through the production of three-dimensional prototypes. Emphasis will be equally placed on developing the student’s technical skill, speed, and accuracy and also on developing their personal aesthetic sensibility and emerging design style.

Students will design and compose a variety of graphic design projects which include brochures, menus, and CD packages.

**Prerequisite of CGPH 5 or equivalent is required.**  
**Credits:** 3  
**Every Spring**

**CGPH 7 Digital Illustration 1**
This introductory course will introduce the student to Digital Illustration using Adobe Illustrator. Through a series of computer demonstrations students will be introduced to a wide range of tools and techniques commonly used in illustration. The primary focus of the course is to first provide the student with a fundamental technical overview of how to use Illustrator. Students will then apply this knowledge to create a wide variety of graphic design and illustration projects which include logos, postage stamps, package design, and label design. Emphasis will be placed on developing technique, style, and accuracy.

**Credits:** 3

---

**Every Fall**

<table>
<thead>
<tr>
<th>CGPH 8 Digital Illustration 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this advanced illustration course students will be introduced to sophisticated techniques using Adobe Illustrator through a series of computer demonstrations. This course will reinforce and encourage use of basic design principles that students have been previously introduced to. As they continue to sharpen both their technical and conceptual illustration skills students are expected to create a wide variety of complex illustration projects that include event logos, technical renderings, and editorial illustrations. Emphasis will be on developing technique, style, and accuracy. Integration of Photoshop into the illustration process will be addressed as well as importing these illustrations into page layouts using Indesign. Students will also be introduced to and use digital drawing tablets.</td>
</tr>
<tr>
<td><strong>Prerequisite of CGPH 7 or equivalent is required.</strong></td>
</tr>
</tbody>
</table>
| **Credits:** 3  
| **Every Spring** |

**CGPH 9 Digital Typography**
This advanced typography course provides the student with a comprehensive understanding of the usage, design, and aesthetics of type through a series of projects which incorporate both traditional techniques and digital creation. These projects include creating a set of typographic dingbats/ icons, an all type poster design, and a distressed type treatment. The objective of this course is to provide the student with a technical and aesthetic foundation for creating successful typographic designs. The history of typography and traditional typographic techniques will also be covered. The course will incorporate different software packages depending on the project requirements. Adobe Illustrator and Photoshop will be the predominant software applications used to create a range of typographic treatments. Students will also learn how to properly work with display type as they create typographic designs in Indesign.

**Prerequisite of CGPH 7 or equivalent is required.**  
**Credits:** 3  
**Every Spring**

**CGPH 10 Digital Graphics Production Lab**
This is an advanced course in methods for preparing layout designs and digital graphics for commercial printing. Students are required to have basic knowledge of Adobe InDesign, Adobe Photoshop and Adobe Illustrator for this class. Students will acquire technical expertise in creating digital press-ready mechanicals for commercial output. Coursework examines preparation guidelines for different color models and custom printing techniques. Print industry standards and vocabulary terms are emphasized.

**Prerequisites of CGPH 5, 7 and 16 or permission of instructor are required.**  
**Credits:** 3  
**Every Fall**

---

**CGPH 11 Interaction Design 1**
This course is an introduction to Interaction Design. Course instruction will be on a variety of software used to create interaction design products. Students will gain knowledge of all forms of interaction requirements dealing with the areas of information, education, promotion and entertainment arenas. Emphasis will be on developing an understanding of various interactive techniques and protocol. Students will learn how to create artwork and all the components necessary to complete an interaction design concept to wireframes containing audio, video animation, typical animation cell format and scripting techniques.

**Credits:** 3  
**Every Fall**

**CGPH 12 Desktop Video**
In this class, students will acquire a foundation in editing and composing digital animation and video with Adobe After Effects and Premiere. Emphasis will be placed on the design and integration of motion graphics, text and sound to create a compelling coherent vehicle for communication.

**Prerequisite of CGPH 16 or permission of instructor is required.**  
**Credits:** 3  
**Every Fall**

**CGPH 13 Desktop Video II**
This course addresses advanced Interaction Design and User Interface and Experience. Course instruction will be on a variety of software used to create interactive products. Students will gain knowledge of all forms of interactive applications and presentations dealing with the areas of information, education, promotion and entertainment arenas. Emphasis will be on developing an understanding of various interactive techniques and protocol. Students will compose a variety of sample interactive presentations. Students will learn how to create artwork and all the components necessary to complete an interactive presentation, via audio, video animation and scripting techniques.

**Prerequisite of CGPH 11 is required.**  
**Credits:** 3  
**Every Spring**

**CGPH 14 Interaction Design 2**
This course addresses advanced Interaction Design and User Interface and Experience. Course instruction will be on a variety of software used to create interactive products. Students will gain knowledge of all forms of interactive publications and presentations dealing with the areas of information, education, promotion and entertainment arenas. Emphasis will be on developing an understanding of various interactive techniques and protocol. Students will compose a variety of interactive presentations. Students will learn how to create artwork and all the components necessary to complete an interactive presentation, via audio, video animation and scripting techniques.

**Prerequisite of CGPH 11 is required.**  
**Credits:** 3  
**Every Fall**

**CGPH 15 Desktop Video II**
This course gives students the advanced skills necessary to design, animate and integrate video projects. Students will be introduced to video acquisition and editing with industry standard equipment and software. Students will further develop the necessary creative skills and aesthetic decision-making from storyboards through post-production techniques. Students will be introduced to stop frame animation, intermediate and advanced video editing and composing techniques using industry standard equipment and software.

Students will also be introduced to location and
CGPH 16 Digital Imaging
This course introduces the student to Adobe Photoshop for creating graphic designs and digital imagery. Students learn how to use Adobe Photoshop as a graphic design tool for various applications. Students also learn image editing and manipulation techniques. The course also covers industry standards on resolution and color models for creating digital imagery. Emphasis is placed on technical proficiency and creative expression.
Credits: 3
Every Fall and Spring

CGPH 18 Digital Imaging Synthesis
Digital Imaging Synthesis explores advanced aesthetic and technical concepts in imaging using Adobe Photoshop. Creation and assemblage of source materials, complex montage making and development of a personal style are covered. Experimental projects include an introduction to web graphics, cross program design issues and special effects creation.
Prerequisite of CGPH 16 or PHOT 23 or permission of instructor is required.
Credits: 3
Every Semester

CGPH 20 3-D Modeling & Animation 1
This course is intended for advanced students who wish to create three-dimensional moving objects utilizing modeling and animation script techniques. Using a three-dimensional modeling/animation program, students build objects, view the model from any angle and then render it with a palette of 16 million colors. Students will gain a basic proficiency in the industry standard software, Autodesk Maya 3D. Emphasis will be placed on principles of 3D design techniques for animation and illustration. Maya’s relationship to peripheral software such as Photoshop CC and Adobe After Effects CC will also be explored. This course will conclude with an introduction to 3D character development and animation for both the movie and gaming environments.
Game Design Students: a pre requisite of CGPH 16 is required.
Digital Arts Students: a pre requisite of CGPH 7 and CGPH 12 is required.
Credits: 3
Every Fall

CGPH 21 3-D Modeling & Animation 2
This course explores advanced techniques in three-dimensional modeling and animation with the current version of Maya. Emphasis will be placed on character development, modeling, and animation scripting within the three-dimensional environment.
Prerequisite of CGPH 20 is required.
Credits: 3
Every Spring

CGPH 22 Website Design
This is an introductory course in Website design. Students will learn how to use Adobe Dreamweaver as an HTML5 and CSS editor to design and publish Websites. Students will also learn how to use the bootstrap 3 framework to develop a professional portfolio Website from a mobile responsive template. This course provides students with a foundational understanding of Web design software and Website design techniques including: the ability to use Adobe Dreamweaver as an HTML and CSS editor, the ability to use Adobe Creative Suite to develop content for Websites, and how to employ Bootstrap to develop “mobile friendly” responsive Websites. Knowledge of SEO (Search Engine Optimization) and Website promotion will also be covered.
Prerequisites of CGPH 7, 11 and 18 are required.
Credits: 3
Every Fall

CGPH 24 Website Development
This course provides students the opportunity to further advance to their skills in website design and development. Students will learn how to add functionality to Web sites with scripting and server side technologies including advanced HTML/XHTML, PHP, MySQL programming and content management solutions. Students will also examine methods for integrating these technologies with Cascading Style Sheets (CSS) to incorporate the elements of design into Web site content. Aesthetics trends of website design will also be explored.
Prerequisite of CGPH 22 is required.
Credits: 3
Every Spring

CGPH 26 Web Design for Everyone
This is an introductory course in Internet Website design. This course is designed for non-design students who want to create basic websites without extensive knowledge of html programing and graphic design software. The course introduces the student to Adobe Dreamweaver as an authoring tool for creating Websites. Basic Web page layout techniques and digital image preparation methods are covered. The course focuses on using and manipulating pre-built Web page templates to create Websites for various subjects. Website hosting and publishing and promotion basics are also covered.
Prerequisite of non-majors only is required.
Credits: 3
Every Fall and Spring

CGPH 86 History of Digital Communications
This class will present a historical and critical context within the field of digital design, multimedia and interactivity. It will develop ways of analyzing the relationship of new interactive work to the rich history of traditional design forms. Subjects to be included will be new platforms and innovations in photography, cinema, radio, television, computer and the Internet, as well as study of new technologies on the field of cultural studies.
A prerequisite 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, 7and 16 are required.
Credits: 3
Every Semester

CGPH 98 Independent Study in Digital Art and Design I
The course of study will offer the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum. Topics of study will include game design and other areas in the digital arts.
Credits: 3
Every Fall and Spring

DGD 1 Introduction to Game Design
This is an intense hands-on course in which students design a new game every two weeks. Because of its focus on quick iteration, these games are non-digital. Students create card games, board games, and physical games. This class has a heavy focus on playtesting. Students will play each other's games and give one another constructive feedback. In this course students are expected to learn the basic concepts behind game design through lectures, game analysis, and game creation.
Credits: 3
Every Fall

DGD 2 Games Through History
This course is an introduction to the history of games, play, and players. Starting with the premise that video games are best viewed as a subset of humankind's much longer history of games, we will look through the past several thousand years,
examining not only games, but also the people who study, create, and play them. Most importantly, we will take time to critically play the games we discuss, enabling students to gain a critical understanding and appreciation of canonical games.

Credits: 3
Every Spring

**DGD 3 Game Studies**

This is the most purely academic of the Core Digital Game Design and Development classes. This course asks students to read and write about games from an interested academic perspective. Throughout the semester, students will read works ranging from Dutch historian Johan Huizinga’s Homo Ludens, an early 20th century sociological study of the role of play among humans, to Mary Flanagan’s Critical Play, a much more modern look at games and their influence on modern art. While the core of the class is based on weekly readings and student responses, students will write major papers during the semester. During class time students will discuss the readings and make presentations based on their papers. Examples from both historical games and modern games will be used in class discussions.

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

**DGD 4 Digital Game Development 1**

Digital Game Development 1 is the first hands-on video game development class in the Digital Game Design and Development Program. This course focuses on the basic programming skills a student needs to start developing games on their own. As this is an introductory class, students are not expected to have any previous programming knowledge. Students will learn core programming concepts such as variables, if statements, for loops, arrays, functions, and object-oriented programming. They will also learn more game-specific concepts such as game states and collision detection. This course is taught in Processing, which is a creative coding language built on top of Java.

Credits: 3
Every Fall

**DGD 5 Digital Game Development 2**

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

A pre requisite of DGD 4 is required.
Credits: 3
Every Spring

**DGD 6 Digital Game Development 3**

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

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

**DGD 20 Level Design For Games**

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

A pre requisite of DGD 1 is required.
Credits: 3
Annually

**DGD 51 Game Studio**

Game Studio is an intensive course that asks students to make a complete game and release it in one semester. Students are expected to finish the game, make people aware of the game, and make money selling it before the end of the semester. This course is as much about game creation as it is about marketing the game. Since this class is set up like a small game studio, all assignments are by default group assignments. The students in this course will have to learn to work together as their game will only succeed based on solid group work.

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

**DGD 52 Programming Movement**

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

Students will also learn about the history of algorithmic animation and how it has been used in games, film, and art.

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

**DGD 90 Senior Game Prototyping**

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

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

**DGD 91 Senior Game Project**

The entire Digital Game Design and Development program leads to the Senior Game Project. This class requires students to bring together everything they have learned over the course of the program to create a major final project. The Senior Game Project allows students to work as individuals or in groups of any size. Students do not need permission from the instructor to pursue a particular project. The primary requirement is that, by the end of the semester, each student has created a complete, polished, and successful game.

A pre requisite of DGD 1, DGD 4, DGD 5 and DGD 6 is required.
Credits: 3
Every Fall

**DGD 968 Honors Tutorial**

This is an honors tutorial for students in the Honors College. Must be in Honors College
Credits: 3
On Demand

**DGD 389 Honors Thesis**

This is an honors thesis course for students in the Honors College. Must be in Honors College
Credits: 3
On Demand

**PROJ 3 Fine Art Senior Project II**

Intensive independent work designed to assist the student in attaining a more professional level in his/her media under the direction and criticism of a member of the Fine Art faculty. This project culminates in an exhibition of the student’s work.

Pre requisite: ATUT 1
Credits: 3
Every Semester

**VISL 1 Introduction to Graphic Design**

A basic graphic design studio course that deals with communicating ideas through the use of type and image. The principles of graphic design are taught through a series of design problems intended to train the student to think as a designer when solving problems. This class focuses on the development of the student as a graphic designer. Topics to be covered are the elements and principles of design such as color, shape relationships, thematic design, typography, etc. Students will utilize Adobe Illustrator and will develop all work through sketching first. Using these design techniques and programs students will develop a body of images directed towards graphic design both print and new media. The emphasis is on creativity, exploration and the development of a working knowledge of graphic design and how it is integrated into all forms of print and new media.
Every Fall

**VISL 2 Publication Design**
This advanced design course deals with the use of type, images, and layout to design publications. The principles of typography are reinforced through a series of design problems and selected readings intended to teach the student about publication design. The objective of this course is to familiarize the student with numerous aspects of publication design. Emphasis will be placed on designing clear and interesting page layouts for a variety of publications. The design principles taught will involve grids, layout/composition, type and image, visual hierarchy, and typographic space. Particular attention will be given to designing the numerous elements that comprise a magazine article such as sidebars, eyebrows, timelines, and annotated photos.

*Prerequisites of VISL 1 and CGPH 5 are required.
Credits: 3
Every Fall*

Every Fall

**VISL 3 Advertising Design**
This class focuses on the development of the student as an advertising designer. Topics to be covered are the elements and principles of design such as color, shape relationships, thematic design, typography, etc. Students will utilize several software programs and will develop all work through sketching first. Using these design techniques and programs students will develop a body of images directed towards graphic design both print and new media. The emphasis is on creativity, exploration and the development of a working knowledge of graphic design and how it is integrated into all forms of print and new media.

*Prerequisite VISL 1 is required.
Credits: 3
Every Spring*

Every Semester

**VISL 4 Digital Industries Student Run Agency**
In this "studio/agency" environment students will gain a perspective on the actual workings and creative process (the design and development) of projects for non-profit clientele in: advertising, video production, 3D animation, web development, print/package design as they relate to the client/industry needs. An emphasis is placed on client relationships and industry experiences that are reflected via innovative solutions for diverse clientele: arts, information, education, entertainment, and commerce.

*Pre requisites: CGPH 5, CGPH 7, VISL 1
Credits: 3
On Occasion*

Every Semester

**VISL 98 Portfolio Preparation**
In this class design students in their senior year learn how to prepare a professional portfolio representative of their work. Students’ artwork and resumes are reviewed and developed into final portfolio pieces. In this course each graphic design student will work on preparing and fine-tuning their representative portfolio. The objective of this course is to ensure that students graduating with design degrees have a portfolio of work which properly represents their design skills and interests to prospective employers. Students will spend the majority of the semester working on refining and outputting their portfolio pieces. Students are required to create both print and electronic PDF versions of their portfolios. Resumes and cover letters will also be reviewed and refined. Instructor will hold class discussions on various aspects of entering professional design field. Some of these aspects include different types of design positions, how to conduct a job hunt, and interviewing techniques.

*Prerequisite of Senior status is required.
Credits: 4
Every Semester*
DEPARTMENT OF COMMUNICATIONS AND FILM

Phone: 516 299-2382

Chair: Professor Susan Zeig
Professors: Carlomusto, Fowles
Associate Professors: Dress, Koshel, Robinson, Sohn
Assistant Professor: Gerdes, Peltola, Schurr Levin
Adjunct Faculty: 18

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

Each degree program emphasizes writing skills, development of creative thinking and mastery of critical technologies to prepare students for fruitful careers in fields of communications and media. Liberal Arts courses enrich each program by providing the broad background media professionals need today to meet the demands for diverse media content for diverse audiences and to develop fully as creative artists who will contribute to our culture.

B.F.A. Broadcasting

The 120-credit Bachelor of Fine Arts in Broadcasting opens students to the world of digital radio, digital video, web content and multimedia production. It also provides a strong foundation through exposure to the history, cultural significance and social/economic role of media. This major prepares students for careers as varied as documentary producers, web video producers, news anchors, writers, radio broadcasters, and interview hosts. Courses cover the technical and creative aspects of this field, including new technologies, digital audio and video production and editing as well as narrative development and cultural dimensions of media. Students will work behind the scenes, writing scripts for broadcasts and operating television and radio equipment, and also practice on-air skills through work at LIU Post’s TV station, PTV, and radio station, WCWP. Students develop an understanding of a variety of story-telling styles and formats in radio, television and web-based media. LIU Post Broadcasting students intern at some of the nation’s top media organizations, including CBS, MTV Networks, NBC TV, Z-100, WBAB, WFAN Radio, HGGTV, and News 12, Long Island.

ADMISSION REQUIREMENTS

- Incoming freshmen should have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.F.A. Broadcasting

[Program Code: 81558] [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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDST 11</td>
<td>3.00</td>
</tr>
<tr>
<td>Production Essentials: Audio</td>
<td></td>
</tr>
<tr>
<td>BDST 12</td>
<td>3.00</td>
</tr>
<tr>
<td>Production Essentials: Video</td>
<td></td>
</tr>
<tr>
<td>CMA 2</td>
<td>3.00</td>
</tr>
<tr>
<td>Mass Media in America</td>
<td></td>
</tr>
<tr>
<td>CMA 4</td>
<td>3.00</td>
</tr>
<tr>
<td>Media Literacy: Behind the Message</td>
<td></td>
</tr>
<tr>
<td>CMA 5</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing in the Digital Age</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4</td>
<td>3.00</td>
</tr>
<tr>
<td>Introduction to Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>ART 30</td>
<td>3.00</td>
</tr>
<tr>
<td>Communications Photography</td>
<td></td>
</tr>
<tr>
<td>CGPH</td>
<td>3.00</td>
</tr>
<tr>
<td>Digital Imaging</td>
<td></td>
</tr>
</tbody>
</table>

Required Major Courses: (30 credits)

BDST 4 Digital Audio Production 3.00

BDST 6 Intermediate Television Production: Studio 3.00

BDST 17 Writing for TV and Radio 3.00

BDST 25 Intermediate television 3.00

BDST 34 Advanced Digital Audio Production 3.00

BDST 46 Video for the Web 3.00

BDST 54 Creating the Television Newscast 3.00

BDST 57 Advanced Digital Editing 3.00

JOU 3 Basic Reporting 3.00

JOU 56 Television Newsgathering 3.00

BDST 27 Applied Television 3.00

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

BDST 63 Applied Radio News 3.00

BDST 64 Applied Radio News 3.00

Required Broadcasting Senior Research/Honors Tutorial: 3 credits

Choose one of the following:

BDST 91 Senior Research in Broadcasting* 3.00

BDST 385 Honors Tutorial 3.00

BDST 386 Honors Tutorial 3.00

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

Choose one of the following:

BDST 92 Senior Project & Portfolio 4.00

BDST 389 Honors Thesis 4.00

BDST 390 Honors Thesis 4.00

Elective Broadcasting Courses: (6 credits)

At least six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDST 5 Radio and TV Speech</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 27 Applied television</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 30 Producing television</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 34 Advanced digital Audio</td>
<td></td>
</tr>
<tr>
<td>BDST 37 Voice-Overs and Narration Workshop</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The following courses may also be used to complete credit requirements in the Broadcasting Major:

- BDST 40: Topics in Electronic Media 3.00
- BDST 44: Documentary Production Workshop 3.00
- BDST 46: Video for the Web 3.00
- BDST 52: Radio/TV Interviewing Techniques 3.00
- BDST 56: Scriptwriter's Workshop 3.00
- BDST 59: Short Story to Video 3.00
- BDST 63: Applied Radio News 3.00
- BDST 64: Applied Radio News 3.00
- BDST 65: Applied Radio: on-air 3.00
- BDST 67: Applied Public Relations: Campus Media 3.00
- BDST 87: Internship 3.00
- BDST 88: Internship 3.00
- BDST 89: Advanced Independent Study in Electronic Media 1.00
- COM 1: Cross-Media Communications: Introduction to Critical Models 3.00
- COM 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 3.00
- PR 30: Using Business Software in Public Relations/Advertising 3.00
- PR 38: Social Media Tools 3.00

**Major Requirements**

**Required Communications (12 courses, 36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDST 6</td>
<td>Intermediate Television production: studio</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 11</td>
<td>Production Essentials: Audio</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 6</td>
<td>Basic Motion Picture Production</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 12</td>
<td>Basic Editing and Sound</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 10</td>
<td>Media Law and Ethics</td>
<td>3.00</td>
</tr>
<tr>
<td>COM 1</td>
<td>Cross-Media Communications: Introduction to Critical Models</td>
<td>3.00</td>
</tr>
<tr>
<td>COM 2</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 3</td>
<td>Basic Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 5</td>
<td>Writing for Radio, TV, and Web</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 2</td>
<td>Writing and Editing for Public Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 30</td>
<td>Using Business Software in Public Relations/Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 38</td>
<td>Social Media Tools</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**B.S. Communications**

**Core Curriculum Requirements**

- B.S. Communications
  - Program Code: 39853 [HEGIS: 0605.0]

**Required Writing Course**

Choose one (3 credits) from the following:

- BDST 17: Writing for TV and Radio 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

**Communications Electives**

Choose two (6 credits) from the following:

- BDST 4: Digital Audio Production 3.00

**Credit and GPA Requirements**

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

**B.F.A. Journalism**

Journalism is a challenging and fast-paced career. Given the flood of information that surrounds us, the public looks to skilled journalists to provide news and commentary that informs civic dialogue, and to report the latest trends and events in politics, government, culture, entertainment, sports, technology, and much more. The Journalism major trains students to be strong writers, a skill that can be applied to jobs in many other fields as well.

The 120-credit Bachelor of Fine Arts in Journalism provides you with an understanding of the increasingly complex task of reporting, writing, editing and delivering the news in a multimedia environment. Our program develops practical knowledge and conceptual foundations for work in the varied forms of print, broadcast and online journalism as well as for graduate study in journalism and related fields. Journalism students are strongly encouraged to select a minor in another field, such as a science, social science or business to better prepare them to report in a specific content area with deeper understanding. Our journalism majors graduate with multimedia skills in writing, audio, video, photjournalism, and using social media and other tools to tell stories.

Students in other majors may want to consider a minor in journalism or communications to hone strong writing skills that are desirable in every field. These 15 credit minors offer students an opportunity to develop their writing and reporting skills in research, reporting, editing, writing, writing for online and print media, and multimedia production skills.
skills. Having these skills also opens up many career paths. Journalism majors study in small classes with professors who have extensive professional experience. They sharpen their skills with reporting for The Pioneer, the award-winning LIU Post student newspaper; PTV, the campus television station, WCWP, the campus radio station; and The Bottom Line, the student magazine. Students also gain real world experience at internships at some of the nation’s top newsrooms, including Newsday, MTV Networks, ABC-TV, NBC-TV, WFAN Radio, News 12 Long Island and The Associated Press. Campus resources for journalism majors include state-of-the-art television and radio studios, a journalism lab and newsroom, HD video cameras and digital editing suites with professional-level computers and software.

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

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

B.F.A. 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORC 1 Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 2 Mass Media in American Society</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 4 Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 10 Media Law and Ethics</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 5 Writing in the Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 11 Digital Tools: Audio</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 12 Digital Tools: Video</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Journalism Courses: (40 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 3 Basic Reporting (Fall only; Freshman or Soph Year)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 4 Beat Reporting (Spring only; Freshman or Soph Year)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 20 Photojournalism (Spring only)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 5 Writing for Electronic Journalism (Spring only)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 52 Interviewing for Media (Fall only)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 41 Newspaper Laboratory**</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 56 Electronic Newsgathering (must take with BDST 54)</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 54 Producing the TV Newscenter (must take with JOU 56)</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 25 Video Field Production</td>
<td>3.00</td>
</tr>
<tr>
<td>BDST 46 Web Video Production</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 91 Senior Research (Fall of Senior Year)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 92 Senior Thesis &amp; Portfolio (Spring of Senior Year)</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 87 Journalism Internships (Junior or Senior year)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 6 Feature Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>JOU 7 Culture Reporting &amp; Review Writing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

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

B.F.A. Film

Majoring in film at LIU Post will help you prepare for a career in directing, cinematography, editing, lighting, producing, screenwriting or film criticism. LIU Post is one of only a handful of colleges and universities to instruct students in the use of 16mm film, and where students starting making films in their first semester. This 120-credit program also includes a strong film history component as well as courses in animation and special effects.

Our faculty are all working professionals in diverse areas of the field, including writers, directors, cinematographers documentarians and critics – award-winning professionals with top-level experience and credentials. As a student, you will have the chance to master the new digital media technologies, and develop your production design skills in our studio. You will get the valuable learning-by-doing experience that you need to succeed.

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

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average.

• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review.
If you have completed fewer than 24 credits, you must also submit high school transcripts. Applicants be notified of departmental admissions decisions in the early spring. Mid-year transfer students will be contacted individually.

**SCHOLARSHIP OPPORTUNITIES**

It is possible to apply for additional monies outside what the University has already granted you. Please email the Director of Film, susan.zaig@liu.edu to find out more about this.

---

**B.F.A. Film**

[Program Code: 79555] [HEGIS: 1010.0]

### Core Curriculum Requirements

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

**LIU Post Thematic Core Curriculum**

(32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts (excluding all CIN courses)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

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

### Major Requirements

**Required Film Courses (54 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIN 1</td>
<td>The Art of the Film/1900-1930</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 2</td>
<td>The Art of the Film/1931 to Present</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 5</td>
<td>The Art of the Documentary Film</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 6</td>
<td>Basic Motion Picture Production</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 7</td>
<td>Intermediate Motion Picture Production</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 8</td>
<td>Advanced Motion Picture Production</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 9</td>
<td>Screenwriting</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 10</td>
<td>Screenwriting</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 12</td>
<td>Intro to Editing and Sound</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 13</td>
<td>Intermediate Editing &amp; Sound</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 15</td>
<td>Cinematography</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 28</td>
<td>Film Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 29</td>
<td>Film Theory II</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 35</td>
<td>Production Laboratory</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 36</td>
<td>Production Laboratory</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 37</td>
<td>Film Production Lab-Practicum</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 38</td>
<td>Film Production Lab Practicum</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 44</td>
<td>Interdisciplinary Concepts</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 23</td>
<td>Video Documentary Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 24</td>
<td>Video Documentary Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 3</td>
<td>Major Forces in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 4</td>
<td>Major Figures in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 303</td>
<td>Film &amp; Society</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 304</td>
<td>Film &amp; Society</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 88</td>
<td>Must be taken twice (8 credits):</td>
<td></td>
</tr>
<tr>
<td>CIN 13A</td>
<td>Advanced Motion Picture Editing</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 14</td>
<td>Cinema and the Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 16</td>
<td>Advanced Cinematography</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 17</td>
<td>Advanced Screenwriting</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 22</td>
<td>Current Cinema in New York</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 23</td>
<td>Video Documentary Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 24</td>
<td>Video Documentary Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 25</td>
<td>Animation and Computer Graphics Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 26</td>
<td>Intermediate Animation and Computer Graphics Workshop</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 27</td>
<td>Advanced Animation and Computer Graphics Workshop</td>
<td>3.00</td>
</tr>
</tbody>
</table>

---

**Credit and GPA Requirements**

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

### MINORS

**Minor: Advertising**

Undergraduate students who are pursuing a major in another subject area may apply specific courses in the public relations program (15 credits) toward a minor in advertising. A minor adds value to your degree and a competitive edge in the job market. Students are required to take PR1, PR30, and CMA4. Then they choose one of PR53 or PR54 and one of PR55 or PR56.

Contact your academic and career counselor about further requirements and additional information.

### Minor in Advertising Requirements

#### Required Public Relations Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 1</td>
<td>Introduction to Public Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 30</td>
<td>Using Business Software in Public Relations/Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 4</td>
<td>Media Literacy: Behind the Message</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 53</td>
<td>Introduction to Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 54</td>
<td>Advertising Copywriting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 55</td>
<td>Advertising Campaigns</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 56</td>
<td>Branding: Integrating Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Minor GPA: 2.00
**Minor: Broadcasting**

Undergraduate students who are pursuing a major in another subject area may apply courses (15 credits) toward a minor in Broadcasting. A minor adds value to your degree and a competitive edge in the job market.

Contact your academic and career counselor for further requirements and additional information. Courses: BDST 11, 12, 4, 6, 17, 57.

**Minor in Broadcasting Requirements**

**Required Broadcasting Courses**

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

**Credit and GPA Requirements**

- Minimum Total Credits: 15
- Minimum Minor GPA: 2.0

**Minor: Communications**

The Minor in Communications offers students from any undergraduate major an opportunity to develop a range of communication skills which are increasingly important for success in a wide variety of fields. This minor exposes students to a wide range of writing styles and formats, interactive writing, such as blogging and online publication, speech communication and reporting. This minor is an excellent choice to prepare the student to meet many career challenges, and adds value to any undergraduate degree. Courses: CMA 4, JOU 3, ENG 186, COMM 1, and one of the following: CMA 10, ENG 88, JOU 41.

**Minor in Communication Requirements**

**Required Communication Courses**

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

**Plus one of the following:**

- CMA 10: Media Law & Ethics 3.00

**Minor: Film Studies**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in Film.

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

**Minor in Film Studies Requirements**

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

- Cinema 1: Art of Film - Silent Era 3.00
- Cinema 2: Art of Film - Sound Era 3.00
- Cinema 3: Major Forces in the Cinema 3.00
- Cinema 4: Major Figures in the Cinema 3.00
- Cinema 5: Art of the Documentary Film 3.00
- Cinema 9: Screenwriting - Short Form 3.00
- Cinema 10: Screenwriting - Long Form 3.00
- Cinema 28: Film Theory 3.00
- *Cinema 303: Film and Society or 304* 3.00

* for students with a 3.3 GPA

**Credit and GPA Requirements**

- Minimum Total Credits: 15
- Minimum Minor GPA: 2.0

**Minor: Journalism**

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

**Minor in Journalism Requirements**

**Required Journalism Courses**

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

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

**Credit and GPA Requirements**

- Minimum Total Credits: 15
- Minimum Minor GPA: 2.0

**Minor: Public Relations**

Undergraduate students who are pursuing a major in another subject area can apply specific elective courses (15 credits) toward a minor in public relations. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Required courses consist of: PR 1, PR 2, and CMA 4. Additionally, you may choose one of PR 20 or PR 25, and one of PR 29 or PR 70.

Contact your academic and career counselor about further requirements and additional information.

**Minor in Public Relations Requirements**

**Required Public Relations Courses**

- PR 1: Introduction to Public Relations 3.00
- PR 2: Writing and Editing for Public Relations 3.00
- CMA 4: Media Literacy: Behind the Message 3.00

**One of the following:**

- PR20 Case Studies in Public Relations 3.00
- PR25 The Business of Public Relations 3.00

**One of the following:**

- PR 29: Propaganda and Persuasion 3.00
- PR 70: The Rose of Research, Data, Analysis and Evaluation in PR Today 3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 15
LIU Post Undergraduate Bulletin 2019 - 2020

Broadcasting Courses

BDST 4 Digital Audio Production
This course is designed to familiarize the student with intermediate-level theory and practice of digital audio production. Continues instruction in the various techniques for capturing and engineering sound. It offers training in the tools and techniques of producing audio and provides the foundation for sound production/reproduction essential to dealing with audio in environments such as radio, television, film, multimedia, broadcast journalism, and web production. Prepares the student for advanced work in audio production.

Pre requisites: BDST 11 and BDST 12
Credits: 3
Every Semester

BDST 17 Writing for TV and Radio
In this course, students will organize, outline, and write scripts for commercials, documentary, news, promotional, and entertainment content for radio, TV, and on-line settings. Includes study of various professional format requirements. Emphasis is on the development of strong writing skills and story structure appropriate to each medium and content area.

Pre requisite of CMA 5 is required of all majors.
Credits: 3
Annually

BDST 25 Intermediate Televisions Field Production
Students explore more advanced television field production techniques for news, documentary, and narrative projects. Students learn how to produce interviews and dramatic short pieces with emphasis on pre-production, proper field production practices, post-production, and critical analysis of finished work. Prepares student for upper level projects in field production.

Pre requisites: BDST 12 and BDST 57
Credits: 3
Annually

BDST 27 Applied Television
Students staff the television studio and participate in the operation and programming of PTV. Class meets together once per week, and completes programming on a hours-arranged basis. Hours and area of concentration are determined according to the student's interests and skill level, as well as the needs of the studio. Students work closely with faculty members in the day-to-day operation of the television studio and in programming for PTV, the campus television channel. May be taken two times for credit.

Pre requisites: BDST 11 and BDST 12
Credits: 3
Every Semester

BDST 28 Applied Television
Students work on advanced productions with professionals to create programs for prestigious venues such as WLIW. Class meets together once per week, and completes programming projects on an hours-arranged basis. Hours and areas of concentration are determined according to the production schedule and the students' expertise. Students work closely with faculty members to produce high quality productions. Students must complete BDST 27 or secure permission from the instructor.

A prerequisite of BDST 27 or permission of the instructor is required.

BDST 34 Advanced Digital Audio Production
This advanced level course is designed to provide students with exposure to complex digital audio editing techniques through the process of creating more sophisticated radio productions and podcasts. Students develop imaging for various radio formats, affording the student the opportunity to improve audio production skills and develop a critical ear. Students will create sweepers, jingles, promos, underwriting announcements, documentaries, and more complex productions for air on university radio station WCWP.

Pre requisite of BDST 4 is required.
Credits: 3
Annually

BDST 42 The Video Documentary
This course examines the television and radio documentary forms as they have evolved since the early years of broadcasting. Style, format and content of classic and contemporary documentaries are studied and evaluated. Students engage in critical analysis of selected documentaries.

Pre requisite of CMA 2 is required.
Credits: 3
On Occasion

BDST 44 Documentary Production Workshop
Students examine various documentary forms, then work individually or in teams to produce short documentaries. Emphasis is placed on finding an appropriate approach to the content of each documentary. The functions of producer, director, and crew are experienced through research, planning, writing, shooting, and editing. Completed documentaries of high quality may be aired on the campus television station.

A prerequisite of BDST 12 or BDST 25 or instructor permission is required.
Credits: 3
Alternate Years

BDST 46 Web Video Production
Students develop skills required to merge video production and web design. Students will learn how to design, edit, export, and display videos for the web. They will create and produce several short videos and post them to a website they have created. Each video will be part of a continuous narrative, bringing the user back to the site to view the new video. Students will master the skills needed to create a website and produce video content especially for the web.

Pre requisite of BDST 12 or permission of instructor is required.
Credits: 3
Annually

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

Credits: 3
Every Fall

**BDST 54 Producing The Television Newscast**
This is a hands-on television news production course where advanced students in journalism and broadcasting collaborate to create news programs for television. Students work in teams, rotating roles, as they learn to plan, report, write, shoot and edit news packages and produce a newscast in the television studio setting. Same as JOU 56

Prerequisite of BDST 25 or a Journalism major is required.

Credits: 3
Every Spring

**BDST 57 Advanced Digital Editing**
This course provides an intensive look at the aesthetics and techniques of digital video editing for diverse content. The students will explore the language of video editing, combining shots to create narratives, working with music and voice, and basic news editing. Special effects and graphics are taught as ways to enhance good editing.

Prerequisite of BDST 12 or permission of instructor is required.

Credits: 3
Every Spring

**BDST 63 Applied Radio Newsroom**
This course is a practicum for students with radio experience who wish to refine their skills in news writing and anchoring for a news broadcast. Students produce news programming for WCWP-Web radio. Advanced work is broadcast on the University radio Station, WCWP-FM.

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.

Pre requisites: BDST 11 and BDST 12

Credits: 3
Every Semester

**BDST 67 Applied Public Relations Dept. Media**
This course is a practicum for students who wish to gain experience using their writing and publicity skills for promotion of WCWP/Web Radio, WCWP-FM, PTV, the Pioneer and media-related sports events.

Prerequisite of PR 2 is required.

Credits: 3
On Occasion

**BDST 68 Applied Public Relations Department Media**
This course is a practicum for students who wish to gain experience using their writing and publicity skills for promotion of WCWP/Web Radio, WCWP-FM, PTV and the Pioneer.

Prerequisite of PR 2 is required.

Credits: 3
On Occasion

**BDST 87 Internship**
This course is an opportunity for the junior or senior-status student to supplement classroom instruction with on-the-job experience in a professional setting. Internships are geared to the individual student’s interests and abilities. Students work 120 hours per semester, to be agreed upon by the student and onsite supervisor. Regular meetings with a faculty mentor during the semester and a final paper are required. Students must have a B or better major average to be eligible for this course.

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

Credits: 3
Every Semester

**BDST 89 Advanced Independent Study in Broadcasting**
This independent study is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor. The student meets regularly with the mentor as work on the project or research paper progresses. Independent studies must be taken only in the case where the topic of study is not available as a regular class, and where the student can present a compelling case for the chosen topic. Only students in good standing will be considered for this course.

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

Credits: 1 to 3
On Demand

**BDST 91 Senior Research in Broadcasting**
Senior Research consists of the development of a substantial annotated research bibliography on a topic appropriate to the student’s planned Senior Project, prepared with the guidance of a faculty mentor, or a comprehensive preproduction plan, including elements such as a script, location research, interview schedule and other preparations deemed appropriate by the faculty mentor. Senior Research serves as the foundation for the student’s senior project. Regular meetings with the faculty mentor are required. Students must earn a B- or better in this work in order to take BDST 92.

Seniors only.

Credits: 3
Every Semester

**BDST 92 Senior Project**
This is an opportunity for the advanced student to apply knowledge of the broadcast media field to develop an audio, video or multimedia production or a script to write a sophisticated research paper. Students work independently with supervision from a faculty mentor. The senior project is based on the research and other preparation conducted in BDST 91. BDST 92 also requires a cumulative portfolio of the student’s work as a Broadcasting Major. BDST 91 and BDST 92 may not be taken in the same semester. Students must achieve a grade of B- or better in order to receive credit for this class.

Prerequisite of BDST 91 is required.

Credits: 4
Every Semester

**BDST 386 Honors Tutorial**
See Honors Program Website for information.

Honors students only.

Credits: 3
On Demand

**BDST 389 Honors Thesis**
See Honors Program Website for description and procedures.

Honors students only.
COMM 91 Capstone 1
Comm 91 integrates the range of skills and practices offered in the major to prepare the student for work in a range of professions. The first of two capstone courses, this class requires that students demonstrate knowledge of a range of applied communications practices. Students will develop and present to their peers and faculty mentors campaigns for cross-media approaches to issues in such areas as government and community organizations, publishing and media sectors. These campaigns will require producing work in at least two media as well as a public relations packet. This course will serve as the first part of the capstone project. Working with the instructor, each student will prepare a multimedia outline of the campaign, select a faculty advisor, carry out research, and write a rationale for the project to be completed in the Capstone 2 phase.
Pre requisites: Senior status, B+ GPA in major
Credits: 3
Every Semester

COMM 92 Capstone 2
Students will meet with their selected capstone advisors weekly for the semester as they complete their Capstone Project. A key component of this work is the refinement and revision of a cross-media campaign to maximize effectiveness. A culminating oral presentation of the project before a Faculty panel will serve to prepare students to articulate their ideas and working methods in a professional setting. In addition, throughout the semester, students will develop and finalize e-portfolios of their course work and experiential work that are of sufficient quality to present in prospective employment situations.
Pre requisites: COMM 91 and Brave new in the major.
Credits: 3
Every Semester

Film Courses

CIN 1 The Art of the Film/1900-1930
This course studies the silent film and the birth and development of film as an art form in the United States, Germany, Russia, and France.
Credits: 3
Every Fall

CIN 2 The Art of the Film/1931 to Present
In this course students study the sound film: the international development of creative motion pictures from the advent of sound through Neorealism, the New Wave, and the work of major new directors.
Credits: 3
Every Spring

CIN 3 Major Forces in the Cinema
The influence of major movements in the cinema is examined in this course. Subject changes each semester. May be taken for a maximum of three semesters. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
Every Spring

CIN 4 Major Figures in the Cinema
The personal styles and influences of major directors are covered in this course. Subject changes each semester. May be taken for a maximum of three semesters.
Credits: 3
Every Spring

CIN 5 The Art of the Documentary Film
This course is an analysis of the major contributors to the film documentary from the Lumiere and Edison one-shot films through the contemporary documentary. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of CIN 1 or 2 or 11 or permission of department is required.
Credits: 3
Every Spring

CIN 6 Basic Motion Picture Production
The introductory concepts of visual storytelling are taught with HD production techniques.
Co-requisite of CIN 12 is required.
Credits: 3
Every Fall

CIN 7 Intermediate Motion Picture Production
Introduction to working in small crews; development of storytelling skills.
Prerequisite of Cin 6 is required.
Credits: 3
Every Spring

CIN 8 Advanced Motion Picture Production
This course develops further exploration into the techniques of filmmaking and application of professional practice.
Prerequisites of CIN 6 and 7 are required.
Credits: 3
Every Spring

CIN 9 Screenwriting I
This course includes an intensive program of screenwriting techniques, focusing on writing a short form screenplay.
Prerequisites of ENG 1, 2, or permission of instructor are required.
Credits: 3
Annually

CIN 10 Screenwriting II
This course includes an intensive program of screenwriting techniques, focusing on the development of a feature length screenplay. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 1, 2, CIN 9, or permission of instructor are required.
Credits: 3
Annually

CIN 11 History of World Cinema
A concise history of film from its origins in the 1890s to the present is covered. Silent and sound films from around the world are screened and discussed each week. For non-majors only fine arts core requirement. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
Every Semester
CIN 12 Basic Editing and Sound
This course is designed to give students basic skills in digital picture and sound editing, sound recording, and sound mixing.
Prerequisite of CIN 6 is required.
Credits: 3
Every Fall

CIN 13 Intermediate Editing & Sound
This course is designed to give students intermediate skills in digital picture and sound editing, sound recording, and sound mixing.
Prerequisite of CIN 12 is required.
Credits: 3
Every Spring

CIN 13A Advanced Motion Picture Editing
An advanced understanding of the practice of motion picture editing using digital tools.
Prerequisite of Film major is required.
Credits: 3
Every Fall

CIN 14 Cinema and the Arts
This course is a series of films, discussions and forums presented by film professionals working in the contemporary scene.
May be repeated for a maximum of three semesters.

CIN 15 Cinematography
This course is an intensive study of the motion picture camera and lighting technology.
Prerequisites of CIN 6 and 7 are required.
Credits: 3
Every Fall

CIN 16 Advanced Cinematography
This course covers advanced camera, lighting and field production, theory and technique. A series of location and studio set scenes demonstrate techniques used to create and control the 'look' of moving images. Related issues from camera and set preparation to post production considerations are covered.
Prerequisite of CIN 15 is required.
Credits: 3
On Occasion

CIN 17 Advanced Screenwriting
This course is an advanced workshop for Film Majors devoted to writing and developing the original full-length screenplay.
Prerequisites of CIN 9 and 10 are required.
Credits: 3
On Occasion

CIN 22 Current Cinema in New York
This course meets once a week in New York City or 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 23 Video Documentary Workshop
Students learn the basics of producing a short documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.
Credits: 3
On Occasion

CIN 24 Video Documentary Workshop II
Students learn the basics of producing a short documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.
Credits: 3
Annually

CIN 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.
Prerequisite of CIN 1 or 2 is required.
Credits: 3
On Occasion

CIN 29 Film Theory
This course is continuation of CIN 28.
Prerequisites of CIN 1 and 2 are required.
Credits: 3
On Occasion

CIN 35 Production Laboratory
This course is an intensive practicum in motion picture production that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.
Prerequisites of CIN 6, 7, 8, 12, 13 and co-requisite of CIN 37 are required.
Credits: 3
Every Fall

CIN 36 Production Laboratory
This course is an intensive practicum in motion picture production that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.
Prerequisites of CIN 6, 7, 12, 13 and co-requisite of CIN 38 are required.
Credits: 3
Every Spring

CIN 37 Film Production Lab-Practicum
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 8, 12, 13 and co-requisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 38 Film Production Lab Practicum
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Spring

CIN 39 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 44 Film Concepts Directing
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 45 Film Concepts Directing
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 46 Film Concepts Directing
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 47 Film Concepts Directing
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 48 Film Concepts Directing
This course is an intensive production experience that culminates in a group-made professional film, including basic distribution planning, and possible film festival screenings.
Prerequisites of CIN 6, 7, 12, 13 and corequisite of CIN 36 are required.
Credits: 3
Every Fall

CIN 303 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas.
Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.

Must be in Honors College
Credits: 3
Every Fall

CIN 304 Film & Society
This course examines a selected topic (varying from year to year) in the relationship between sociopolitical issues and film as an art form, an entertainment medium, and an index of cultural and historical values. Emphasis is placed on relating movies to the times and places in which they were produced, and on interdisciplinary interpretations of cinematic texts. Screening of selected films are coordinated with lectures, readings on cinema and other subjects, and discussions of relevant ideas. Students are expected to do substantial reading, viewing, and researching on their own to enhance class discussions and to prepare for writing a term paper. Oral reports and in-class presentations may also be required. Students may take CIN 303 or 304 but may not take both.

Must be in Honors College
Credits: 3
Every Spring

CIN 360 Honors Advanced Elective
Honors Advanced Elective - Please consult the Honors website for complete description.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
Every Spring

CIN 385 Honors Tutorial
The research semester of the two semester Honors Thesis requirement.
Must be in Honors College
Credits: 4
Every Semester

CIN 389 Honors Thesis
The second semester of the two-semester Honors thesis project.
Must be in Honors College
Credits: 4
Every Semester

CIN 390 Honors Thesis
The second semester of the two-semester Honors thesis project.
Must be in Honors College
Credits: 4
Every Semester

Media Arts Courses

CMA 2 Mass Media in American Society
This course will introduce the student to ways of thinking critically about media and gaining a historical perspective on the media that surround us. It will stress ways of understanding the relationships among media, society and the individual through the 20th century and to the present. This class will examine a number of examples drawn from various media and time periods, focusing on how our society has adapted media from radio to Twitter to its needs and desires, and how Media have changed our society in major ways over the course of modern history.

Credits: 3
Every Semester

CMA 4 Media Literacy Behind the Message
Becoming media literate means developing an understanding of how diverse media formulate, deliver and finance their messages. This course gives the student the critical and analytical skills needed to interpret media messages and understand their effects on audiences. It also serves as an introduction to the concepts and terms involved in analysis of media messages as a foundation for further study in this field. The student will use modern media theories and see illustrations of their application in current media coverage, with special attention to the impact of new social media. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

CMA 5 Writing in the Digital Age
This class will introduce the student to various writing styles and formats practiced in the media professions and will cover the basic writing formats in journalism, public relations, advertising and broadcasting. The course will also work on improving students' overall writing skills by reviewing essential grammar rules, AP style rules, and the writing process used by all good writers. Our focus will be on developing clear messages, analyzing your own writing as well as other writing, and learning how to proofread and edit your copy. Students will produce examples of various written communication forms practiced in the field, from journalistic articles, to press releases, ad copy, and radio & television scripts for inclusion in a portfolio. This course is a prerequisite for intermediate and advanced writing classes in the major.

Credits: 3
Every Semester

CMA 7 Media Relations
This course is a study of strategies used by organizations to capture media attention whether it is a print reporter or a blogger. Topics include news releases, photographic feeds, news conferences, interviews, media tours and special events for both legacy and digital media. Local and global aspects are included as well as metrics for measurement. Same as PR 7.

Credits: 3

On Occasion

CMA 9 Introduction to the Media Arts
In this 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
Every Semester

CMA 10 Media Law and Ethics
This course examines the legal and ethical responsibilities of media professionals in broadcasting, journalism, public relations, and other fields. Students are introduced to the legal framework that supports freedom of speech and freedom of the press and examine the current laws of libel, invasion of privacy, copyright and newsgathering, as well as FCC and other telecommunications regulations. Students also examine ethical codes that guide media professionals and study conflicts that arise when legal and ethical principles conflict with real-world dilemmas. Recommended to be taken in sophomore year for all Department of Communications and Film majors. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

CMA 30 Sports Media Foundations
This course is designed to give student a broad understanding of the history of sports and the parallel development of sports media. Students will study the structure of professional sports teams, individual sports, college and high school sports, and the international sports system. Labor relations, collective bargaining agreements and individual sports contracts will be investigated. Attention to the changing landscape of sports media in the information age will be emphasized.

Credits: 3
On Occasion

CMA 40 Topics in Media Arts
This advanced course focuses on a topic of current interest in the communications field, changing each semester as new issues arise.

Credits: 3
On Occasion

CMA 94 Multimedia Project
This course is an option for Seniors who would prefer to create an extensive multimedia portfolio.
The student will create a web-based digital portfolio using video, audio, photography and text. Students must discuss the selection of this option with the Senior Project faculty advisor and Program Director.

**Prerequisite of Senior status is required.**

**Credits:** 3

On Demand

**CMA 303 Introduction to Media Culture**

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

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

**Credits:** 3

Annually

**CMA 304 Introduction To Media Culture**

Introduces the student to ways of thinking systematically and critically about our mass-mediated culture. Critical and theoretical approaches to popular media are applied to a variety of genres drawn from radio, television, print media, online media and digital games. The aesthetic merit and social influence of media forms are considered. Students conduct small first-hand research projects to assess media’s impact. Students may take CMA 303 or 304 but may not take both.

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

**Credits:** 3

On Occasion

**CMA 359 Topics in Communications**

This is an Honors advanced elective in Communications. The topic varies, depending on the research interest of faculty, and the interests of current students.

**Prerequisite of Sophomore, Junior or Senior status, a Non-Major, and must be in the Honors College are required.**

**Credits:** 3

On Occasion

**CMA 360 Topics in Communications**

This is an Advanced Honors Elective. Topics vary depending on faculty and student interests.

**Prerequisite of Sophomore, Junior or Senior status, a Non-Major, and must be in the Honors College are required.**

**Credits:** 3

On Occasion

**CMA 385 Honors Tutorial**

See Honors Program information for course requirements.

**Honors students only.**

**Credits:** 3

On Demand

**CMA 386 Honors Tutorial**

See Honors Program information for description and procedures.

**Honors students only.**

**Credits:** 3

On Demand

**CMA 389 Honors Thesis**

See Honors Program information for description and procedures.

**Honors students only.**

**Credits:** 3

On Demand

**CMA 390 Honors Thesis**

See Honors Program Information for Description and Procedures

**Honors students only.**

**Credits:** 3

On Demand

**COMM 1 Cross-Media Communications: Introduction to Critical Models**

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

Students will analyze and discuss past cross-media “campaigns” as examples, both successful and unsuccessful, while developing a critical perspective they can apply to their future professional work. The ideas put forth here will be developed in their Methods class and culminate in their Capstone class during their senior year.

**Credits:** 3

Annually

---

**Journalism Courses**

**JOU 3 Basic Reporting**

The course is an introduction to the reporting and writing of news stories. Emphasis is on the fundamentals of journalism – accuracy, newsworthiness, balance, fairness and the importance of deadlines; basic news writing skills – spelling, grammar, AP style, use of quotes and attribution, and compelling news leads; and basic reporting techniques – good interviewing skills and the use of social media, sources, databases and the internet to background stories and to find news.

Recommended to be taken during freshman year, or sophomore year at the latest for JOU majors.

Open to students of all majors who want to hone strong writing skills.

**Credits:** 3

**Every Fall**

**JOU 4 Beat Reporting**

The beat reporting class is for students who have taken Basic Reporting (JOU 3) and are ready to expand into a more in-depth class about the process of reporting and writing the news, including the beat system of reporting. The class is designed to hone student journalists’ ability to research and report deeply, to be able to develop fresh ideas, test them with the strength of their reporting and research and then present them in story form.

Students cover beats for professional news organizations.

**Prerequisite of JOU 3 is required.**

**Credits:** 3

**Every Spring**

**JOU 5 Writing for Radio, TV and Web**

This course focuses on reporting, newswriting, and editing for radio, television and online media.

Students gain experience in radio and television newscasts, podcasting, video and audio slideshows, and using social media for reporting. Students create an online portfolio.

**Credits:** 3

**On Occasion**

**JOU 6 Feature Writing**

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

**Credits:** 3

**On Occasion**

**JOU 7 Culture Reporting & Review Writing**

In this course, students will learn how to interview celebrities without becoming star struck, how to write a professional-quality review of TV, music, film, theater, dance and other arts events, recognize how important popular culture has become in understanding politics, finance, religion and many other aspects of our lives, recognize the increasing role that fashion is playing in our society and how journalists can capitalize on it, and more. Open to students of all majors.

**Prerequisite of JOU 3 is required.**

**Credits:** 3

**On Occasion**

**JOU 8 Copyediting and Layout**

This course introduces the techniques of editing copy for online and print. Topics include standards of good writing, Associated Press style, headline and caption writing, and use of appropriate software for layout and page design.

**Prerequisite of JOU 3 is required.**

**Credits:** 3
JOU 12 Investigative Reporting
This course covers the fundamentals of investigative reporting, including developing story ideas, finding documents and data to support the reporting, including the nature of public information and the use of Freedom of Information and open meetings laws, ethical sourcing, interviewing techniques, and writing long form narrative.
Prerequisites of JOU 3 & 4 are required.
Credits: 3
On Occasion

JOU 20 Photojournalism
Photography is a powerful storytelling tool. This is a hands-on course in which students will learn how to craft compelling visual narratives. The course will emphasize conceptualizing ideas and mastering the tools needed to produce high-quality stories. The class will analyze professional work in the media to discover what holds public attention.
Credits: 3
Every Spring

JOU 40 Topics in Journalism
Advanced special topics in journalism, chosen on occasion, focusing on contemporary developments in the field. Subjects vary by semester.
Prerequisite of JOU 3 is required.
Credits: 3
On Occasion

JOU 41 Newspaper Laboratory
Students earn 3 credits for making a significant weekly contribution to the student newspaper. Students are required to attend weekly staff meetings, and meet regularly with the editors and faculty adviser. Course stresses newsroom skills, 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 54 Sports Reporting
This course covers the special skills of reporting and writing about athletic events, athletes and the sports business. Transform the passion for sports into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. Open to sophomores, juniors and seniors. Students must have successfully completed a first internship (JOU 87) and have a B average in order to be eligible for a second internship.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 3
On Occasion

JOU 55 Business Reporting
This course acquaints students with the techniques of reporting and writing about business, finance and consumer behavior. Students learn to investigate, research and report about personal finance, consumer activities, investment activities and related political, technical and social developments.
Prerequisites of JOU 3 & 4 are required.
Credits: 3
On Occasion

JOU 56 Electronic Newsgathering
This is a hands-on television newsgathering course in which journalism and broadcasting students learn to investigate timely and newsworthy stories, both on and off campus, and then collaborate to create news programs for television.
Students work in teams, rotating roles, as they learn to plan, investigate, report, write, shoot and edit news packages and produce a newscast in the television studio setting. Same as BDST 54
Credits: 3
Every Fall and Spring

JOU 63 Applied Radio News
This course is a practicum for students with previous radio experience who wish to refine their skills in newsgathering, writing and anchoring for radio. Students produce news programming for the campus radio station and participate in regular news broadcasts. Crosslisted as BDST 63.
Credits: 3
Every Fall and Spring

JOU 64 Applied Radio News
This course is a practicum for students with previous radio experience who wish to refine their skills in newsgathering, writing and anchoring for radio. Students produce programming for broadcast on the university radio station. Students are expected to participate in regular news broadcasts. Crosslisted with BDST 64.
Credits: 3
Every Semester

JOU 87 Journalism Internship
This course is an opportunity to carry classroom experience into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. Open to sophomores, juniors and seniors. Students must have successfully completed a first internship (JOU 87) and have a B average in order to be eligible for a second internship.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 3
Every Semester

JOU 88 Journalism Internship II
This course is an opportunity to carry classroom experience into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. Open to sophomores, juniors and seniors. Students must have successfully completed a first internship (JOU 87) and have a B average in order to be eligible for a second internship.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 3
Every Semester

JOU 89 Journalism Independent Study
This course is a faculty-guided, independent research and/or writing project arranged with the instructor. Student must meet regularly with the instructor and devote 120 hours during the semester to the independent project. Independent study may be chosen only when the student has a strong interest in a subject area that is not covered in another course.
Prerequisites of Junior or Senior status and permission of the Program Director is required.
Credits: 1 to 3
On Occasion

JOU 91 Journalism Senior Research
In this course, seniors carry out research in preparation for a major investigative journalistic piece, research paper, essay in media analysis and criticism or a journalistic media project. Independent work is guided in regular meetings with a faculty mentor. An annotated bibliography and an outline must be produced by the end of the semester. This course is followed by JOU 92 in the following semester.
Senior status required.
Credits: 3
Every Semester

JOU 92 JOU: Senior Thesis & Portfolio
After successful completion of JOU 91, the student writes a substantial investigative journalistic piece or research paper, or creates a media-based journalistic project, that is based on the research conducted in JOU 91 and serves to advance the student's interests and skills. Independent work is guided through regular conferences with a faculty mentor. JOU 91 and 92 should be taken in the senior year and may not be taken in the same semester. At the end of JOU 92, the student submits the completed senior thesis project as well as a portfolio that features a current resume and at least 10 samples of professional multimedia work, including writing, audio and video work.
Senior status required.
Credits: 4
Every Semester

Oral Communication Courses
**ORC 1 Public Speaking**
This course builds student confidence and skills in speaking in various face-to-face settings. Principles of speech composition and public address with emphasis on effective speaking and fundamentals of voice and diction are covered in this course. Students prepare and deliver short speeches to their peers on various assigned topics for critical analysis and feedback.

Credits: 3
Every Semester

**ORC 17 Speech Communication in Organizations**
The principles of effective speech communication in business, professional, governmental and community organizations are examined and practiced. The emphasis is on the public address, the use of digital media tools, as well as traditional visual aids, the informative report, group and sales presentations. Conducting and participating in an open meeting are included.

Credits: 3
On Occasion

---

**Public Relations Courses**

**PR 1 Introduction to Public Relations**
This survey of the public relations field includes basic public relations principles as well as definitions, management models and procedures that are standard for the profession. The broad range of career paths and the functions of PR professionals within organizations, nonprofit or corporate, governmental agencies, associations and the agencies that serve them are covered. Starting with the history of public relations in the United States, the course includes the historical figures and their impacts, legal aspects, audience identification and strategies, as well as how communication is integrated in business through planning, research techniques.

Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Semester

**PR 2 Writing and Editing for Public Relations I**
Public relations writing and techniques designed to obtain publicity are explored in this course. Students develop the analytical and writing skills required in the field. This writing course covers the styles and approaches required for writing press releases, photo captions, backdrops, public service announcements, and media alerts. It covers what makes news, types of stories that interest media, and media information in general. Media and message targeting to appropriate audiences are examined and evaluated through the preparation of press kit materials.

Corequisite of PR 1 is required.
Credits: 3

---

**PR 7 Media Relations**
This course is a study of strategies used by organizations to capture media attention whether it is a print reporter or a blogger. Topics include news releases, photographic feeds, news conferences, interviews, media tours and special events for both legacy and digital media. Local and global aspects are included as well as metrics for measurement. Same as CMA 7.

Prerequisite of PR 1 is required.
Credits: 3
On Occasion

**PR 11 Corporate Social Responsibility (CSR) & Community Relations**
This course spans the preparation and management of public relations initiatives in the community through the nonprofit and corporate sectors. The various constituent community groups are examined and sometimes guests are invited to the class for specific discussions. Development of regional, national and global events and campaigns for corporate and nonprofit partnerships as part of corporate social responsibility or CSR programs also are covered.

Prerequisite of PR 2 is required.
Credits: 3
On Occasion

**PR 13 Marketing Promotion**
This course covers persuasive communication and promotion in marketing, along with the assessment, formulation and allocation of priorities in the promotional campaign. (Same as MKT 35)

Prerequisite of PR 2 and MKT 11 are required.
Credits: 3
On Occasion

**PR 14 Creating Special Events**
Students learn how to plan and execute events. This course focuses on sports events, fashion shows, entertainment premieres, anniversary celebrations and fundraisers as they are used in communications programs for product or service launches and awareness campaigns. It also covers important internal programs like awards, employee recognitions, health fairs, and company tours. Historical element like the Boston Tea Party and stunt publicity with their its relevance in today's campaigns will be integrated. Some community tie-ins will be explored as well.

Prerequisite of PR 2 is required.
Credits: 3
Annually

**PR 15 Political Public Relations**
This course explores the research, planning and preparation of communications efforts on behalf of political candidates and elected officials. Analysis and creation of speeches, special events, advertising, social media, data mining, and publicity are covered in the context of various media as well as in face-to-face situations.

---

**PR 19 Public Relations in the Marketing Mix**
This course provides an understanding of integrating the strategies and tools used by professionals in marketing a product or idea, increasing sales, changing an organization's reputation or positioning an organization. Students are part of a public relations team and learn how to prepare a market-oriented communications plan.

Prerequisite of PR 2 is required.
Credits: 3
On Occasion

**PR 20 Case Studies in Public Relations**
This course uses cases as examples of the problems or opportunities that are presented to professionals. By analyzing them, students learn how best practices create effective communication programs from initial research, development of objectives, creation of targeted programs and evaluation initiatives. Students work on teams on culminating projects which require research, situational analysis, appropriate audience(s) identification, and appropriate tactic/program recommendations with their rationales as solutions. Throughout the course, students reinforce their business writing, analysis, and creative problem-solving skills.

Prerequisite of PR 2 is required.
Credits: 3
Every Semester

**PR 22 Digital Public Relations Project**
This course applies the new tools and techniques of this rapidly evolving field from a production and technology point of view to a community-based project. It integrates writing with digital images, electronic media production and presentation, and graphic arts technologies. It focuses on public relations, social media, infographics and advertising production technologies.

Prerequisite of PR 2 is required.
Credits: 3
On Occasion

**PR 23 Sports Public Relations**
Sports is a major business today. This course looks at the role of publicity and public relations as it is practiced by professional teams, leagues, and venues for games, audience development, community relations, and media visibility. Class work is supplemented by on-site visits and visitors.

Prerequisite of PR 2 is required.
Credits: 3
On Occasion

**PR 25 The Business of Public Relations**
Introducing the business side of public relations, this course covers the agency (consultant), in-house department (corporate, nonprofit or association) and entrepreneurial perspectives. In addition to business basics, practical knowledge of budgeting, billing, timesheets, research techniques, client/new
business presentations, tracking methods and client relations are explored. Students also will develop writing and thinking skills essential to securing new business through a proposal preparation. Prerequisite of PR 2 or permission of the program director is required. Credits: 3 Every Semester

PR 29 Propaganda and Persuasion
An overview of the theories and history of propaganda and persuasion are explored in this course to prepare the student to recognize public relations uses of rhetoric and propaganda in today’s messages and communication. Negative and positive aspects are analyzed. Prerequisite of PR 2 or permission of the program director is required. Credits: 3 Every Semester

PR 30 Using Business Software in Public Relations/Advertising
In addition to a hands-on introduction to the various software programs used by communications professionals, this course introduces practical computer skills and applies word processing, database and spreadsheet operations to a communications program developed by the student. The focus is on advertising buys, editorial pitches, media research and list development that takes advantage of word processing formats, merge mailing capability, master calendar reports, and budget response tracking that culminates in a computer-based media detailed communications plan. Co-requisite of PR 1 and 2 are required. Credits: 3 Every Semester

PR 35 Communication Design for Public Relations
Students are introduced to a typography and graphics program to produce and publish a newsletter. Practical knowledge is combined with an exploration of design, typographical principles and message effectiveness. The evaluation and assessment of the visual impact of the output is stressed as part of the creative learning experience. Students research articles, conduct interviews, collect photographs, write and design a multi-page newsletter. Prerequisite of PR 2 is required. Credits: 3 On Occasion

PR 36 Digital Marketing Tools
Through the study and practice of real online scenarios, students learn how online businesses apply strategic online tactics to increase revenue, drive traffic and provide prospective consumers with a service or information. This course provides an understanding of the internet and online business, as well as a wide variety of internet operations, such as search engine optimization, customer relationship management, promotions, viral marketing, networking and other innovative strategies. For PR majors, a co-requisite of PR 2 or for FM majors, FM 30 is a prerequisite. Credits: 3 Every Semester

PR 38 Social Media Tools
Social networks like Twitter, Facebook and Instagram have become platforms for brands and organizations to connect and communicate directly with their audiences and are now integral parts of well-rounded public relations campaigns. Students will learn about the various networks and apps available, how to leverage them effectively using best practices, and strategically integrate these platforms into an overall communications plan with appropriate listening and measurement metrics. For PR majors, PR 2 is a prerequisite or permission of the Program Director. For FM majors, FM 30 is a prerequisite, Open to declared Music Entrepreneurship & Jazz Studies Minors, with prerequisites of PR 1 and CMA 5. Credits: 3 Every Semester

PR 40 Special Topics in PR
To accommodate the changing world of communications and how public relations, marketing, and advertising are merging and challenging practitioners to deploy lots of varied skills, this course will pilot emerging topics of interest. Prerequisite of PR 2 or permission of the program director is required. Credits: 3 On Demand

PR 42 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more. Prerequisites: PR 42 and permission of the program director is required. Credits: 3 Every Semester

PR 43 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more. Prerequisites: PR 42 and permission of the program director is required. Credits: 3 Every Semester

PR 44 Applied Public Relations
Applied public relations prepares the student for real work assignments through participation in project or research opportunities, which may include external assignments or internal experience through LIU Post’s chapter of the Public Relations Student Society of America (PRSSA) initiatives like Business Etiquette Workshops, Open Lunches, Public Relations Explorations Forum, officer roles and more. Prerequisites: PR 43 and permission of program director is required. Credits: 3 Every Semester

PR 45 Advertising Copywriting
This course introduces the writing and creative perspectives required for advertising programs across various media including online and legacy. Components of audience and messages appropriate for the medium are explored for cost-effective, yet results-oriented advertising also are covered. Research techniques, artistic considerations, as well as ethical and legal implications are explored. Prerequisite of PR 2 is required. Credits: 3 On Occasion

PR 53 Introduction to Advertising
This introductory course surveys the field of advertising from its historical development and importance. Multiple media platforms from billboards to digital strategies are explored for understanding the needs of institutional, product, political, public service and corporate advertising implementation. The role of the agency or in-house department and decision alternatives for cost-effective, yet results-oriented advertising also are covered. Research techniques, artistic considerations, as well as ethical and legal implications are explored. Prerequisite of PR 2 is required. Credits: 3 On Occasion

PR 55 Advertising Campaigns
An overview of advertising, this course then examines advertising strategies in the formulation of campaigns from how markets are segmented and types of media available with a focus on campaign themes and divergent material. This class will develop sensitivity to visual and written materials through an analysis and attention to the formulation of ideas, putting ideas to paper and completing campaign analysis. Prerequisite of PR 2 is required.
PR 72 Celebrity Buzz, Media and You
What happened to our heroes? Some time during the 20th century, our heroes turned into famous personalities, stars, and then they morphed into celebrities. From Hollywood and fashion to sports and politics, celebrity culture is pervasive today in America. While a celebrity may be based in fame, its creation, use and cultivation are not solely about being famous. Media promotes them and so do companies and nonprofits. Why? The synergy and cultivation of opportunity between brands, publicity, organizational goals and the social/emotional connection by fans will be covered and discussed in this course. It will look at the players, the tools and media of how celebrity content is used and consumed as well as your role in moving the celebrity from a personality to a brand.
Credits: 3
On Occasion

PR 87 Internship I
This internship opportunity permits the advanced student to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student's interests and abilities. The student works at least 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, reports, and a final paper are required.
Prerequisites of Junior or Senior status, with a 3.0 G.P.A., and permission of the Program Director.
Credits: 3
Every Semester

PR 88 Internship II
This is a second internship, which shares the same information, preparation and procedures as Internship I. It allows students to explore different experiential opportunities.
Prerequisites of Junior or Senior status, with a 3.0 G.P.A., and permission of the Program Director.
Credits: 3
Every Semester

PR 89 Advanced Independent Study in PR
This independent course is an individual, faculty-guided study of a topic chosen by the student in consultation with the faculty mentor, only when the student cannot fulfill credit requirements through scheduled classes. The student needs to discuss progress.
Prerequisites of Junior or Senior status and permission of the Program Director is required.
Credits: 1 to 3
On Demand

PR 91 Capstone I
The first of two capstones in the major, this course reflects on the student's breadth of knowledge in the development, concepts, principles and practices of public relations. Students are challenged throughout the semester to demonstrate their thought leadership and how communication relates and contributes to organizational achievements.
This knowledge will be quizzed periodically during the course in preparation for a comprehensive culminating examination given in two parts.
Additionally, during the semester, students will compile content for a digital portfolio of their course and experiential work.
Prerequisites: Senior status in Public Relations, PR 20, PR 25, PR70 and permission. 3 credits.
*PR 91 and PR 92 may not be taken in the same semester. NO LONGER a WAC course.
Credits: 3
Every Semester

PR 92 Capstone II Project, Portfolio & Seminar
For this capstone course, students will develop a communications plan and rationale based on target audiences identified for the case provided. This plan solves a public relations problem or need, such as to increase awareness, support internal audiences or clients or develop new audiences, restore or extend brand credibility, or convert audiences to their brands. Students also finalize their e-portfolios, prepare work guided by their mentor, and attend periodic seminars. After submission of their culminating plan, students present their work, rationales and ideas in an oral presentation to a panel of faculty and professionals.
Prerequisites: Senior status in Public Relations, PR 91, and permission of the Program Director. 4 credits *PR 91 and PR 92 may not be taken in the same semester
Credits: 4
Every Semester
SCHOOL OF PERFORMING ARTS

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

DEPARTMENT OF MUSIC

Phone: 516-299-2474  
Fax: 516-299-2884  
Website: www.liu.edu/post/music  
Professors: J. McRoy, J. Miceli, S. Watt  
Adjunct Faculty: 41

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, master classes 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).

The department also offers minors in Music, Music Entrepreneurship, and Jazz Studies - Vocal or Instrumental.

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. In addition, all instrumental music education majors are required to sing in the chorus for one year. 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 master classes. 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 the 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 fail 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 master classes conducted by high-profile musical artists from across the country and around the world.

Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in one or more of LIU Post’s many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

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

For admission to the Bachelor of Science program, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is also contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

AUDITIONS FOR ADMISSIONS

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

Schedule

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

Auditions will be held in the LIU Post Fine Arts Building.
For Vocalists (Jazz):
• Explore vocal range and aural abilities.

For Vocalists (Classical):
• Two pieces of contrasting styles. One selection must include a different feel other than swing; i.e. samba, straight eighth, cha-cha, etc. One of your selections must be in a language other than English. The other Classical selection may be in English if students pursuing the B.S. Music must satisfy all core curriculum requirements as follows:

For Instrumentalists (Jazz):
• Demonstrate knowledge of scales and arpeggios.
• Sight-read an excerpt from a big band or combo arrangement.
• Perform (3) jazz compositions or standards of your choosing. Your 3 selections must include one up-tempo selection, one medium tempo and one ballad. We recommend that one of your selections be a different feel other than swing; i.e. samba, straight eighth, cha-cha, etc. One of your selections must be a blues. Please be prepared to play the melody and improvise on each tune (only a half-chorus is necessary on the ballad).
• Bassists: demonstrate your ability to play a “two-feel” and “walk” a bass line on each selection. Ability to demonstrate different Latin styles is encouraged. Doubling on electric bass is highly recommended. If you only play electric bass, we will encourage you to also study upright bass upon entering the program.
• Drummers: demonstrate the ability to use brushes on your ballad selection. You will be also asked to trade “4’s” or “8’s” on your ballad.

For Instrumentalists (Classical):
• 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.

Professional attire is expected.

**For Instrumentalists (Jazz):**
• Presenting original compositions at your 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 (Classical):**
• Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
• Major scales.
• Sight-reading.
• Major scales.
• Sight-reading.

**Core Curriculum Requirements**
In addition to all major requirements, students must meet the following requirements as of this bulletin.

**LIU Post Thematic Core Curriculum**

**Major Requirements**
* Student must receive a grade of C or better in all MUS courses.

**Required Musicship Core Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 106A</td>
<td>Basic Keyboard I</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 106B</td>
<td>Basic Keyboard II</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 107A</td>
<td>Music Theory/Keyboard Harmony I</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 107B</td>
<td>Music Theory/Keyboard Harmony II</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 107C</td>
<td>Music Theory/Keyboard Harmony III</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 107D</td>
<td>Music Theory/Keyboard Harmony IV</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108A</td>
<td>Aural Skills I</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108B</td>
<td>Aural Skills II</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108C</td>
<td>Aural Skills III</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108D</td>
<td>Aural Skills IV</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Required Music History/Literature Courses:** (12 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 21</td>
<td>Music in Western Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 22</td>
<td>Music in Western Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 23</td>
<td>Music in Western Civilization III</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**B.S. Music**

**Program Code: 07019 [HEGIS: 1004.0]**

**Required Applied Music Courses:** (4 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 20</td>
<td>Conducting I</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 40</td>
<td>Instrumental Conducting</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**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:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 5</td>
<td>Chorus</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 6</td>
<td>Wind Symphony</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 7</td>
<td>Orchestra</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Taken every semester:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 4</td>
<td>Music Convocation</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Required Music Major Credits: 50
Required Music Elective Credits: 5
Elective Credits: 5
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

**B.M. Music Education (Birth - Grade 12)**
Joint Program with the College of Education, Information and Technology

Music teachers combine a love of music with a love of teaching. By highlighting performance, the Bachelor of Music in Music Education (Birth - Grade 12) recognizes that teachers teach by example as well as classroom instruction.

As a student in this program, you will work with faculty members who are highly experienced music education scholars and active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and master classes conducted by high-profile musical artists from New York City and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

The B.M. in Music Education program provides a strong foundation in musicianship, excellence in performance, and research-based pedagogical practice. Field-based experiences promote music teaching and learning in real life situations and prepare students for New York State Initial Teaching Certification. The award-winning LIU Post collegiate chapter of the National Association for Music Education (NAfME) provides diverse teaching and learning opportunities for pre-service teachers including those that reach persons with special needs as well as Pre-K and aging populations.

Along with a well-rounded liberal arts curriculum and a core of courses in music history and theory and general classroom teaching, the program includes 12 credits of applied music: one-to-one lessons in your instrument or voice. All students give a recital in the first semester of their senior year, followed by a semester of supervised student-teaching.

As a music teacher you will make an important difference in the lives of your students. While introducing young people to the joys of singing, playing and listening to music, you will be contributing to their cognitive development, fine-motor competence, cultural awareness and literacy skills.

ADMISSION REQUIREMENTS

For admission to the Bachelor of Science or Bachelor of Music programs, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is also contingent upon acceptance to the LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**AUDITIONS FOR ADMISSION**

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

**Schedule**

Audition Days will be posted on the university’s website and in routinely updated print media.

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

**Requirements**

Professional attitude 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

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

**Major Requirements**

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

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

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

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

### Required Education Courses: (21 credits)

- **EDI 14** Historical, Philosophical, and Sociological Foundations of Education 3.00
- **EDI 15A** Psychological Perspectives: Teaching and Learning 3.00
- **EDI 16A** Curriculum and Assessment for Preservice Teachers 3.00
- **EDI 38** Supervised Student Teaching in Adolescence Education (Grades 7-12) 6.00
- **EDS 44G** Music Foundations For Teaching Special Learners 3.00
- **EDS 60** Literacy Development: Birth-Grade 6 3.00

### Required Education Seminars:

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

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

### Required Music Education Courses: (12 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

### One specialization course from the following:

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

### Required Music History/Literature Courses

- **MUS 21** Music in Western Civilization I 3.00
- **MUS 22** Music in Western Civilization II 3.00
- **MUS 23** Music in Western Civilization III 3.00
- **MUS 46** Introduction to World Music 3.00

### Required Applied Music Courses

- **MUS 20** Conducting I 2.00
- **MUS 40** Instrumental Conducting 2.00
- **MUS 40A** (Or) Choral Conducting 2.00

### Required Music Lessons:

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

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

Music education students are strongly encouraged to take six 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.

### Required Music Elective

- **MUS 111** Guitar Pedagogy 2.00

### Required Musicship Core Courses:

- **MUS 106A** Basic Keyboard I 1.00
- **MUS 106B** Basic Keyboard II 1.00
- **MUS 107A** Music Theory/Keyboard Harmony I 2.00
- **MUS 107B** Music Theory/Keyboard Harmony II 2.00
- **MUS 107C** Music Theory/Keyboard Harmony III 2.00
- **MUS 107D** Music Theory/Keyboard Harmony IV 2.00
- **MUS 108A** Aural Skills I 2.00
- **MUS 108B** Aural Skills II 2.00
- **MUS 108C** Aural Skills III 2.00
- **MUS 108D** Aural Skills IV 2.00
- **MUS 109** Arranging, Orchestration and Analysis 2.00

### Required Recital Course

- **MUS 151** Senior Recital 0.00

### Taken every semester except during Student Teaching

- **MUS 4** Music Convocation 0.00

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 30
- Minimum Education Major Credits: 34
- Required Music Major Credits: 48
- Guided Elective Credits: 8
- Minimum Overall GPA: 2.50
- Minimum Major GPA: 2.75

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

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

LIU Post Undergraduate Bulletin 2019 - 2020

Bulletin 2019 - 2020 Page 92
collaboration and interdisciplinarity at the center of the educational experience.

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

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

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review.

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.

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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 Musicanship Core Courses (10 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 106A</td>
<td>Basic Keyboard I</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 106B</td>
<td>Basic Keyboard II</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 107A</td>
<td>Music Theory/Keyboard Harmony I</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 107B</td>
<td>Music Theory/Keyboard Harmony II</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108A</td>
<td>Aural Skills I</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 108B</td>
<td>Aural Skills II</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Required Music Technology Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 14A</td>
<td>Introduction to Music Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 14B</td>
<td>Sequencing and Production</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 14C</td>
<td>Music Notation Software</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 214D</td>
<td>Digital Audio Workstation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Music Creation and Production Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 95J</td>
<td>Jazz Composition &amp; Arranging I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Culture of Rhythm and Production</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Foundations of Recording</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Songwriting I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 204</td>
<td>Songwriting II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 206</td>
<td>Composition and Arranging for Media</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Music Entrepreneurship Courses (13 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 130</td>
<td>Professional Development for a Music Career</td>
<td>1.00</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Business and Legal Aspects of Music Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 207</td>
<td>Music Operations &amp; Distribution</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 278</td>
<td>Music Industry Internship I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 279</td>
<td>Music Industry Internship II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Music History/Literature Courses (9 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 24</td>
<td>History of Rock</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 28</td>
<td>History of Jazz</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 32-33

Required Core Courses (11 credits)

- MUS 46 Introduction to World Music 3.00

Major: Music

A minor in music requires six credits from the Musicianship Core, six credits from Music History, and six credits of Studio Lessons. Contact your academic and career counselor about further requirements and additional information.

Minor in Music Requirements

Required Musicianship Core Courses

- MUS 106A Basic Keyboard I 1.00
- MUS 106B Basic Keyboard II 1.00
- MUS 107A Music Theory/Keyboard Harmony I 2.00
- MUS 107B Music Theory/Keyboard Harmony II 2.00

Required History Courses

- MUS 21 Music in Western Civilization I 3.00
- MUS 22 Music in Western Civilization II 3.00
- MUS 23 Music in Western Civilization III 3.00
- MUS 46 Introduction to World Music 3.00

Required Music Lessons

- Vocal Coaching (49A/B), Instrumental Coaching (49C/D), Vocal Jazz Coaching (49J/K), Instrumental Jazz Coaching (49K/L)
- Advanced Conducting (49E/F)
- Violin (50A/B), Viola (51A/B), Cello (52A/B), Bass (53A/B), Jazz Bass (53C/D)
- Guitar (54A/B), Jazz Guitar (54C/D)
- Flute (60A/B), Jazz Flute (60C/D), Oboe (61A/B), Clarinet (62A/B), Jazz Clarinet (62C/D), Bassoon (63A/B), Saxophone (64A/B), Jazz Saxophone (64C/D)
- 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 (84A/B), Jazz Voice (84C/D)
- Vocal Coaching (49A/B), Instrumental Coaching (49C/D), Vocal Jazz Coaching (49J/K), Instrumental Jazz Coaching (49K/L)

Minor in Jazz Studies - Vocal orInstrumental

Undergraduate music students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in Jazz Studies. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor about further requirements and additional information.

Minor in Jazz Studies-Vocal Requirements

- MUS 28 History of Jazz 3.00

Minor in Jazz Studies- Instrumental

Undergraduate music students at LIU Post and students who are pursuing a major in another subject area can apply elective courses (16 credits) toward a minor in Jazz Studies. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor about further requirements and additional information.

Minor in Jazz Studies- Instrumental Requirements

- MUS 28 History of Jazz 3.00
### Minor in Jazz Studies-Instrumental

**Requirements**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 28</td>
<td>History of Jazz</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 92J</td>
<td>Jazz Harmony</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 95J</td>
<td>Jazz Composition &amp; Arranging I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 98A</td>
<td>Jazz Improvisation</td>
<td>2.00</td>
</tr>
<tr>
<td>MUS 151</td>
<td>Senior Recital (Must include jazz repertoire)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Required Music Lessons**

Three credits of Studio Lessons from the following:

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

*Lessons are offered every semester for 1 or 2 credits.*

Three credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 105</td>
<td>Jazz Combo</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Four credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 6A</td>
<td>Jazz Ensemble</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

- Minimum Total Credits: 21
- Minimum Minor GPA: 2.25
**Music Courses**

**MUS 1 Introduction to Musical Concepts**  
This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.  
Credits: 3  
Every Fall and Spring

**MUS 2 Elementary Musicianship**  
This course is a study of the elements of music notation, rhythms, study of intervals, and basic ear training and sight singing. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.  
Credits: 3  
Every Fall

**MUS 3 Concert Music in New York**  
This course acquaints students with current musical events in New York City by attending a variety of performances including recitals, symphonies, opera and chamber music.  
Credits: 2  
On Occasion

**MUS 4 Music Convocation**  
This non-credit course brings all Music Majors together to observe and participate in artist presentations and master classes. Must be taken by all Music Majors every semester except for Music Education Majors in their senior year while they are student teaching.  
Corequisite of MUS 5, 6, or 7 is required.  
Credits: 0  
Every Fall and Spring

**MUS 5 Chorus**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 5A Chamber Singers**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 5C Vocal Jazz Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6 Wind Symphony**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6A Jazz Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6B Merriweather Consort**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6C Percussion Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6D Guitar Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6E Brass Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6F Wind Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6G Guitar Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6H String Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 6I Brass Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 7A Flute Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 7B Contemporary Ensemble**  
Audition required.  
Credits: 0 to 1  
On Occasion

**MUS 7C Wind Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 7D String Ensemble**  
Audition required.  
Credits: 0 to 1  
Every Fall and Spring

**MUS 12 Accompanying**  
This is a course for pianists in accompanying vocalists and instrumentalists. Class meets once a week. In addition, each student is required to work in a vocal or instrumental studio two hours per week as an accompanist under the supervision of a faculty member.  
Credits: 3  
On Occasion

**MUS 13 Vocal Diction**  
This course covers the organization and implementation of vocal music activities, programs and performing groups in grades 7 to 12. Methods and materials for vocal ensembles such as chorus, select choir, a cappella chorus and vocal jazz.
ensemble are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.

**Prerequisite of MUS 15 is required.**

**Credits: 0.50**

**MUS 20 Conducting I**

This course covers the elements of conducting.

**Prerequisite of MUS 91 or permission of instructor is required.**

**Credits: 2**

**MUS 21 Music in Western Civilization I**

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

**Credits: 3**

**MUS 22 Music in Western Civilization II**

This course examines the characteristics and development of 18th and 19th century Western music. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

**Credits: 3**

**MUS 23 Music in Western Civilization III**

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

**Credits: 3**

**MUS 24 History of Rock Music**

This course centers on the development of Rock music from the 1950s to the present. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

**Credits: 3**

**MUS 26 The Symphony**

This course is a study of the masterpieces of the symphonic repertoire of the 18th, 19th and 20th centuries.

**Credits: 3**

**Rotating Basis**

**MUS 28 History of Jazz**

This course centers on the musical and historical evolution of Jazz and its many styles, performers and composers.

**Credits: 3**

**Rotating Basis**

**MUS 29 Masterpieces of Choral Music**

This course is a study and analysis of sacred and secular choral compositions from the 16th century to the present.

**Credits: 3**

**On Occasion**

**MUS 30 Resolutions: A Musician's Take on Facing and Overcoming Challenges**

This course is designed to help students recognize, verbalize and overcome difficulties which they will encounter in both immediate and long-range tasks. The problem solving skills used by professional musicians can translate into skills useful in many situations and professions. Though the initial focus is on the performing musician, the course will quickly broaden to include all performance skills such as athletics, teaching, and personal communication.

**Credits: 3**

**On Occasion**

**MUS 33 Opera Scenes**

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

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

**Credits: 1**

**On Occasion**

**MUS 35 Band Literature**

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

**Credits: 2**

**Alternate Fall**

**MUS 36 String Literature**

This course is a detailed and comprehensive study of string techniques, instructional practices and approaches that pertain to public school instrumental music programs. Suggested for third and fourth-year Music and Music Education majors only.

**Credits: 2**

**On Occasion**

**MUS 37 Choral Literature**

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

**Credits: 2**

**On Occasion**

**MUS 39 Performance Workshop**

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

**Credits: 1**

**Every Fall and Spring**

**MUS 40 Instrumental Conducting**

This course explores advanced problems and techniques of instrumental conducting.

**Prerequisite of MUS 20 is required.**
Credits: 2
Every Spring

**MUS 40A Choral Conducting**
This course explores advanced problems and techniques of choral conducting.
Prerequisite of MUS 20 is required.
Credits: 2
Every Spring

**MUS 43 Opera History**
This course is the study of operatic masterpieces from the 17th to the 20th centuries.
Credits: 3
Every Fall

**MUS 46 Introduction to World Music**
This course explores the music, cultures, and customs associated with various indigenous peoples from around the globe. Course materials examine musical styles and forms through lectures, discussions, and attendance at live performances.
This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

**MUS 49A Studio Lessons Vocal Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1
Every Fall, Spring and Summer

**MUS 49B Studio Lessons Vocal Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 2
Every Fall, Spring and Summer

**MUS 49C Studio Lessons Instrumental Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1
Every Fall, Spring and Summer

**MUS 49D Studio Lessons Instrumental Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 2
Every Fall, Spring and Summer

**MUS 49E Studio Lessons Advanced Conducting**
An in-depth study in conducting for the advanced pianist.
Credits: 2
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. 1-credit lessons are 25 minutes in length.
Prerequisite of MUS 40 is required.
Credits: 1
Every Fall, Spring and Summer

**MUS 49G Studio Lessons: Opera Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1
On Occasion

**MUS 49H Studio Lessons: Opera Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 2
On Occasion

**MUS 49I Studio Lessons: Vocal Jazz Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1 to 2
Every Fall and Spring

**MUS 49J Studio Lessons: Vocal Jazz Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1 to 2
Every Fall and Spring

**MUS 49K Studio Lessons: Instrumental Jazz**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1
Every Fall, Spring and Summer

**MUS 49L Studio Lessons: Instrumental Jazz Coaching**
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist.
Credits: 1 to 2
Every Fall and Spring

**MUS 50A Studio Lessons: Violin**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

**MUS 50B Studio Lessons: Violin**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

**MUS 51A Studio Lessons: Viola**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

**MUS 51B Studio Lessons: Viola**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

**MUS 52A Studio Lessons: Viola**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer
MUS 53A Studio Lessons: Bass
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 53B Studio Lessons: Bass
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 53C Studio Lessons: Jazz Bass
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 53D Studio Lessons: Jazz Bass
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 54A Studio Lessons: Guitar
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 54B Studio Lessons: Guitar
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 54C Studio Lessons: Jazz Guitar
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 54D Studio Lessons: Jazz Guitar
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 60A Studio Lessons: Flute
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 60B Studio Lessons: Flute
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 60C Studio Lessons: Jazz Flute
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 60D Studio Lessons: Jazz Flute
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.

Credits: 2
Every Fall, Spring and Summer

**MUS 62A Studio Lessons: Clarinet**

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

Credits: 1
Every Fall, Spring and Summer

**MUS 62B Studio Lessons: Clarinet**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 62C Studio Lessons: Jazz Clarinet**

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

Credits: 1
Every Fall, Spring and Summer

**MUS 62D Studio Lessons: Jazz Clarinet**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 63A Studio Lessons: Bassoon**

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

Credits: 1
Every Fall, Spring and Summer

**MUS 63B Studio Lessons: Bassoon**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 63C Studio Lessons: Bassoon**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 63D Studio Lessons: Bassoon**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 64A Studio Lessons: Saxophone**

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

Credits: 1
Every Fall, Spring and Summer

**MUS 64B Studio Lessons: Saxophone**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 64C Studio Lessons: Jazz Saxophone**

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

Credits: 1
Every Fall, Spring and Summer

**MUS 64D Studio Lessons: Jazz Saxophone**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 65A Studio Lessons: Recorder**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 65B Studio Lessons: Recorder**

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

Credits: 2
Every Fall, Spring and Summer

**MUS 70A Studio Lessons: Trumpet**

Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the
student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 108 Studio Lessons: Trumpet
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 101 Studio Lessons: Jazz Trumpet
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 118 Studio Lessons: Horn
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 119 Studio Lessons: Horn
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 120 Studio Lessons: Euphonium
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 121 Studio Lessons: Tuba
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 122 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 123 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 124 Studio Lessons: Euphonium
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 125 Studio Lessons: Tuba
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 126 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 127 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 128 Studio Lessons: Euphonium
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 129 Studio Lessons: Tuba
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 130 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 131 Studio Lessons: Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

MUS 132 Studio Lessons: Euphonium
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 1
Every Fall, Spring and Summer

MUS 133 Studio Lessons: Tuba
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

**MUS 80C Studio Lessons: Jazz Percussion**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

**MUS 83D Studio Lessons: Jazz Piano**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

**MUS 84A Studio Lessons: Organ**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

**MUS 85B Studio Lessons: Synthesizer**
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Upon registration, students must visit the Department of Music, Fine Arts Center, Room 108, to complete a Lesson Availability Form after which a studio faculty member will contact the student to establish a mutually convenient lesson time.
Credits: 2
Every Fall, Spring and Summer

**MUS 92J Jazz Harmony**
This course is a study of harmonic practice as related to the jazz idiom. Course reviews fundamental material (intervals, scales, triads, etc.) and progresses into more advanced material such as modes, seventh and thirteenth chords, function and substitution.
Prerequisites MUS 90, 90A, 90B, 91, 91A, 91B, 92,
MUS 101 Chamber Music Ensembles
Instrumentalists and select vocalists are assigned to chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque Period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one hour coaching session with a music faculty member. Credits: 0 to 1 Every Fall and Spring

MUS 105 Jazz Combo
Course provides the experience of singing and playing a wide range of jazz styles in a small group setting. The primary goals are the development of improvisational skills and learning of repertoire. Instrumentation is variable, typically includes bass, drums, piano and/or guitar, horns, and vocals. Audition may be required. Credits: 0 to 1 Every Fall and Spring

MUS 106A Basic Keyboard I
This course centers on the development of basic piano skills including fingerings, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections, and technical exercises. Credits: 1 Every Fall

MUS 106B Basic Keyboard II
This course is a continuation of Basic Keyboard I. Prerequisite of MUS 95J is required. Credits: 3 On Occasion

MUS 106C Basic Keyboard III
This course is a continuation of Basic Keyboard II. Prerequisite(s): MUS 106A, MUS 106B, MUS 107A and MUS 107B Credits: 2 Every Fall

MUS 107A Theory/Keyboard Harmony I
This course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition. Requirements include performing My Country 'tis of Thee while playing a standard chordal accompaniment, and writing and performing an original piano composition that includes mixed meters. Prerequisite(s): MUS 106A Credits: 1 Every Spring

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. Prerequisite(s): MUS 106A, MUS 106B and MUS 107A Credits: 2 Every Fall

MUS 107C Theory/Keyboard Harmony III
This course is a continuation of Music Theory/Keyboard Harmony II. Topics include four-part writing, harmonization, secondary dominants, secondary leading tones, simple figured bass realization and simple score reading at the piano, and composition. Requirements include 1) notating and playing a progression involving a sequence of secondary dominants in six (6) keys; and 2) writing and identifying secondary dominant and leading tone chords. Students compose and harmonize simple melodies that include secondary dominant and leading tone chords. Prerequisite(s): MUS 106A, MUS 106B, MUS 107A and MUS 107B Credits: 2 Every Fall

MUS 107D Theory/Keyboard Harmony IV
This course is a continuation of Music Theory/Keyboard Harmony III. Topics include four-part writing, harmonization, binary and ternary forms, augmented sixth chords, Neapolitan chords, transposition, intermediate figured bass realization and score reading at the piano, and composition. Requirements include 1) transposing a selected standard work from the classical repertory, 2) composing an original piece using binary and ternary forms; 3) composing an original piece that includes augmented sixth chords, and 4) performing at the keyboard intermediate pieces from the standard classical repertory. Prerequisite(s): MUS 106A, MUS 106B, MUS 107A, MUS 107B and MUS 107C Credits: 2 Every Spring

MUS 108A Aural Skills I
This course focuses on diatonic singing using the Moveable DO, LA-based minor solfege system. Students learn intervals, triads, rhythmic clapping, conducting while intoning rhythms, and singing while playing the piano. Compound and simple meters are stressed. Regularly assigned ear training examples will be completed using a digital ear training program. Credits: 2 Every Fall
MUS 108B Aural Skills II
This course is a continuation of Aural Skills I.
Prerequisite(s): MUS 108A - Aural Skills 1
Credits: 2
Every Spring

MUS 108C Aural Skills III
This course focuses on sight singing complex diatonic melodies with accidentals, skips, leaps, and more complex rhythms. The melodies introduce modulations, secondary dominants, and diatonic arpeggios. Students clap and count more complex rhythms that include syncopation, asymmetrical rhythms, compound, simple, and cut-time meters. Students sing improvisations that include chromaticism using the syllable TA. Regularly assigned ear training examples will be completed using a digital ear training program.
Prerequisite(s): MUS 108A & MUS 108B
Credits: 2
Every Fall

MUS 108D Aural Skills IV
This course is a continuation of Aural Skills III.
Prerequisite(s): MUS 108A, MUS 108B and MUS 108C
Credits: 2
Every Spring

MUS 109 Arranging, Orchestration and Analysis
This course focuses on instrumentation as well as arranging and orchestrating existing compositions for varying groups of voices and instruments, including strings, brass, woodwinds and percussion.
Credits: 2
Every Fall

MUS 110 Guitar Literature
This course is an overview of guitar repertoire from the Renaissance to the present. The course includes harmonic and structural analysis, performance practices, technique and transcription.
Credits: 2
On Occasion

MUS 111 Guitar Pedagogy
This course is for Music Education majors. Guitar Pedagogy explores the materials relevant for the teaching of guitar in the classroom, individual instruction and guitar ensemble.
Credits: 2
On Occasion

MUS 118 Piano Performance Techniques and Literature
This course is a performance workshop in which pianists perform and analyze standard and lesser-known works of the piano literature from the Baroque era to the 21st century.
Prerequisite(s): Open to Piano Major or by permission of the instructor.
Co-requisite(s): Applied Piano Lessons
Credits: 3
Every Spring

MUS 130 Professional Preparation for a Music Career
This course is an overview of skills needed to make the transition from college study to professional life. Sessions cover identifying and researching publications and competitions; preparing resumes, cover letters, publicity photos and demo recordings; and planning a debut concert; and establishing a Web presence.
Credits: 1
Alternate Spring

MUS 151 Senior Recital
This course serves as the means of assessment for the senior recital requirement as part of the B.M. in Music Education degree program. Requires permission of studio instructor.
Credits: 0
Every Fall, Spring and Summer

MUS 200 Culture of Rhythm and Production
This course examines rhythm as an essential cross-cultural and unifying agent. A hands-on course, students have the opportunity to experience rhythms of diverse cultures through learning traditional hand-drumming patterns and songs from Brazil, Cuba, Haiti and other cultures of the African-American diaspora. The evolution and widespread trajectory of the rhythms of the African diaspora through the Caribbean, South America and North America affected some of the most iconic musical forms of the 20th and 21st centuries.
Prerequisite(s): MUS 106A/B, 107A/B, 108A
Credits: 3
Every Fall

MUS 201 Foundations of Recording
Basic acoustic and technological foundations of audio recording will be the focus of this class in order to give students an understanding of the theoretical principles that guide the field of audio engineering. The science of acoustics, soundwaves and studio construction will be considered, along with functions of the recording console.
Credits: 3
Every Fall

MUS 203 Songwriting 1
Fundamentals of songwriting are introduced such as form, meter, rhyme, metaphor, and theme. These tenets of the songwriting craft are examined through careful study of exemplars from diverse traditions as well as genre-driven student projects including those centered on blues, songs of protest, jingles, and more.
Prerequisite(s): 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.
Prerequisite(s): MUS 106A/B, 107A/B, 108A, 203
Credits: 3
Every Spring

MUS 205 Business and Legal Aspect of the Music Industry
This course explores business and legal aspects of the Music Industry from both the perspective of the producer and the artist. Topics covered include basic accounting, contracts, copyrights, and intellectual property law.
Credits: 3
Every Fall

MUS 206 Composition and Arranging for Media
This course explores composition and arranging for diverse media including film, television, website, video games, and other digital platforms. A brief history of film/television scoring provides a foundation for the creation of student compositions and/or arrangements for media. Both technical and aesthetic aspects of the process are addressed. A final composition/arranging project is required.
Prerequisite(s): MUS 95J, 204, 214D
Credits: 3
Every Spring

MUS 207 Music Operations and Distribution
This course examines both traditional (record labels) and non-traditional (do-it-yourself) modes of the commercial distribution of music. This broad approach addresses both artist and producer distribution perspectives.
Credits: 3
Every Spring

MUS 214D Digital Audio Workstation
This course puts to use the fundamental technologies introduced in the first three courses in the Music Technology sequence including sequencing, sampling, and basic live audio recording and mixing processes employing contemporary software/hardware configurations.
Prerequisite(s): MUS 14A MUS 14B MUS 14C
Credits: 3
Every Spring

MUS 278 Music Industry Internship 1
This course is a one-semester internship with a not-for-profit Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music Industry. A weekly minimum of 10 site-based hours is required as well as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required.
Credits: 3
Every Fall
MUS 279 Music Industry Internship 2
This course is a one-semester internship with a profit-driven Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music industry. A weekly minimum of 10 site-based hours is required as well as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required.
A pre requisite of MUS 278 is required
Credits: 3
Every Spring

MUS 298 Senior Thesis
The Senior Thesis documents the senior Capstone Project. A one-hour, weekly, campus-based meeting with the university thesis advisor guides the documentation process. A 50-page, written thesis is required. Student collaboration within the cohort is encouraged, but not required.
This course is to be taken in the Spring semester of the Senior year of the MTEP program.
Credits: 3
Every Spring

MUS 299 Capstone
The Capstone Project comprises the development, execution, and analysis of a major project spanning the senior year. A university project advisor guides, oversees, and evaluates the project. The scope and sequence of the Capstone Project is broad ranging from the creation/promotion/documentation of a major artistic work (an album/video/performance) to a music business project involving the creation of a business entity designed to produce and bring to market an artistic work. A one-hour, weekly, campus-based seminar with the university project advisor and cohort is required. Student collaboration within the cohort is encouraged, but not required.
Credits: 3
Every Fall

MUS 304 The Power of Music: A Journey from 18th Century Europe to Modern Times
A chronological continuation of MUS 303.
Must be in Honors College
Credits: 3
On Occasion

MUS 385 Honors Tutorial
The first semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Fall

MUS 386 Honors Tutorial
The first semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Fall

MUS 389 Honors Thesis
The second semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Fall

MUS 390 Honors Thesis
The second semester of preparation for an Honors Thesis.
Must be in Honors College
Credits: 3
Every Spring

LIU Post Undergraduate Bulletin 2019 - 2020
The Department of Theatre, Dance and Arts Management provides intense, demanding and rigorous training for actors, directors, playwrights, designers and technicians; dancers, choreographers, teachers and musical theatre performers; company managers, stage managers, producers and agents. A broad-based liberal arts education gives students a deep understanding of the human experience with skills to write and speak about the arts. The academic programs and professional faculty lay the artistic and intellectual groundwork for students’ professional success.

LIU Post’s proximity to New York City provides frequent opportunities to work with professional artists and to hone skills at renowned theatres, concert halls and film studios.

Undergraduate programs include the B.A. in Theatre Arts and the B.F.A. in Theatre Arts, with concentrations in Acting, Design and Production, Directing and Playwriting, and Musical Theatre, the B.F.A. in Arts Management, and the B.F.A. in Dance Studies. Minors are offered in Theatre Arts and Arts Management.

B.A. Theatre Arts

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

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

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.5 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements

Students must have an interview or audition for admission to the B.A. in Theatre Arts program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.A. candidates must maintain a 3.0 grade point average in the major.

AUDITIONS

To Audition for the Theatre Arts Program:

• Apply to LIU Post at www.liu.edu/cwpost onlineapp.

• Call 516-299-2353 to schedule an audition slot.

• Prepare two short contrasting monologues from a play.

• Submit a headshot and résumé at the time of audition.

Post Theatre Company Auditions

Auditions for the season productions are open to all theatre majors and are held in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre and Dance building for audition requirements and call-backs.

Submitting an Application for Admission

All applicants can apply for admission to LIU Post by using the Apply Now button in the upper-right-hand corner of this page. For more information on the application process, visit the Admissions Office home page.

B.A. Theatre Arts

Program Code: 07021 | HEGIS: 1007.0

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Courses (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

Major Requirements

Required Introductory Theatre Arts Courses (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 104</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 105</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 121</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 122</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 151</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Required Theatrical History & Literature Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 101</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 141</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 142</td>
<td>3.0</td>
</tr>
<tr>
<td>THE 143</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Required Theatre Production Laboratory Courses (2 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 239</td>
<td>1.0</td>
</tr>
<tr>
<td>THE 240</td>
<td>1.0</td>
</tr>
<tr>
<td>THE 534</td>
<td>1.0</td>
</tr>
<tr>
<td>THE 535</td>
<td>1.0</td>
</tr>
<tr>
<td>THE 536</td>
<td>1.0</td>
</tr>
<tr>
<td>THE 537</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Required Dance Course (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D NC 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Recommended Theatre Contract Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 204</td>
<td>0.0</td>
</tr>
<tr>
<td>THE 205</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Six courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 201</td>
<td>0.0</td>
</tr>
<tr>
<td>THE 202</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Theatre and Dance Electives (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LIU Post Undergraduate Bulletin 2019 - 2020
LIU Post

**Liberal Arts and Science Electives (58 credits)**

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major Credits: 42
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

**B.F.A. Theatre Arts**

**CONCENTRATION IN ACTING**

The Bachelor of Fine Arts in Theater Arts with a concentration in Acting provides personalized and intensive classroom instruction and stage experience to prepare students for acting careers. Students receive a rigorous grounding in history, literature, theories and methodologies of classical and contemporary theatre arts, and work with professional actors and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, admitting 20 to 30 students each year.

The acting concentration draws from the Suzuki, Stanislavsky, Chekhov and Linklater techniques. The core program, taught by professional theatre artists, emphasizes development of a riveting stage presence based on dynamic physicality, emotional authenticity and a commanding voice. Students receive individual and ensemble training in television and film acting, singing and dancing from artists of national and international renown. The program culminates at the end of the senior year, when students showcase their talent before agents, managers and directors in New York City.

This exciting program is coordinated with the Post Theatre Company, where students gain hands-on participation in all aspects of a working theatre company. Students gain a wider perspective through internships on and off campus, and travel to festivals in the United States and abroad.

Students have access to excellent facilities to gain practical experience and showcase their talents.

**Admission Requirements**

- Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Additional Admission Requirements**

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Acting program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.

**Auditions**

To audition for the Theatre Arts - Acting Program:

- Apply to LIU Post at www.liu.edu/cpostonlineapp
- Call 516-299-2353 to schedule an audition slot. Total audition time is 3 minutes.
- Prepare two short contrasting monologues from a play.
- If you are pursuing a music concentration, prepare one short monologue and 16 bars of a song.
- Submit a headshot and résumé at the time of audition.

**Auditions for Post Theatre Company Productions**

Auditions for the season productions are open to all theatre majors are held in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre, Film & Dance building for audition requirements and sign-up sheets.

**CONCENTRATION IN DIRECTING OR PLAYWRITING (UPPER LEVEL OPTION)**

After successful completion of their sophomore year, students in the 120-credit B.F.A. in Theatre Arts: Acting program or the B.A. in Theatre Arts program, with the appropriate prerequisites, may elect to apply to pursue a concentration in either directing or playwriting. Transfer students who wish to apply for this option may be required to take additional preparatory coursework.

Each program requires students to complete a senior thesis project. For directing majors, the thesis will involve directing a play; for playwriting majors, a full-length play will be written and receive either a staged reading or production. Directing and playwriting students may collaborate on their thesis project.

Courses in **Directing** explore stage management, theatrical direction, casting, rehearsals, choreography, scenes, lighting and costume design.

Courses in **Playwriting** focus on the theory and practice of writing for the stage, including the development of one-act plays and screenwriting for the cinema.

**Admission Requirements**

- Freshmen are admitted under the admission requirements for the B.F.A. in Theatre Arts: Acting. An interview and audition are required. Students apply through the Department of Theatre, Dance & Arts Management for the Directing or Playwriting program at the end of their sophomore year at LIU Post.
- Transfer students who wish to apply for the concentration in Directing or Playwriting may be required to take additional preparatory coursework. An interview will be required for admission to either option.

For more information contact the Department of Theatre, Dance & Arts Management at 516-299-2353 or the Academic & Career Counseling Office at 516-299-2746.

**CONCENTRATION IN MUSICAL THEATRE**

The Bachelor of Fine Arts in Theater Arts with a concentration in Musical Theatre provides personalized and intensive classroom instruction and stage experience to prepare students for performance careers in Musical Theatre. Students receive a rigorous grounding in history, literature, theories and methodologies of classical and contemporary theatre arts, and work with professional musicians, actors and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, admitting 20 to 30 students each year.

The musical theatre concentration draws from the Suzuki, Stanislavsky, Chekhov and Linklater techniques with concentrated study in techniques and approaches to musical theatre. The core program, taught by professional theatre artists, emphasizes development of a riveting stage presence based on dynamic physicality, emotional authenticity and a commanding voice. Students receive individual and ensemble training in television and film acting, singing and dancing from artists of national and international renown. The program culminates at the end of the senior year, when students showcase their talent before agents, managers and directors in New York City.

This exciting program is coordinated with the Post Theatre Company, where students gain hands-on participation in all aspects of a working theatre company. Students gain a wider perspective through internships on and off campus, and have the opportunity to travel to festivals in the United States and abroad.

Students have access to excellent facilities to gain practical experience and showcase their talents.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.5 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Additional Admission Requirements**

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Musical Theatre program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.
Auditions
To audition for the Theatre Arts - Musical Theatre Program:
• Apply to LIU Post at www.liu.edu/cwp/post/onlineapp
• Call 516-299-2353 to schedule an audition slot. Total audition time is 3 minutes.
• Prepare one short monologue and 16 bars of a song.
• Submit a headshot and résumé at the audition.
Auditions for admission into the B.F.A. Theatre Arts Musical Theatre Program are held in the Theatre, Dance & Arts Management Department and at multiple locations in the United States.

Auditions for Post Theatre Company Productions
Auditions for the season productions are open to all theatre majors and are held in the Little Theatre on Mainstage unless otherwise posted. Check the callboard in the Theatre and Dance Building for audition requirements and sign-up sheets.

CONCENTRATION IN DESIGN AND PRODUCTION
The Bachelor of Fine Arts in Theatre Arts with a concentration in Design and Production is a pre-professional degree that combines a comprehensive introduction to all aspects of theatre with concentrations in costume, scenic, lighting or sound design; technical production; and stage management.

The B.F.A. gives you the artistic, intellectual and technical groundwork necessary for a professional life in the theatre and for further specialization through graduate studies. The 120-credit curriculum includes pre-professional training, study of theatre history and literature, and a wide range of liberal arts courses. This is a process-based, hands-on degree. With strong personal mentoring in your area of specialization, you will make practical application of your training through substantial participation in productions of the Post Theatre Company.

Students gain hands-on experience at professional facilities on campus, including the Little Theatre and the Costume and Scene Shops.

Graduates of the program are working at NBC, on Broadway, in regional theatre, and on national tours.

Admission Requirements
• Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Additional Admission Requirements
Students must interview for admission to the B.F.A. in Theatre Arts with a concentration in Design and Production. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually. All B.F.A. candidates must maintain a 3.0 grade point average in the major.

To interview for the Theatre Arts Program with a concentration in Design and Production:
• Apply to LIU Post at www.liu.edu/cwp/post/onlineapp.
• Call 516-299-2353 to schedule an interview.
• Portfolio is encouraged, but not required.

Individual interviews are scheduled throughout the year.

Design and Production Opportunities for Majors
Design and production opportunities are available for majors each semester. Speak with the Post Theatre Company Manager regarding available positions, as design needs differ according to the season’s productions.

B.F.A. Theatre Arts [Program Code: 14401] [HEGIS: 1007.0]

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts (THE 143 or THE 193 recommended)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures (THE 142 THE 141 required)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Additional course from one cluster (THE 141, THE 142, THE 143, or THE 193 available)</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

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

Major Requirements
Required Introductory Theatre Arts Courses (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 104</td>
<td>Technical Theater Practices 1 3.00</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 101</td>
<td>Introduction to Drama 3.00</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History 3.00</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History 3.00</td>
</tr>
</tbody>
</table>

Required Theatre Production Laboratory Courses (4 credits)

Four credits from any of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 239</td>
<td>Production Laboratory 1.00</td>
</tr>
<tr>
<td>THE 240</td>
<td>Production Laboratory 1.00</td>
</tr>
<tr>
<td>THE 534</td>
<td>Production Laboratory 1.00</td>
</tr>
<tr>
<td>THE 536</td>
<td>Production Laboratory 1.00</td>
</tr>
</tbody>
</table>

Required Theatre Contract Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 204</td>
<td>Department Contract 1 0.00</td>
</tr>
<tr>
<td>THE 201</td>
<td>Department Contract 3 0.00</td>
</tr>
<tr>
<td>THE 202</td>
<td>Department Contract 4 0.00</td>
</tr>
</tbody>
</table>

Acting Concentration Requirements

Required Acting Courses (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 121</td>
<td>Basic Acting I 3.00</td>
</tr>
<tr>
<td>THE 122</td>
<td>Basic Acting II 3.00</td>
</tr>
<tr>
<td>THE 123</td>
<td>Intermediate Acting I 3.00</td>
</tr>
<tr>
<td>THE 124</td>
<td>Intermediate Acting II 3.00</td>
</tr>
<tr>
<td>THE 125</td>
<td>Advanced Acting I 3.00</td>
</tr>
<tr>
<td>THE 126</td>
<td>Advanced Acting II 3.00</td>
</tr>
<tr>
<td>THE 152</td>
<td>Professional Skills: The Business of Acting 3.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 168</td>
<td>Advanced Voice &amp; Speech I 3.00</td>
</tr>
<tr>
<td>THE 542</td>
<td>Advanced Suzuki 3.00</td>
</tr>
</tbody>
</table>

Required Additional Theatre History and Literature Courses (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 143</td>
<td>Shakespeare in Performance 3.00</td>
</tr>
</tbody>
</table>

One of the Following Senior Courses based on THE 125/126 Option (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 192</td>
<td>Post Modern Theatre Practices 3.00</td>
</tr>
<tr>
<td>THE 169</td>
<td>Advanced Voice &amp; Speech II 3.00</td>
</tr>
</tbody>
</table>

Required Additional Theatre Arts and Techniques Courses (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 131</td>
<td>Directing I 3.00</td>
</tr>
</tbody>
</table>
### Directing Concentration Requirements

**Required Acting Courses (12 credits)**
- THE 121 Basic Acting I 3.00
- THE 122 Basic Acting II 3.00
- THE 123 Intermediate Acting 3.00
- THE 124 Intermediate Acting II 3.00

**Required Theatrical Arts & Writing Courses (37 credits)**
- THE 143 Shakespeare In Performance 3.00
- THE 103 Design Concepts for Visual Artists 3.00
- THE 110 Stage Management 3.00
- THE 130 Makeup & Mask 3.00
- THE 131 DIRECTING I 3.00
- THE 132 DIRECTING II 3.00
- THE 145 Playwriting I 3.00
- THE 149 History of Style 3.00
- THE 151 Beginning Suzuki Technique 3.00
- THE 166 Beginning Speech 3.00
- THE 167 Beginning Voice 3.00
- THE 188 Thesis 3.00
- THE 189 Advanced Individual Study in Theatre 1.00

**Two of the following (6 credits):**
- ENG 15 Modern Drama 3.00
- ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry 3.00
- ENG 22 Shakespeare: Tragedies and Romances 3.00
- ENG 49 English Drama 3.00
- ENG 50 Great Plays 3.00
- ENG 155 O’Neill, Miller, Williams: Forces in Modern American Drama 3.00
- ENG 164 American Drama 3.00
- THE 132 DIRECTING II 3.00
- THE 148 The History of American Musical Comedy 3.00

### Elective Theatre Courses

*Any THE or DNC courses (13 credits)*

### Musical Theatre Concentration Requirements

**Required Acting Courses (18 credits)**
- THE 121 Basic Acting I 3.00
- THE 122 Basic Acting II 3.00
- THE 123 Intermediate Acting I 3.00
- THE 124 Intermediate Acting II 3.00
- THE 125 Advanced Acting I 3.00
- THE 126 Advanced Acting II 3.00

**One of the following Junior Courses linked to THE 125/126 Option (3 credits)**
- THE 168 Advanced Voice & Speech I 3.00
- THE 542 Advanced Suzuki 3.00

**Required Additional Theatre History and Literature Courses (3 credits)**
- THE 148 The History of American Musical 3.00

**One of the following Senior Courses based on THE 125/126 Option (3 credits)**
- THE 192 Post Modern Theatre Practices 3.00
- THE 169 Advanced Voice & Speech II 3.00

**Required Additional Theatre Arts and Techniques Courses (15 credits)**
- THE 131 DIRECTING I 3.00
- THE 151 Beginning Suzuki Technique 3.00
- THE 152 Professional Skills: The Business of Acting 3.00
- THE 166 Beginning Speech 3.00
- THE 167 Beginning Voice 3.00

### Design & Production Concentration Requirements

*(Costumes, Sound, Sets, Lights, and Stage)*

**Elective Theatre courses:**
*Any THE course(s): 6 credits*

**MUS 88A Studio Lessons: Voice 1.00**

**3.00 Major GPA is required**
Management

Required Introductory Acting Courses (6 credits):
THE 121 Basic Acting I 3.00
THE 122 Basic Acting II 3.00

Required Theatre History & Literature Courses
THE 142 and 143 are considered core curriculum courses. THE 143 satisfies Creativity, Media & the Arts cluster (3 credits).
THE 143 Shakespeare in Performance 3.00
THE 149 History of Style 3.00

Required Theatre Arts, Production & Design Courses (24 credits)
THE 103 Design Concepts for Visual Artists 3.00
THE 129 Sound Design 3.00
THE 110 Stage Management 3.00
THE 113 Scene Design I 3.00
THE 115 Lighting Design 3.00
THE 131 Directing 3.00
THE 115 Lighting Design 3.00
THE 171 Costume Design 3.00

Required Co-Related & Art History Courses (6 credits)

Design & Production: Costume Sub-Plan
Required Costumes Courses (15 credits):
ART 5 Introduction to Basic Drawing 3.00
ART 11 Life Drawing I 3.00
THE 130 Makeup & Mask 3.00
THE 172 Intermediate Costume Construction 3.00
THE 173 Pattern for Costume Designers and Technicians 3.00

One of the following (3 credits):
THE 161 Intermediate Design Seminar 3.00
THE 162 Intermediate Design Seminar 3.00

The minimum Major GPA is 3.00

Design & Production: Sound Sub-Plan
One of the following (3 credits):

THE 108 Drafting for Designers and Technicians 3.00

Required Sound Design Courses (6 credits):
THE 116 Lighting Technology 3.00
THE 128 Sound Technology 3.00

One of the following (3 credits):
THE 119 Stagecraft 3.00

Elective Theatre Arts Courses
Any THE (Theatre) course (9 credits)
The minimum Major GPA is 3.00

Design & Production: Sets Sub-Plan
One of the following (3 credits):
THE 108 Drafting for Designers and Technicians 3.00

Required Set Design Courses (9 credits):
ART 5 Introduction to Basic Drawing 3.00
THE 116 Lighting Technology 3.00
THE 128 Sound Technology 3.00

One of the following (3 credits):
THE 119 Stagecraft 3.00

The minimum Major GPA is 3.00

Design & Production: Stage Management Sub-Plan
One of the following (3 credit):
THE 108 Drafting for Designers and Technicians 3.00

Required Stage Management Courses (15 credits):
ARM 64 Theatre and Dance Management 3.00
ARM 68 Legal Aspects of the Arts & Entertainment Industries 3.00

One of the following (3 credits):
THE 116 Lighting Technology 3.00
THE 128 Sound Technology 3.00
THE 150 Stage Combat 3.00

Theatre Electives: 9 credits

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

B.F.A. Arts Management

A blockbuster exhibit opens in a museum. A world famous singer packs a concert hall for a magical night of music. A local arts council offers instruction in the arts to children. Arts managers make all these things happen! In government agencies and service organizations, in galleries, museums, theatre and dance companies, in orchestras, performing arts centers, and many other organizations, arts managers connect artists with audiences – enriching society by enabling creativity and making it possible for artists and performers to realize their dreams.
The Bachelor of Fine Arts in Arts Management provides competency in the fine arts with a solid foundation in business. The 120-credit program develops skills in critical thinking, leadership, management, planning and finance. Specialized courses apply these aptitudes to arts institutions. A concentration is established in one area of the arts (visual arts, music, theatre or dance). Each area of arts concentration includes history and theory classes as well as applied work. The additional arts management coursework includes classes in accounting, economics, management, marketing, law, and public relations, communications, public speaking and computer graphics.

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

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.

• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 3.0 is required to transfer into the Arts Management Program. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

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

B.F.A. Arts Management
(Program Code: 79015) [HEGIS: 1099.0]

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM 1 Arts Management Practicum</td>
<td>1.00</td>
</tr>
<tr>
<td>ARM 54 Introduction to Arts Management</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 55 Arts Management Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 57 Development, Fundraising and Grant Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 58 Accounting In the Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 59 Marketing The Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 99 Internship in Arts Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11 Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 12 Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 1 Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 62 Arts &amp; Entertainment Promotion</td>
<td>3.00</td>
</tr>
<tr>
<td>ARM 68 Legal Aspects of the Arts &amp; Entertainment Industry</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Computer Graphics Required Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4 Introduction to Computer Graphics</td>
<td>3.00</td>
</tr>
<tr>
<td>CGPH 16 Digital Imaging</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Communication Required Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA 5 Writing in the Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 16 Business Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>PR 2 Writing and Editing for Public Relations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Computer Required Courses**

Choose 1 course (3 credits) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPH 5 Computer Layout 1</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Music Concentration**

**Music Required Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM 62 Principles and Practices of the Music Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 11 Introduction to Music Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 14A Introduction to Music Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 21 Music in Western Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 22 Music in Western Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 23 Music in Western Civilization III</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 24 History of Rock Music</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Music Elective Courses**

9 credits of any Music courses:

**History Elective Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 59 Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60 Survey of World Art 2</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 61 Ancient Art: The Western Tradition</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 64 Medieval Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 65 Italian Renaissance Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 66 Northern Art of the 15th and 16th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 67 The Art of the Baroque</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 68 The Art of the 18th and 19th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 70 Modern Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 72 Contemporary Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 75 American Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 77 Pre-Colonial Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 78 Asian Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 79 History of Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 80 Concepts &amp; Issues in Contemporary Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 85 History of Visual Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 91 Independent Study in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 92 Independent Study in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ATE 3</td>
<td>The Art Museum as Educator: Interpreting Art for Education</td>
</tr>
<tr>
<td>DNC 108</td>
<td>History of Dance</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Drama</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
</tr>
<tr>
<td>DNC 111</td>
<td>Composition and Choreography I</td>
</tr>
<tr>
<td>DNC 115</td>
<td>African Dance I</td>
</tr>
<tr>
<td>THE 104</td>
<td>Technical Theater Practices 1</td>
</tr>
<tr>
<td>THE 105</td>
<td>Technical Theater Practices 2</td>
</tr>
<tr>
<td>THE 204</td>
<td>Department Contract 1</td>
</tr>
<tr>
<td>THE 205</td>
<td>Department Contract 2</td>
</tr>
<tr>
<td>DNC 123</td>
<td>Intermediate &amp; Advanced Ballet I</td>
</tr>
<tr>
<td>DNC 124</td>
<td>Intermediate &amp; Advanced Ballet II</td>
</tr>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art 2</td>
</tr>
<tr>
<td>ART 61</td>
<td>Ancient Art: The Western Tradition</td>
</tr>
<tr>
<td>ART 64</td>
<td>Medieval Art</td>
</tr>
<tr>
<td>ART 65</td>
<td>Italian Renaissance Art</td>
</tr>
<tr>
<td>ART 66</td>
<td>Northern Art of the 15th and 16th Centuries</td>
</tr>
<tr>
<td>ART 67</td>
<td>The Art of the Baroque</td>
</tr>
<tr>
<td>ART 68</td>
<td>The Art of the 18th and 19th Centuries</td>
</tr>
<tr>
<td>ART 70</td>
<td>Modern Art</td>
</tr>
<tr>
<td>ART 72</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ART 75</td>
<td>American Art</td>
</tr>
<tr>
<td>ART 77</td>
<td>Pre-Colonial Arts</td>
</tr>
<tr>
<td>ART 78</td>
<td>Asian Art</td>
</tr>
<tr>
<td>MUS 21</td>
<td>Music in Western Civilization I</td>
</tr>
<tr>
<td>MUS 22</td>
<td>Music in Western Civilization II</td>
</tr>
<tr>
<td>MUS 23</td>
<td>Music in Western Civilization III</td>
</tr>
<tr>
<td>MUS 24</td>
<td>History of Rock Music</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Drama</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History</td>
</tr>
<tr>
<td>ARM 61</td>
<td>Anatomy of a Museum</td>
</tr>
<tr>
<td>ARM 62</td>
<td>Principles and Practices of the Music Industry</td>
</tr>
<tr>
<td>ARM 64</td>
<td>Theatre and Dance Management</td>
</tr>
<tr>
<td>ARM 61</td>
<td>Anatomy of a Museum</td>
</tr>
<tr>
<td>ARM 62</td>
<td>Principles and Practices of the Music Industry</td>
</tr>
<tr>
<td>ARM 64</td>
<td>Theatre and Dance Management</td>
</tr>
<tr>
<td>BDST 58</td>
<td>Television Station Management</td>
</tr>
<tr>
<td>THE 111</td>
<td>Theatre and Dance Management</td>
</tr>
</tbody>
</table>

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
- 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
- ART 80 Concepts & Issues in Contemporary Photography | 3.00
### Visual Arts Required Courses (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 85</td>
<td>History of Visual Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 91</td>
<td>Independent Study in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 92</td>
<td>Independent Study in Art History</td>
<td>3.00</td>
</tr>
<tr>
<td>ATE 3</td>
<td>The Art Museum as Educator: Interpreting Art for Education</td>
<td>3.00</td>
</tr>
<tr>
<td>BDDST 1</td>
<td>Introduction to Broadcasting</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 1</td>
<td>The Art of the Film/1900-1930</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 2</td>
<td>The Art of the Film/1931 to Present</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 3</td>
<td>Major Forces in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 4</td>
<td>Major Figures in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 1</td>
<td>Introduction to Mass Communication Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 108</td>
<td>History of Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 21</td>
<td>Music in Western Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 22</td>
<td>Music in Western Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 23</td>
<td>Music in Western Civilization III</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 24</td>
<td>History of Rock Music</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 143</td>
<td>Shakespeare in Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 149</td>
<td>History of Style</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Visual Arts Concentration

### Visual Arts Elective Courses List 1

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 5</td>
<td>Introduction to Basic Drawing</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 11</td>
<td>Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 13</td>
<td>Painting I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 19</td>
<td>Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 19A</td>
<td>Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 21</td>
<td>Printmaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 31</td>
<td>Pottery and Ceramic Sculpture</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 35</td>
<td>Sculpture I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 43</td>
<td>Watercolor</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDDST 1</td>
<td>Introduction to Broadcasting</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 1</td>
<td>The Art of the Film/1900-1930</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 2</td>
<td>The Art of the Film/1931 to Present</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 3</td>
<td>Major Forces in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 4</td>
<td>Major Figures in the Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 11</td>
<td>History of World Cinema</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 303</td>
<td>Film &amp; Society</td>
<td>3.00</td>
</tr>
<tr>
<td>CIN 304</td>
<td>Film &amp; Society</td>
<td>3.00</td>
</tr>
<tr>
<td>CMA 1</td>
<td>Introduction to Mass Communication Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 108</td>
<td>History of Dance</td>
<td>3.00</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 21</td>
<td>Music in Western Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 22</td>
<td>Music in Western Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 23</td>
<td>Music in Western Civilization III</td>
<td>3.00</td>
</tr>
<tr>
<td>MUS 24</td>
<td>History of Rock Music</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 141</td>
<td>Classical Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 142</td>
<td>Modern Theatre History</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 143</td>
<td>Shakespeare in Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 148</td>
<td>The History of American Musical Comedy</td>
<td>3.00</td>
</tr>
<tr>
<td>THE 149</td>
<td>History of Style</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits</td>
<td>30</td>
</tr>
<tr>
<td>Minimum Major Credits</td>
<td>79</td>
</tr>
<tr>
<td>Minimum Overall GPA</td>
<td>2.00</td>
</tr>
<tr>
<td>Minimum Major GPA</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### B.F.A. Dance Studies

Few art forms are as expressive and personal as dance – and few have the same power to inspire, delight, and communicate across cultures. The Bachelor of Fine Arts in Dance Studies at LIU Post is an excellent foundation for a career on stage or off stage in commercial dance, musical theatre, concert dance, choreography, dance education or dance criticism. A pre-professional, process-based and performance-oriented program, this 120-credit degree explores the wide variety of roles for dance professionals and surveys the world’s great dance traditions, from African and Asian dance to modern, jazz, ballet and tap. Combining advanced education in dance and theatrical production with opportunities to develop specific skills through training and sustained practice, all in the context of a strong liberal arts program, the B.F.A. in Dance Studies teaches the art form and not just technique.

Students are encouraged to choreograph after the third semester. Coordinated with the Post Theatre Company and the Post Concert Dance Company, the degree offers extensive performance and choreography opportunities and requires substantial participation in the work of both companies.

Audition and interview required.

### ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### Additional Admission Requirements

Applicants must arrange for an audition and interview with the program director by calling 516-299-2353 or e-mailing cgargano@liu.edu.

### Auditions

**To Audition for the Dance Studies Program:**

Apply to LIU Post at www.liu.edu/cwpost/onlineapp.

- **Call 516-299-2353 to schedule an audition.**
- **Submit a headshot and résumé at the time of audition.**
- **Successful auditioners are invited to interview.**
  Individual interviews are scheduled throughout the year.
B.F.A. Dance Studies
(Program Code: 20465) [HEGIS: 1008.0]

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

LIU Post Thematic Core Curriculum
(32-33 credits)
POST 101 1 credit
First-Year Seminar 3 credits
Writing I 3 credits
Writing II 3 credits
Quantitative Reasoning 3 credits
Scientific Inquiry & the Natural World 4 credits
Creativity, Media & the Arts 3 credits
Perspectives on World Cultures 3 credits
Self, Society & Ethics 3 credits
Power, Institutions & Structures 3 credits
Additional course from one cluster 3-4 credits

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

Major Requirements
Required Dance Courses (39 credits):
DNC 101 Critical Thinking in Dance 2.00
DNC 103 Laban Movement Analysis 3.00
DNC 105 Modern Dance 3.00
DNC 108 History of Dance 3.00
DNC 109 Current Dance in New York City 3.00
DNC 111 Composition and Choreography 3.00
DNC 115 African Dance 3.00
DNC 116 African Dance 3.00
DNC 125 Pointe & Partnering 1.00
DNC 126 Floor Barre 2.00
DNC 144 Jazz 3.00
DNC 147 Tap 3.00
DNC 150 Kinesiology for Dancers 4.00
DNC 151 Professional Skills: Showcase 3.00

Required Ballet Courses
Choose 4 courses from the following (12 credits):
DNC 123 Ballet 3.00
DNC 124 Ballet 3.00

Required Repertory Courses
Eight courses from the following (8 credits):
DNC 139 Repertory 1.00
DNC 140 Repertory 1.00

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

Required Departemental Contract Courses
(must be taken in conjunction with THE 104 and THE 105)
THE 204 Department Contract 1 0.00
THE 205 Department Contract 2 0.00

Six courses of the following:
DNC 201 Department Contract 0.00
DNC 202 Department Contract 0.00

Required Related Courses (15 credits):
DNC 106 Modern Dance II 3.00
THE 104 Technical Theater Practices I 3.00
THE 105 Technical Theater Practices II 3.00
THE 121 Basic Acting I 3.00
THE 122 Basic Acting II 3.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Major Credits: 74
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

Minor: Theatre Arts
Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in Theatre Arts. This minor is designed for students who have an interest in the world of theatre, the art of acting, and the joy of entertainment. The minor in Theatre Arts adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study. Contact your academic and career counselor for additional information.

Minor in Theatre Arts Requirements
Required Theatre Courses
THE 1 The Art of Theatre 3.00
THE 6 Acting for Non-majors 3.00
THE 101 Introduction to Drama 3.00

Credit and GPA Requirements
Minimum Total Credits: 18

Minor: Arts Management
The arts management minor is designed to complement a variety of undergraduate majors by offering students additional training that they can put to use in their careers. This could include management students that want to put their talents to work in a creative field, students majoring in artistic disciplines (theatre, music, dance, visual arts, etc.) that might want to produce their own work or run their own company someday and many others! An Arts Management minor works in tandem with various undergraduate majors to prepare students for employment in the fields of arts, entertainment and culture.

Minor in Arts Management Requirements
The following two courses are required:
ARM 54 Introduction to Arts Management 3.00
ARM 55 Arts Management Practices 3.00

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

One course from the following:
ARM 61 Introduction to Museum Studies 3.00
ARM 62 Principles and Practices of the Music Industry 3.00
ARM 64 Theatre and Dance Management 3.00

Credit and GPA Requirements
Minimum Total Credits: 21
Minimum Minor GPA: 2.75

MINORS
### Arts Management Courses

**ARM 1 Arts Management Practicum**  
An intensive experience in an arts management position related to the student's area of concentration. May be taken in the first or second year.  
Prerequisite of ARM 54 is required.  
Credits: 1  
Every Semester

**ARM 2 Arts Management Contract**  
Crew, management, and production work on theatre and dance productions. Required of ARM/Dance and ARM/Theatre students only.  
Credits: 0  
Every Semester

**ARM 54 Introduction to Arts Management**  
An introduction to the field of arts management, its history, current business practices, and career opportunities. The focus will be on the management skills and techniques needed to be an arts administrator, concentrating on management issues and business operations. Various aspects of the arts such as staffing, financing, economic impact and application, marketing, fundraising and governance are covered. Students will learn about the relationship of art to government, business and education as well as the relationship of the individual artist to the arts organization.  
Credits: 3  
Every Fall

**ARM 55 Arts Management Practices**  
An overview of current arts management practice in the United States. Through a case study approach, the course evaluates challenges relating to theatre, music, dance and visual arts institutions. Managing organizations in transition (artistic, administrative and/or facility), and balancing the needs of artists, staff, boards, and funders will be central considerations.  
Prerequisite of ARM 54 is required.  
Credits: 3  
Every Spring

**ARM 57 Development and Fundraising**  
How to generate contributed income for not-for-profit organizations by working with corporations, foundations, government agencies and private individuals, and by building volunteer leadership. Trends in arts philanthropy and fundraising will be discussed, as well as methods of research into developing donor prospects and finding support, including grant proposals, direct mail appeals, social media, personal solicitation, special events, capital campaigns and corporate sponsorships.  
Prerequisites of ARM 54 and 55 are required.  
Credits: 3  
Alternate Spring

**ARM 58 Accounting In the Arts**  
An introduction to the theory and practice of accounting in arts organizations.  
Prerequisites of ARM 54 and 55 are required.  
Credits: 3  
Alternate Fall

**ARM 59 Marketing The Arts**  
This course will explore factors involved in developing, nurturing and sustaining audiences, including public relations, marketing and advertising, social media and creative problem solving for the special circumstances found in arts organizations.  
Prerequisites of ARM 54 and 55 are required.  
Credits: 3  
Alternate Spring

**ARM 61 Introduction to Museum Studies**  
This course examines museums from a behind-the-scenes perspective. Students will learn about the responsibility of the 21st century museum and consider it through several lenses: history and philosophy, ethics and best practices, management of collections and exhibitions, the roles of staff and volunteers, among other topics.  
Credits: 3  
Alternate Spring

**ARM 62 Principles and Practices of the Music Industry**  
This course will provide a general orientation to the music entertainment profession and assist in the development of critical thinking in the analysis of the music industry. Focus will be on the following topics: scope and overview of the recording industry, artist management, unions and guilds, publishing, retail and distribution, marketing, and concert management.  
Credits: 3  
Alternate Spring

**ARM 64 Theatre and Dance Management**  
This course examines the challenges of managing theatrical and dance organizations. In addition to reading a number of case studies, students will study basic union agreements, create performance and production schedules and production budgets, and conceive and negotiate collaborative ventures. Cross listed as THE 112.  
Prerequisite of THE 104 or permission of instructor is required.  
Credits: 3  
Alternate Fall

**ARM 68 Legal Aspects of the Arts & Entertainment Industries**  
This course is an introduction to entertainment law, specifically to the role of contracts, copyright, and the Constitution in the arts and entertainment. Emphasis will be placed on practical aspects of arts and entertainment law so that students studying arts management will learn the vocabulary utilized by entertainment lawyers and the principles of the major working areas of entertainment law.  
Credits: 3  
Alternate Fall

**ARM 70 Current Arts Management Practices and Productions**  
In this experiential course, students and faculty member will attend one production (theater, dance, music), prior to which they will engage in a discussion session with a working arts manager specializing in one of the functional areas of arts management. Topics covered will include: artistic-managerial decision-making, fundraising, creative development and production, economic challenges of the arts in New York, audience development, financial management, and the production process.  
Credits: 3  
On Occasion

**ARM 89 Advanced Independent Study - Arts Management**  
Individual faculty guided research projects in Arts Management. Plan of study must be approved by the faculty supervisor and program director. May be repeated for credit.  
Credits: 1 to 3  
Every Semester

**ARM 91 Arts Management Thesis**  
The Arts Management thesis is generally completed during the senior year and is the compilation of intensive research in the student's arts focus area.  
Credits: 3  
Every Semester

**ARM 99 Internship in Arts Management**  
A resident internship, in the student's concentration, with an arts management organization. Internships require 125 to 150 hours of residency work and must be arranged the semester prior to the residency with the program director. May be repeated for a total of six credits.  
Credits: 3  
Every Semester

### Dance Courses

**DNC 1 Beginning Movement 1**  
This course is an introduction to basic technique within one of the following dance forms: African, Ballet, Modern, Jazz, Tap, Hip Hop, or Floor barre. Emphasis is on body alignment and body awareness, which is explored through both exercise and improvisation. May be repeated 4 times for credit.  
Credits: 3  
Every Semester

**DNC 2 Beginning Movement 2**  
This course is a continuation of DNC 1 emphasizing personal discipline and technique.  
Prerequisite of DNC 1 is required.  
Credits: 3  
On Occasion
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Credits</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 101</td>
<td>Critical Thinking in Dance</td>
<td>This course is an introduction to movement analysis and critical thinking about technique, performance and history for the incoming dance studies major. Emphasis is placed on the many approaches to dance and the many career options available in the world of dance. A Writing Across the Curriculum offering.</td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>DNC 103</td>
<td>Laban Movement Analysis</td>
<td>Students learn to analyze the body in motion, become a more dynamic mover, understand individual movement preferences and habits, and investigate the diverse ways the body shapes itself in space.</td>
<td>2</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 104</td>
<td>Modern Dance</td>
<td>Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space using the Cunningham modern dance technique. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 105</td>
<td>Modern Dance</td>
<td>Advanced training that stresses the discipline and vitality of longer phrases of movement using the Taylor modern dance technique. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 106</td>
<td>History of Dance</td>
<td>This course is a history of Western dance from the Greeks to the present, exploring the artistic, social, and political functions of dance and its position in various cultures. This is a Writing Across the Curriculum offering.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 107</td>
<td>Intermediate &amp; Advanced Ballet I</td>
<td>Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 108</td>
<td>Intermediate &amp; Advanced Ballet II</td>
<td>Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Current Dance in New York City</td>
<td>This course provides opportunities once a week in New York City to attend dance concerts, performances and meet with dancers and choreographers. Students apply critical thinking to dance analysis. This is a Writing Across the Curriculum offering.</td>
<td>3</td>
<td>Alternate Spring</td>
</tr>
<tr>
<td>DNC 110</td>
<td>Composition and Choreography I</td>
<td>This course studies new and individual modes of expression and the process of giving them order and form. Improvisation is explored, both for its value as an experience to individual participants and its potential as a group performance event. Prerequisite of Dance major, ARM major, or Theater major is required.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 111</td>
<td>Composition and Choreography II</td>
<td>This course encourages students to discover their own voice as choreographers. Improvisation is explored, both for its value as an experience to individual participants and its potential as a group performance event. Attention is paid to integrating production elements into concept. Prerequisite of Dance major, ARM major, or Theater major is required.</td>
<td>3</td>
<td>On Occasion</td>
</tr>
<tr>
<td>DNC 112</td>
<td>African Dance I</td>
<td>This course is an introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and the pioneering spirits who introduced the genre to this country. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>DNC 113</td>
<td>African Dance II</td>
<td>This course is an introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and the pioneering spirits who introduced the genre to this country. May be repeated for two semesters for credit.</td>
<td>3</td>
<td>Every Spring</td>
</tr>
<tr>
<td>DNC 114</td>
<td>Pointe &amp; Partnering</td>
<td>This course promotes healthful alignment and core strength for the dance major through implementation of the Zena Rommett Floor Barre Technique®.</td>
<td>2</td>
<td>Every Spring</td>
</tr>
<tr>
<td>DNC 115</td>
<td>Beginning Ballet I</td>
<td>Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>Every Fall</td>
</tr>
<tr>
<td>DNC 116</td>
<td>Beginning Ballet II</td>
<td>Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.</td>
<td>3</td>
<td>On Occasion</td>
</tr>
</tbody>
</table>
composition with the instructor/choreographer and culminates in public performance.
Dance majors only.
Credits: 1
On Occasion

DNC 139 Repertory
This course is intensive experience in dance production including synthesis of performance, design, technical, management, musical elements and production concept, planning, rehearsal, performance, evaluation with the Post Concert Dance Company.
Dance majors only.
Credits: 1
Every Fall

DNC 140 Repertory
This course is intensive experience in dance production including synthesis of performance, design, technical, management, musical elements and production concept, planning, rehearsal, performance, evaluation with the Post Concert Dance Company.
Dance majors only.
Credits: 1
Every Spring

DNC 143 Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit.
Credits: 3
On Occasion

DNC 144 Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit.
Credits: 3
Every Fall

DNC 147 Tap
This is an advanced level course in tap dance; the focus is on technique and on the history of the form. May be repeated for two semesters for credit.
Credits: 3
Every Spring

DNC 150 Kinesiology for Dancers
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques will be examined.
Credits: 4
Every Fall

DNC 151 Professional Skills Showcase
This course is a practicum with guest choreographers leading to a New York City showcase performance. Required for participation in the Showcase. For upper division dance majors. May be repeated for two semesters for credit.
Dance majors only.
Credits: 3
Every Fall

DNC 189 Advanced Independent Study in Dance
Individual faculty-guided projects in dance are appropriate when existing course in student's area of interest have all been taken. Dance majors may repeat for a maximum of four semesters for 1, 2, 3 or 4 credits
Credits: 1 to 4
Every Semester

DNC 199 Internship
This is an opportunity for the student to work in a professional venue and to be directly and meaningfully involved in day-to-day operations with an emphasis in an area of special interest.
Credits: 3
On Demand

DNC 201 Department Contract
This is a dance major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company. Required for all upperclass majors.
Credits: 0
Every Fall

DNC 202 Department Contract
This is a dance major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company. Required for all upperclass majors.
Credits: 0
Every Spring

DNC 211 Choreography Practicum
This course offers the dance major the opportunity to choreograph in a mentored situation for the Post Concert Dance Company. Students meet regularly with faculty in a rehearsal and production environment. DNC 211 is required for all student choreographers. May be taken up to 6 times for credit
Prerequisite of DNC 111 is required. Dance or Arts Management majors only.
Credits: 1
Every Semester

DNC 258 Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit.
Must be in Honors College
Credits: 3
Every Fall

DNC 359 Intermediate & Advanced Ballet I
Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit. Dance majors only or by permission of the instructor.
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 2 Current Theatre
Visits to theatrical productions either in New York City on Broadway and Off Broadway, or in London on the West End and the Fringe. Discussion and analysis of the theatrical experience; social and economic problems of the New York or London theatre; understanding the separate contributions of the author, actor, director, and designer to the production. Special ticket charge.
Credits: 3
On Occasion

THE 6 Acting for Non-majors
A comprehensive second level course that combines exercises, improvisations, and rehearsal and performance of scenes especially designed for the student who is not a Theatre major. May be taken twice for credit.
Prerequisite of THE1 is required.
Credits: 3
On Occasion

THE 44A Acting For Film & TV
An upper division course designed to prepare the actor for working on camera.
Credits: 3
Every Spring

THE 101 Introduction to Drama
This course is an introduction to textual and performance analysis in theater through critical, historical and dramatic readings. For Theater Majors only. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

THE 103 Design Concepts for Visual Artists
This course is a conceptual approach to lighting, scenic, and costume design for the actor/director/designer in theatre, dance, media, and motion pictures. It includes an analysis of designers, drawings, and the necessary communication skills in expressing concepts to designers and directors.

Credits: 3
Alternate Fall

THE 104 Technical Theater Practices 1
This course is a comprehensive survey of the theoretical and practical aspects of technical theater production including organization, equipment, materials, methods and vocabulary. The course is intended to provide the student with a working vocabulary and the basic knowledge necessary to function effectively in the theater.

Prerequisite of a Theater major, Dance major, Arts Management major, or Theater Minor and a Co-requisite of THE 204 are required.

Credits: 3
Every Fall

THE 105 Technical Theater Practices 2
The course is a continuation of THE 104.

Prerequisite of a Theater major, Dance major, Arts Management major, or Theater Minor and a Co-requisite of THE 205 are required.

Credits: 3
Every Spring

THE 108 Drafting for Designers and Technicians
This course introduces all phases of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings. Prerequisites of THE 104 & 105 or permission of the instructor are required.

Credits: 3
Alternate Fall

THE 109 Advanced Drafting
This course introduces all phases of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings. Prerequisite of THE 108 is required.

Credits: 3
On Occasion

THE 110 Stage Management
The basic principles and skills of stage management, including: analysis of script, preparation of prompt book, rehearsal organization, production coordination and running of productions. May be repeated a maximum of two semesters.

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

Credits: 3
Every Spring

THE 111 Theatre and Dance Management
This course examines the challenges of managing theatrical and dance organizations. In addition to reading a number of case studies, students will study basic union agreements, create performance and production schedules and production budgets, and conceive and negotiate collaborative ventures.

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

Credits: 3
Alternate Fall

THE 113 Scene Design I
This course includes the art and craft of scenic design, including design sketches, model preparation, designer's elevations and painter's elevations. It also includes the principles and processes of analyzing a play in visual terms to create the scenic environment of productions.

Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.

Credits: 3
Alternate Fall

THE 114 Scene Design II
This course is a continuation of THE 113.

Credits: 3
On Occasion

THE 115 Lighting Design
This course is an introduction to lighting design, theory and practice. The light plot, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. Also included is the application of theatrical lighting techniques in related fields, such as television and film.

Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.

Credits: 3
Alternate Fall

THE 116 Lighting Technology
This course is an introduction to lighting design, theory and practice. The light plot, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. Also included is the application of theatrical lighting techniques in related fields, such as television and film.

Prerequisites of THE 104, 105, and 108 or the permission of instructor are required.

Credits: 3
Alternate Fall

THE 119 Stagecraft
This course is a detailed and intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings.

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

Credits: 3
Alternate Fall

THE 120 Advanced Stagecraft
This course is an advanced intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings.

Credits: 3
On Occasion

THE 121 Basic Acting I
Introductory studio course focused on exercises, improvisations, and basic scene work intended to develop the student's imagination and ability to identify intentions and given circumstances.

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

Credits: 3
Every Fall

THE 122 Basic Acting II
Introduction to scene study and basic character development. Continuation of THE 121.

Prerequisite of THE 121 is required.

Credits: 3
Every Spring

THE 123 Intermediate Acting I
Scene study course with a focus on connection to given circumstance and character development.

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

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

Credits: 3
Every Fall

THE 124 Intermediate Acting II
The course is a continuation of THE 123.

Prerequisite of THE 123 is required.

Credits: 3
Every Spring

THE 125 Advanced Acting I
This class offers two different options:

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

Option II focuses on scene and monologue study within Shakespearean text with emphasis on original performance practices.Corequisite THE 168.
The 126 Advanced Acting II
A continuation of Theater 125, with the continued two options.

Option I focuses on texts taken from Modern and Post-Modern playwrights. Through script analysis and practical experience in physical performance techniques, students will continue to develop a personal process that incorporates a broad range of performance practice.

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

Prerequisite of THE 125 is required.
Credits: 3
Every Spring

The 127 Meisner Technique
This is an acting class based on the technique of Sanford Meisner, a member of the Group Theater and the founder of the Neighborhood Playhouse in New York. This method is an offshoot of the Stanislavski Technique, focusing on the reality of doing, and behaving truthfully in imaginary circumstances.

Prerequisite of THE 123 is required.
Credits: 3
Annually

The 128 Sound Technology
Through lecture and demonstration the student will become familiar with the standard equipment that is used in theatrical sound production. The student will learn equipment function and proper operation. Basic sound recording, editing, communications systems, enhancement and repair will be included.

Credits: 3
Alternate Spring

The 129 Sound Design
This course is an introduction to sound design, theory and practice. Design projects are related to historical reference with an emphasis on the source needed for such a design.

Credits: 3
Alternate Fall

The 130 Makeup & Mask
This course covers practical instruction in makeup techniques taking into account factors of age, temperament, production style. May be repeated for a maximum of two semesters.

Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3
Every Fall

The 131 Directing I
This is a studio course in all basic elements of theatrical direction: play selection and analysis, pre-production planning, casting, rehearsals, integration of production elements. Students direct short plays for public performance. Substantial rehearsal time required. May be repeated for a maximum of four semesters.

Prerequisites of THE 121 and 122 are required or permission of the instructor.
Credits: 3
Every Fall

The 132 Directing II
An advanced studio course that explores the challenges involved with directing various forms of theater, including classical, avant-garde, and post-modern plays. Students direct short plays for public performance. Substantial rehearsal time required.

Prerequisite of THE 131 is required.
Credits: 3
On Occasion

The 141 Classical Theatre History
This course investigates historical periods, dramatic genres, and theater literature of Western theatrical culture from the Greeks through Romanticism. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

The 142 Modern Theatre History
This second semester of theatre history investigates historical periods, dramatic genres and theatre literature from Realism to the present. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Semester

The 143 Shakespeare in Performance
This course surveys developments in theory and practice of Shakespearean dramatic works. The stylistic analysis of selected plays, performance techniques and theatrical conventions, including contemporary and non-traditional approaches, is examined. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Prerequisite of THE 141 is required or permission of instructor.
Credits: 3
Annually

The 144 Acting for Film & Television
This is an advanced level course to prepare the actor for the many demands placed on the performer by the camera.

Prerequisite of THE 126 is required.
Credits: 3
Every Spring

The 145 Playwriting I
This course covers advanced theory and practice of writing for the stage. Intensive writing and rewriting leads to the creation of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters. May be taken for English credits.

Prerequisite of THE 145 is required.
Credits: 3
On Occasion

The 146 Playwriting II
This course covers advanced theory and practice of writing for the stage. Intensive writing and rewriting leads to the creation of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters. May be taken for English credits.

Prerequisite of THE 145 is required.
Credits: 3
On Occasion

The 148 The History of American Musical
This course is a study of musical comedy from its origins in the 18th century through its fruition in the 19th, to its innovations in the modern era.

Credits: 3
Every Spring

The 149 History of Style
This course is a survey of costume, architecture and decor of the major periods of Western civilization from pre-history to the present time with an emphasis on the sources of research needed for design. Visits to galleries, museums, libraries and historical sites.

Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3
Alternate Fall

The 150 Stage Combat
An introductory practicum dealing with the fundamental techniques and skills of theatrical combat. Emphasis on safety, as well as integrating staged fighting and movement into the actor's process.

Prerequisite of Theatre major or permission of instructor.
Credits: 3
Every Spring

The 151 Beginning Suzuki Technique
This course is an introduction to the Suzuki method of actor training. This rigorous physical training develops the actor's concentration and focus, discipline, and ability to create theatrical presence.

Prerequisite of THE 121 is required.
Credits: 3
Every Spring
THE 152 Professional Skills: The Business of Acting
This is an encyclopedia course in preparation for the actor's entry into the profession. It is required for any actor participating in the Senior Showcase. Includes audition techniques, choice of appropriate material, marketing, and introductions to members of the industry.
Prerequisite of THE 126 is required.
Credits: 3
Every Spring

THE 161 Intermediate Design Seminar I
This course is an intermediate seminar in design for theatre, dance, or film. Included are projects in various styles and types of productions. Crew requirement.
Prerequisites of THE 113 & 114 or THE 115 & 116 or THE 117 & 118 and permission of the instructor are required.
Credits: 3
Alternate Spring

THE 162 Intermediate Design Seminar II
This course is an intermediate seminar in design for theatre, film, or dance. Included are projects in various styles and types of productions. Crew requirement.
Prerequisites of THE 113 & 114 or THE 115 & 116 or THE 117 & 118 and permission of the instructor are required.
Credits: 3
On Occasion

THE 163 Advanced Design Seminar I
This course is an advanced seminar in design. Included is experience designing projects for musicals, operas and ballets. Crew requirement.
Prerequisites of THE 161 and 162 and permission of the instructor are required.
Credits: 3
Alternate Spring

THE 166 Beginning Voice and Speech I
This course teaches the fundamentals of speech for the stage and provides a working knowledge of the phonetic alphabet. It also focuses on the use of the vocal instrument. Through exercises and text work, the student explores the relationship of breath to the text and acquires the knowledge to care for and maintain vocal health and production.
The prerequisite of THE 167 is required.
Credits: 3
Every Fall

THE 167 Beginning Voice and Speech II
This course is a continuation of THE 167. Prerequisite of THE 122 or permission of the instructor is required.
Credits: 3
Every Spring

THE 168 Advanced Voice and Speech I
This course is a Voice and Speech studio practicum integrating Laban technique and elliptical energy work with the vocal practices established in THE 166 & 167.
Corequisite of THE 125 Option II.
Prerequisites of THE 166 and 167 are required.
Credits: 3
Every Spring

THE 169 Advanced Voice and Speech II
Advanced Voice & Speech work with an emphasis on classical text as a Senior Studio experience. For seniors successfully completing THE 126 & 126 Option I.
Prerequisites of THE 166 and 167 are required.
Credits: 3
Every Fall

THE 170 Costume Design
This course is an introduction to costume design and the procedures of costume design for the theatre; design projects are related to a study of costume history from the ancient Egyptians to the 20th century as are basic costume construction methods, including pattern-making, cutting, fitting, altering and maintenance.
Prerequisites of THE 104 & 105 or permission of the instructor are required.
Credits: 3
Alternate Spring

THE 171 Intermediate Costume Construction
This course builds upon basic costuming skills by providing practical experience in construction, fitting, and alteration techniques of garments cut from commercial patterns and covers creating, as well as researching and analyzing garments and their construction.
Prerequisites of THE 104, 105, and 171 or instructors permission are required.
Credits: 3
On Occasion

THE 172 Intermediate Costume Construction
This course builds upon basic costuming skills by providing practical experience in construction, fitting, and alteration techniques of garments cut from commercial patterns and covers creating, as well as researching and analyzing garments and their construction.
Prerequisites of THE 104, 105, and 171 or instructors permission are required.
Credits: 3
On Occasion

THE 173 Patterning for Costume Designers and Technicians
This course covers extensive practical experience in flat-patterning techniques, including how to develop basic patterns to achieve complex designs. Costumes construction skill are strengthened through cutting, stitching, fitting, and alteration of drafted patterns.
Prerequisites of THE 172 & 173 or permission of instructor are required.
Credits: 3
On Occasion

THE 176 Art Of Draping
This course is an introduction to the basic principles and methods of draping patterns for garment construction. Costume construction skills are strengthened through cutting, stitching, fitting and alteration of draped patterns.
Prerequisites of THE 172 & 173 or permission of instructor are required.
Credits: 3

THE 180 Contemporary Musical Theatre Practices
This course is a practicum in musical theatre performance techniques with emphasis on developing a clear process. Repertoire and music theory are also included in the course work.
Pre requisites: THE 121, 122, MUS 88A-2
Credits: 3
Every Fall

THE 188 Thesis
This course is an advanced performance or production project, including research and paper (on an individual basis).
Credits: 3
On Demand

THE 189 Advanced Individual Study in Theatre
This course presents an opportunity for individual faculty-guided projects in production, acting, design, management, playwriting, history and criticism.
May be repeated for a total of four semesters for 1, 2, 3, or 4 credits.
Credits: 1 to 4
Every Semester

THE 192 Senior Acting Studio
A capstone class in which fourth year acting students work to synthesize the studio experiences of the previous three years through monologues and scene study. Emphasis on developing a rationale for a personal process based on the genre of material.
Prerequisite of THE 126 or permission of instructor is required.
Credits: 3
Every Fall

THE 193 Theatre Research/Perf Wkshops
Devising
Following the Creative Impulse is designed to give undergraduate level students exposure to and experience working with ensemble generated theatre. Students will get hands on experience working with a wide range of methodologies that can be utilized to create generative forms of expression. This class will be a laboratory environment to rigorously investigate how innovative, divergent, and multidisciplinary thinking can create inspired works. Students will deconstruct the principles of creativity and inspiration to build their own methodology of generating material that can be used in theatre or any other discipline they choose. This course fulfills the Creativity, Media & the Arts cluster in the core curriculum.
Prerequisites of THE 121 and 122 are required or permission of the instructor.
Credits: 3
Every Fall

THE 195 Musical Theatre Practices II
This is an upper level course, developing advanced
performance techniques, and building an extensive repertoire in preparation for the profession. The prerequisite of THE 180 is required. 
Credits: 3  
Every Spring

**THE 199 Internship in Professional Theatre**
This is a full-time internship with a professional theater institution. The student is directly and meaningfully involved in day-to-day operations in a variety of departments, but with an emphasis in an area of special interest. Direct and sustained contact with working theater artists and administrators. 
Credits: 3  
On Demand

**THE 201 Department Contract**
This is a theatre major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Theatre Company. Required for all upperclass majors. 
Credits: 0  
Every Fall

**THE 202 Department Contract**
This is a theatre major service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Theatre Company. Required for all upperclass majors. 
Credits: 0  
Every Spring

**THE 204 Department Contract 1**
This is a theatre major service contract, a required lab for THE 104 or THE 105. 
Credits: 0  
Every Fall and Spring

**THE 239 Production Laboratory**
This course is an intensive experience in theatrical production for public performance. Synthesis of acting, design, technical and managerial elements in production. Production concepts, process, rehearsal, and performance are evaluated by the director and advisor. Must be repeated when a student is cast in a PTC production. Prerequisites of THE 104, 105, 121 or permission of chair are required. 
Credits: 1  
Every Fall

**THE 240 Production Laboratory**
This course is an intensive experience in theatrical production for public performance. Synthesis of acting, design, technical and managerial elements in production. Production concepts, process, rehearsal, and performance are evaluated by the director and advisor. Must be repeated when a student is cast in a PTC production. Prerequisite or Co-requisite of THE 122 & 105, in addition to prerequisites of THE 104 & 121 are required. 
Credits: 1  
Every Spring

**THE 385 Honors Tutorial**
The research semester of the two semester Honors Thesis requirement. Must be in Honors College 
Credits: 3  
Every Semester
The College of Education, Information and Technology offers undergraduate and graduate degrees, including doctoral programs, in teacher education, educational administration and leadership, counseling, communication sciences and disorders, and library and information science. In addition, the College offers graduate-level advanced certificates in such specialties as archives and records management, public library administration and school district leadership. Programs in the College are nationally accredited by ALA, ASHA, CACREP and CAEP, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching and internship opportunities, and a distinguished faculty of experienced professionals combine for an education of unparalleled quality. Longstanding affiliations with dozens of school districts, public libraries and other organizations give our students opportunities for real-world experience and a forum for networking. The College of Education, Information and Technology is dedicated to preparing students for leading roles in some of the world’s fastest growing and most rewarding fields.

Albert Inserra, Ed.D.
Dean
Albert.Inserra@liu.edu

Louisa Kramer-Vida, Ed.D.
Associate Dean
Louisa.Vida@liu.edu

Thomas Walker, Ph.D.
Associate Dean
Director, Palmer School of Library and Information Science
Interim Dean of University Libraries
Thomas.Walker@liu.edu
DEPARTMENT OF
COMMUNICATION
SCIENCES AND DISORDERS

Phone: 516-299-2436
Fax: 516-299-3151

Chairperson: Domingo
Associate Professors: Abdelli-Beruh, Amato, Domingo, Slavin
Assistant Professors: Crowley, Laskowski, Viccaro
Adjunct Faculty: 9

Lodge Speech and Hearing Center
Phone: 516-299-2437
Fax: 516-299-3151
Clinical Director: Rubenstein
Assistant Clinic Director: Newman
Clinical Supervisors: 15

Millions of Americans suffer from some form of speech, language or hearing disorder and require specialized therapy or rehabilitation services. This creates a high demand for trained professionals to assist adults and children in overcoming their communication difficulties. The Department of Communication Sciences and Disorders is dedicated to the advancement of the diagnosis and treatment of speech, language and hearing impairments. The department offers a comprehensive pre-professional bachelor’s degree in Speech-Language Pathology and Audiology.

B.S. Speech-Language Pathology & Audiology

The 120-credit Bachelor of Science in Speech-Language Pathology and Audiology will prepare you for a career helping people of all ages overcome communication disorders—from young children who stutter to stroke victims struggling to speak again.

Along with a comprehensive liberal arts education, the curriculum offers coursework in normal and disordered communication. Students observe adults and children with speech and/or language disorders in community-based settings. A limited field-based experience is also available to qualified students. Graduates of this program are ready to advance to master’s-level study and work toward a Certificate of Clinical Competence from the American Speech-Language-Hearing Association, as well as New York State licensure and certification as a Teacher of Students with Speech and Language Disabilities (TSSLD).

As a candidate for the B.S. in Speech-Language Pathology and Audiology, you will fulfill 45 credits in the Liberal Arts core, 45 credits in Speech and Hearing courses, 14 credits in Education courses, 6 credits in English Composition and 19 credits in electives in the Department of Communication Sciences and Disorders.

B.S. Speech-Language Pathology & Audiology

{Program Code: 07001} {HEGIS: 1220.0}

Core Curriculum Requirements

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

First Year Experience (13 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 19 required)</td>
<td>3</td>
</tr>
</tbody>
</table>

Thematic Clusters (19-20 credits)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Inquiry and the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions and Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

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

Major Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5 Voice and Diction</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 51 Phonetics of English</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 63 Introduction to Linguistics and Language Acquisition</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 65 Introduction to Diagnostic Procedures</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 67 Introduction to Language Disorders in Children</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Electives

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 86 Clinical Practicum in Speech Language Pathology</td>
<td>2.00</td>
</tr>
<tr>
<td>SPE 97 American Sign Language II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 385 Honors Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14 Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 41A Nurturing Young Children's Development</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 35 Methods and Materials: Applications for Speech-Language Therapy</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Required Co-Related Workshops:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Major: 63 credits
- Minimum Major GPA: 2.75
- Minimum Overall GPA: 2.75

### MINORS

#### Minor: Speech Pathology and Audiology

Students who major in education, special education, psychology, counseling, nursing or nutrition may consider taking coursework from within the discipline of Communication Sciences and Disorders, leading to an undergraduate minor in this department.

These courses are designed to provide the undergraduate student with essential information regarding the communicative process and the importance of effective communicative skills across a wide array of settings throughout the lifespan. In taking these courses, students will learn how to define speech and language. They will acquire insights into the receptive and expressive processes that underlie communication; be introduced to the cognitive, neurological, developmental and behavioral underpinnings involved in human communication; and observe how speech-language problems may be addressed in pediatric and adult populations. Such students will become well-rounded in their education and more successful in the pursuit of their major degrees.

#### Minor in Speech Pathology and Audiology Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 51</td>
<td>Phonetics of English</td>
<td>3.00</td>
</tr>
<tr>
<td>SPE 63</td>
<td>Introduction to Linguistics and Language Acquisition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

---

### Elective Speech Courses

Three credits from one of the following:

- SPE 88 Introduction to Neuroanatomy for the Speech-Language Pathologist | 3.00 |
- SPE 82 Introduction to Speech Science | 3.00 |

### Credit and GPA Requirements

- Minimum Total Credits: 21
- Minimum Minor GPA: 2.75
Communication Sciences and Disorders Courses

SPE 5 Voice and Diction
Communication is part of every aspect of our lives. In this course, students will explore the nature of a wide variety of communication forms and will acquire the skills to 1) formulate more effective verbal and non-verbal messages, 2) communicate more effectively in interpersonal relationships, 3) listen actively, and 4) manage interpersonal conflict. Students will also learn to communicate more effectively during interviews and to construct and deliver effective public speeches.

Credits: 3
Every Fall and Spring

SPE 35J Methods and Materials Applications for Speech-Language Therapy
This course introduces the student to basic methods and materials of intervention for individuals with communication disorders. Materials used in speech-language therapy are presented using a hands-on approach. The decision-making process involved in the development of appropriate long term goals and objectives will be explored as will the steps involved in lesson planning.

With the approval of the department chair and the dean, Seniors may also elect certain graduate courses for undergraduate credit.
Prerequisite of SPE 35J is required.
Credits: 3
Every Spring

SPE 35 Methods and Materials: Applications for Speech-Language Therapy
This writing intensive course focuses on the basic considerations for speech-language therapy including the therapeutic process, basic principles of learning, the development of treatment plans and administration of treatment sessions. Students will learn to observe behavior, to target behaviors being learned or modified, to perform task analysis and to assess the effectiveness of procedures one implemented. Students will become conversant in the application of a model associated with evidence based practice.

Pre-require: SPE 93
WAC Class Requirement
Prerequisites of EDI 14, 15A, 16A, SPE 67, SPE 85 and 93 OR (EDI 14, 15A, 16A, SPE transfer plan milestone & co-require of SPE 67) are required.
Credits: 3
Every Fall

SPE 51 Phonetics of English
This course is an introduction to phonetic and phonemic structure of American English sound formulation and dialectic differences. Related acoustic, anatomical and physiological and linguistic factors are considered along with broad and narrow transcription using the International Phonetic Alphabet (IPA).

Credits: 3
Every Fall and Spring

SPE 63 Introduction to Linguistics and Language Acquisition
The normal process and stages of language acquisition in children from birth to adolescence are described in this course. The relationship between children's language and children's perceptual, cognitive and social development are explained within a cultural context.

Pre-Requisite: SPE 51
Credits: 3
Every Spring

SPE 65 Introduction to Diagnostic Procedures
Diagnostic methods in speech and language pathology are covered in this course. The interview, the case history, the oral facial, and clinical examination are presented. Students become familiar with standardized and non-standardized tests. The importance of reliability and validity of testing is stressed. Fundamentals of professional report writing are also introduced.

Pre-Requisites: SPE 63, 67, 85 and 93.
Prerequisite of SPE 63, 67, 85, and 93 OR (completion of the SPE 93/85/65 milestone (transfer plan) & co-require of SPE 67) is required.
Credits: 3
Every Spring

SPE 67 Introduction to Language Disorders in Children
This course assists the student in identifying disorders or delays in language development. Semantic, syntactic, pragmatic and phonological aspects of language are discussed. Assessment procedures and therapeutic methods are included in the discussions.

Prerequisites of SPE 51, 63, 84 and 93 are required.
Credits: 3
Every Spring

SPE 70 Professional and Scientific Writing in Speech-Language Pathology and Audiology
This course offers an introduction to syntactic analysis and professional and scientific writing. It is specifically tailored to undergraduate students majoring in speech-language pathology and audiology. This course is designed to provide students with the foundations of grammatical analysis necessary to assess language disorders and the tools to become proficient at writing professional goals and objectives, clinical and scientific reports. The class will familiarize students with the analytical processes involved in syntax analysis and in proofreading clinical and scientific reports.

WAC Class Requirement
A prerequisite of SPE 63 is required.
Credits: 3
Every Spring

SPE 82 Introduction to Speech Science
This course is a study of acoustic events and processes involved in speech and language.
Information on speech transmission and perception is provided.
Prerequisites: SPE 51, SPE 84 and PHY 11
Credits: 3
Every Spring

SPE 84 Anatomy and Physiology of the Speech and Hearing Mechanism
This course is an comprehensive review of the anatomical and physiological aspects of speech, language, hearing and swallowing. These include the respiratory, laryngeal, articulatory and auditory systems.
Credits: 3
Every Fall

SPE 85 Introduction to Articulation and Phonological Disorders
This course focuses on the nature and treatment of articulation and phonological disorders in children. Course content includes a review of articulatory phonetics and the rule-governed system(s) underlying phonological development. Typical articulatory and phonological development is contrasted with disordered development. Evaluative and treatment procedures are presented.
Prerequisites of SPE 51, 63, 84 and 93 are required.
Credits: 3
Every Fall

SPE 86 Clinical Practicum in Speech Language Pathology
A limited introductory clinical practicum in a private or a public school setting is provided. There is experience in clinical assessment and intervention with preschoolers or school-aged children manifesting communication disorders. Students must have a GPA of 3.0 to enroll.
Requires major GPA 3.4 and department approval.
Prerequisites of SPE 35J and SPE 35 are required.
Credits: 2
Every Fall and Spring

SPE 88 Introduction to Neuroanatomy for the Speech-Language Pathologist
This required course provides working knowledge of anatomical landmarks of the central nervous system and its physiology. Focus is particularly on the neurological underpinnings of speech and language.
Prerequisite of SPE 84 is required.
Credits: 3
Every Spring

SPE 90 Introduction to Audiology
This course presents the anatomy and physiology of the hearing mechanism. It includes an introduction to the presentation of audiometric tests, discussion and interpretation of test results and a study of elementary hearing problems. 

**Pre requisites:** SPE 84, SPE 93  
**Credits:** 3  
**Every Fall**

**SPE 91 Introduction to Aural Rehabilitation**  
This course is an introduction of hearing aid technology, auditory training and visual speech-reading training in the communicative rehabilitation of the hearing impaired. Hearing conservation and patient counseling procedures are discussed.

**Pre-Requisites:** SPE 51, 84, 90, 93  
**Pre requisites:** SPE 90, SPE 93  
**Credits:** 3  
**Every Spring**

**SPE 93 Speech Pathology I: Introduction to Pediatric Communication Disorders**  
The student will be provided with information basic to the understanding of childhood speech and language disorders. Both differences and delays, as compared to normal language development will be discussed. Assessment and intervention will be covered as they relate to each disorder.

**Pre-Requisites:** SPE 51, 63, 84  
**Pre requisites of SPE 51 & 84 are required.**  
**Credits:** 3  
**Every Spring**

**SPE 94 Speech Pathology II: Introduction to Adult Speech and Language Disorders**  
This course will provide each student with basic knowledge of the mechanisms responsible for speech and language in the adult. It will also address the underlying causes of disease processes that compromise the "normal" production of speech and language. The disorders of aphasia, right hemisphere brain damage, traumatic brain injury, senile dementia, dysarthria, apraxia, dysphagia and alaryngeal speech will be discussed, as well as principles of assessment and intervention. 

**Pre-Requisite of SPE 51, 84, and 88 are required.**  
**Credits:** 3  
**Every Fall**

**SPE 95 Introduction to Clinical Research in Communication Disorders**  
The fundamental goal of this course is to provide students with the ability to evaluate the research literature in speech/language pathology, audiology, and speech science. Students will be introduced to the aims and methods of descriptive and experimental research, including inductive/scientific procedure, types and techniques of measurement, data analysis and presentation, verification of validity and reliability and the form of research reports. This course will provide the basic information necessary to develop research skills and perform critical analysis of professional literature in communication disorders. 

**Pre-requisites:** SPE 51, 63, 67, 84, 85, 93, MTH 19  
**WAC class requirement**  
**Credits:** 3  
**Every Fall**

**SPE 97 American Sign Language II**  
This course builds on the foundation laid in SPE 98 by expanding the students' conversational range using American Sign Language. In addition, idiomatic expressions will be covered. 

**Prerequisite of SPE 98 is required.**  
**Credits:** 3  
**Every Spring**

**SPE 98 American Sign Language I**  
This course equips students to communicate with deaf, hard of hearing and seriously language-impaired (non-oral) individuals through basic-level fingerspelling, facial expressions and American Sign Language system. 

**Credits:** 3  
**Every Fall and Spring**

**SPE 99 Independent Study**  
Permission to take this course is based on particular criteria: 1) merit of proposed study; 2) cumulative or major average; 3) maturity of student; i.e., ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chair. The faculty member directing the project must be qualified in the area designated by the student. The choice of faculty member (with the previous stipulation) is made by the student. 

**Credits:** 1 to 3  
**On Occasion**

**SPE 385 Honors Tutorial**  
This course is offered when students in the honors program seek to pursue an honor's thesis in the field of speech, language or hearing disorders. The student must identify a specific area of study and secure a mentor within the Department of Communication Sciences and Disorders with expertise in the area specified. A formal request must be presented and signed by the faculty mentor and the chairperson as specified by the Honor's Program policies. 

**Must be in Honors College**  
**Credits:** 3  
**On Occasion**

**SPE 388 Honors Thesis**  
This course is a continuation of SPE 389, offered to students who have successfully completed an honor's tutorial with a faculty mentor in the area of communication sciences or disorders. The student must identify a thesis advisor and a reader. A formal written description of the thesis must be submitted and signed by the advisor, reader and department chairperson in accordance with Honor's Program policies. 

**Must be in Honors College**  
**Credits:** 3  
**On Occasion**
DEPARTMENT OF TEACHING AND LEARNING

Phone: 516-299-2374 Fax: 516-299-3312
Chair: Choi
Professor: Cohen, Domisch, Feeley, Kane, Minge, Pianangeli, Piro, Rasheed, Rhee, Sanacore
Associate Professors: Ahmad, Choi, Dunne, Goubaud, Levitt, Levine, McLoughlin, Ogulnick, Tolentino, Vida
Instructor: Cary Epstein (NTTA)
Adjunct Faculty: 48

The Department of Teaching and Learning offers one of the most comprehensive teacher preparation programs in New York State. Nationally accredited by the Council for the Accreditation of Education Preparation (CAEP), the Department’s bachelor’s degree programs focus on the different stages of child development: infancy, pre-school, early childhood, childhood, middle and high school. Students are mentored throughout their entire program by expert faculty who oversee their student-teaching assignments, portfolio development, peer- and self-evaluations, and leadership experiences. All teacher education programs lead to New York State teacher certification. The College offers bachelor’s programs in early childhood education (birth to grade 2 or childhood education (grades 1 to 6), early childhood/special education, early childhood/TESOL, childhood education/special education, childhood education/TESOL, adolescence education (grades 7 to 12) and art and music education (birth to grade 12), health education/physical education, physical education.

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

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

In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for young children ranging in age from birth until age 8 years. You will master the skills needed to encourage students to learn new materials and to take responsibility for themselves and one another. As you work toward the degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child's cognitive, socioemotional, and physical development, and you will learn the basic principles of language and literacy development for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in childcare facilities and classroom settings. This degree qualifies you for two NYS initial teaching certifications.

This program requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth-Grade 2) and Special Education (All Grades).

Undergraduates seeking teacher certification in Early Childhood and Special Education (Birth to Grade 2) must select a Liberal Arts and Sciences concentration. Please see your advisor for specific course choices. Please refer to the NYSED certification website (www.highered.nyse.gov/ctcert/) for the most up to date changes in certification requirements.

The Early Childhood/Special Education degree is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Early Childhood/Special Education (Birth – Grade 2):

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

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

B.S. Early Childhood Education (B - Gr 2) and Special Education (B - Gr 2 or Gr 1-6) (Dual Initial Certification) [Program Code 38944] (HEGIS: 0823.0)

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I</td>
<td>ENG 1</td>
</tr>
<tr>
<td>Writing II</td>
<td>ENG 2</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Must take MTH 15</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>Must take one of the following: any ART, CIN, ERS, MUS or THE</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>Must take one of the following: ECO 10, 11 or POL 2, 3</td>
</tr>
<tr>
<td>Add'l course from one cluster</td>
<td>Must take any HIS course or Western Civilization Perspectives on World Cultures cluster</td>
</tr>
</tbody>
</table>

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

Co-Related Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
</tr>
</tbody>
</table>

Major Requirements

Required Education Courses**

All of the following: (48 credits)

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

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

Liberal Arts and Sciences Concentration Requirements

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

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis.

Required Teacher Certification Workshops

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

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

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

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

In pursuing your undergraduate degree, you will examine theories of child development, motivation, and learning for children ranging in age from birth to 18 years of age. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward the degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child's intellectual, social, and physical development, and you will learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in classroom settings. This degree qualifies you for dual NYS initial teaching certification.

This option requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED). The Early Childhood Education degree is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Early Childhood Education (Birth - Grade 2) and TESOL (All Grades) program:

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Early Childhood Education (B - Gr 2) and TESOL All Grades (dual initial certification) [Program Code 38945] [HEGIS: 0823.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101  1.00
First-Year 3.00
Seminar 3.00
Writing I ENG 1  3.00
All of the following (45 credits):

**Required Education Courses**

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

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

**Co-Related Requirements**

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

**Major Requirements**

**Required Education Courses**

- EDI 14 Historical, Philosophical and Sociological Foundations of Education, 3.00
- EDI 15A Psychological Perspectives: Teaching and Learning, 3.00
- EDI 16A Curriculum & Assessment for Pre-Service Teachers, 3.00
- EDI 40A Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction (Birth to Preschool), 3.00
- EDI 41A Nurturing Young Children’s Development: A Multicultural Approach: B-Grade 2, 3.00
- EDI 42 Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction: K-Grade 2, 3.00
- EDI 56 Literacy Acquisition for English Language Learners, 3.00
- EDI 66 Student Teaching, Child hood: K-Grades 1-6, 6.00
- EDI 625 Observation and Assessment in Early Childhood: B-Grade 2, 3.00
- EDI 650 Methods and Materials of TESOL, 3.00
- EDS 45 Teaching Students with Disabilities in Inclusive Classrooms, 3.00
- EDS 60 Literacy Development: Birth-Grade 6, 3.00
- EDS 62 Literacy Acquisition for the Classroom Teacher: Birth-Grade 6, 3.00
- EDS 64 Linguistics Introduction: K-Grade 12, 3.00

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

**Credit and GPA Requirements**

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

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

The 120-credit Bachelor of Science degree in Childhood Education/Early Childhood Education prepares you to become a knowledgeable, caring and inspiring teacher of childhood and early childhood education who are responsive to the needs, interests and questions of infants, toddlers, preschoolers and children who are in the primary and elementary grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for children ranging from infants to Grade 6. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts.

Using an integrated approach to the design of curriculum and instruction, teacher candidates will develop creative ways to nurture children’s multimodal literacies in an early childhood learning environment. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development and learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in a classroom setting. This degree qualifies you for two New York State Initial Teaching Certification.

This program requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about the concentrations, see the LIU website.
After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Childhood and Early Childhood Education. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Childhood Education/Early Childhood Education dual degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and Early Childhood Education program.

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reasoning and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Childhood Education (Gr 1 - 6) and Early Childhood Education (B - Gr 2) (Dual Initial Certification)**

**Program Code: 38941**  [HEGIS: 0802]

**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGLISH 1</td>
<td>Writing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGLISH 2</td>
<td>Writing II</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 15</td>
<td>Quantitative Reasoning</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 16A</td>
<td>Curriculum and Assessment for Preschool Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 40A</td>
<td>Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Primary</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 41A</td>
<td>Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and Early Childhood Education program.

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reasoning and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Childhood Education (Gr 1 - 6) and Early Childhood Education (B - Gr 2) (Dual Initial Certification)**

**Program Code: 38941**  [HEGIS: 0802]

**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGLISH 1</td>
<td>Writing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGLISH 2</td>
<td>Writing II</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 15</td>
<td>Quantitative Reasoning</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 16A</td>
<td>Curriculum and Assessment for Preschool Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 40A</td>
<td>Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Primary</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 41A</td>
<td>Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and Early Childhood Education program.

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reasoning and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Childhood Education (Gr 1 - 6) and Early Childhood Education (B - Gr 2) (Dual Initial Certification)**

**Program Code: 38941**  [HEGIS: 0802]

**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGLISH 1</td>
<td>Writing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGLISH 2</td>
<td>Writing II</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 15</td>
<td>Quantitative Reasoning</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 16A</td>
<td>Curriculum and Assessment for Preschool Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 40A</td>
<td>Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Primary</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 41A</td>
<td>Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and Early Childhood Education program.

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reasoning and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Childhood Education (Gr 1 - 6) and Early Childhood Education (B - Gr 2) (Dual Initial Certification)**

**Program Code: 38941**  [HEGIS: 0802]

**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGLISH 1</td>
<td>Writing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGLISH 2</td>
<td>Writing II</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 15</td>
<td>Quantitative Reasoning</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 16A</td>
<td>Curriculum and Assessment for Preschool Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 40A</td>
<td>Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Primary</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU 41A</td>
<td>Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2</td>
<td>3.00</td>
</tr>
</tbody>
</table>
EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00

CATX 100 Child Abuse Identification and Reporting 0.00

DASX 100 Dignity in Schools Act 0.00

**Credit and GPA Requirements**

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum LA&S Concentration: 30 credits
Minimum Education Major: 39 credits
Minimum LA&S Concentration GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

**B.S. Childhood Education and Special Education (Gr 1 - 6) (dual initial certification)**

The 120-credit Bachelor of Science degree in Childhood Education and Special Education prepares you to become a knowledgeable, caring and inspiring teacher of children with and without disabilities who are in the first through sixth grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for youngsters ranging in age from 6 to 12 years old. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development and learn the basic principles of classroom management for a diverse student population. Additionally, teacher candidates receive a vigorous course of study in the assessment and support of students with a variety of special needs. They learn about a variety of educational approaches to special education as well as practical applications across different educational settings. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in a classroom setting. This degree qualifies you for New York State Initial Teaching Certification and Special Education certification.

The Childhood Education and Special Education major requires a concentration in the liberal arts and sciences. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Childhood Education and Special Education. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Childhood Education degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**ADMISSION REQUIREMENTS**

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6):

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Childhood Education (Gr 1 - 6) and Special Education (B - Gr 2 or Gr 1 - 6) (Dual Initial Certification)**

[Program Code: 38942] [HEGIS: 0802.0]

**Core Curriculum Requirements**

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

LIU Post Thematic Core Curriculum (32-33 credits)

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

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

**Co-Related Requirements**

**MTH 16** Mathematics for Elementary Education II 3.00

**Major Requirements**

**Required Education Courses**

All of the following: (48 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>3.00</td>
</tr>
<tr>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDI 15A</td>
<td>3.00</td>
</tr>
<tr>
<td>Psychological Perspectives: Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>EDI 16A</td>
<td>3.00</td>
</tr>
<tr>
<td>Curriculum and Assessment for Preservice Teachers</td>
<td></td>
</tr>
<tr>
<td>EDI 54</td>
<td>3.00</td>
</tr>
<tr>
<td>Mathematics Content Standards and Pedagogies for Elementary School Students</td>
<td></td>
</tr>
<tr>
<td>EDI 55</td>
<td>3.00</td>
</tr>
<tr>
<td>Designing and Assessing Mathematics Instruction for Elementary Students</td>
<td></td>
</tr>
<tr>
<td>EDI 56</td>
<td>3.00</td>
</tr>
<tr>
<td>Literacy Acquisition for English Language</td>
<td></td>
</tr>
<tr>
<td>EDI 63</td>
<td>3.00</td>
</tr>
<tr>
<td>Methods in Teaching Elementary Social Studies</td>
<td></td>
</tr>
<tr>
<td>EDI 64</td>
<td>6.00</td>
</tr>
<tr>
<td>Student Teaching Elementary Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
EDUX 100 PROJECT S.A.V.E.: Safe Elementary School (32 credits) 
EDUX 200 Preventing Child Abduction: Safety Education; Fire and Arson Prevention (32 credits) 
EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse (32 credits) 
CATX 100 Child Abuse Identification and Reporting (32 credits) 
DASX 100 Dignity in Schools Act (32 credits) 

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum LA&S Concentration: 30 credits
Minimum Education Major: 39 credits
Minimum LA&S Concentration GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Childhood Education (Gr 1-6) and TESOL All Grades (dual initial certification)

The 120-credit Bachelor of Science degree in Childhood Education and TESOL prepares you to become a knowledgeable, caring and inspiring teacher of general education and English as a second language for children who are in the first through sixth grades.

In pursuing your undergraduate degree, you will examine theories of child development, motivation and learning for youngsters ranging in age from 6 until 12 years of age. You will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As you work toward this degree you will gain an understanding and appreciation of subjects ranging from science to music to language arts. You also will acquire techniques to assess and evaluate a child’s intellectual, social and physical development, and you will learn the basic principles of classroom management for a diverse student population. The program will culminate in a semester-long student teaching experience that will allow you to practice your new skills in classroom settings. This degree qualifies you for two New York State initial teaching certifications.

This program requires a concentration in the liberal arts and sciences. You can select from a variety of areas. For more information about the concentrations, see the LIU website.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Early Childhood Education and TESOL. Please refer to the NYSED certification website (www.highered.nysed.gov/teas) for the most up to date changes in certification requirements.

The Childhood Education and TESOL degree is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

The following are the admission requirements for the B.S. in Childhood Education (Grade 1-6) and TESOL All Grades (Dual Initial Certification)

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Childhood Education (Gr 1-6) and TESOL (all grades) (Dual Initial Certification)

[Program Code: 38943] [HEGIS: 0802.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101 1.00
First-Year 3.00
Seminar
Writing I ENG 1 3.00
Writing II ENG 2 3.00
Quantitative Reasoning
Scientific Inquiry & the Natural World
Must take MTH 15 3.00
Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science
Cultural Creativity,
Must take one of the following: any ART, CIN, CMA, MUS or THE Arts
Perspectives on World Cultures
Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).
Self, Society & Ethics
Recommend ENG 35. Or take any ENG, PHI or foreign language course that is not a language course
3.00

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

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

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

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

Major Requirements
Required Education Courses**
All of the following: (45 credits)
EDI 14 Historical, Philosophical and Sociological Foundations of Education
3.00
EDI 15A Psychological Perspectives: Teaching and Learning
3.00
EDI 16A Curriculum and Assessment for Preservice Teachers
3.00
EDI 54 Mathematics Content Standards and Pedagogies for Elementary School Students
3.00
EDI 55 Designing and Assessing Mathematics Instruction for Elementary Students
3.00
EDI 56 Literacy Acquisition for English Language Learners
3.00
EDI 63 Methods in Teaching Elementary Social Studies
3.00
EDI 64 Student Teaching, Childhood Education: Grades 1-6
6.00
EDI 69 Methods in the Teaching of Science in the Elementary School
3.00
EDI 650 Methods and Materials of TESOL
3.00
EDS 64 Linguistics Introduction: K-Grade 12
3.00

EDS 45 Teaching Students with Disabilities in Inclusive Classrooms
3.00
EDS 60 Literacy Development: Birth-Grade 6
3.00
EDS 62 Literacy Assessment for the Classroom Teacher: Birth-Grade 6
3.00

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

Liberal Arts & Sciences Concentration Requirement
Students must choose a 30-credit liberal arts and sciences concentration from the following areas: earth system science, English, geography, history, mathematics, philosophy, political science, psychology, science, social studies, sociology or Spanish. In addition, students may choose to double major in either English or history in lieu of the concentration.

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis.

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

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum LA&S Concentration: 30 credits
Minimum Education Major: 39 credits
Minimum LA&S Concentration GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

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

The Adolescence Education undergraduate program prepares you to teach students in grades 7 to 12.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Adolescence (Grades 7-12). Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Adolescence Education major requires a concentration in the liberal arts and sciences. You can select from one of the following areas of study:
- Biology
- Chemistry
- Earth Science
- English
- Mathematics
- Social Studies

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

Joint Program with the College of Liberal Arts & Sciences

The 120-credit Bachelor of Science program in Adolescence Education: Biology prepares a new generation of biology teachers to cultivate and enhance student success in biology comprehension and application. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, the environment, living organisms, experimentation and research. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to biology.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in the Adolescence Education: Biology program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Biology is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences.
Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

As a biology education major, you will be prepared to introduce the science of living organisms to students in grades 7 to 12. You will study the cellular and molecular mechanisms underlying processes fundamental to all life: energy utilization, growth, development and reproduction. You will explore the evolutionary and ecological principles that govern the interaction of all living things, including such topics as population growth, natural selection, animal behavior and food webs. You will learn how to read and interpret scientific papers, how knowledge is acquired and presented in the laboratory sciences, and how to communicate such knowledge to young students. In addition to a thorough grounding in the life sciences, you will strengthen your understanding of the disciplines that play a crucial role in biological investigations: math, chemistry and physics. To learn more about our programs and faculty, visit the Department of Biological and Environmental Sciences website at www.liu.edu/cwpost/biology.

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

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

B.S. Adolescence Education: Biology

(Program Code 23178) (HEGIS: 0401.0)

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing II</td>
<td>3.00</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Biology Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>Research Methods I</td>
<td>1.00</td>
</tr>
<tr>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>Evolution</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>
EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00
EDUX 300 Preventing Alcohol, Tobacco, and Other Substance Abuse 0.00
CATX 100 Child Abuse Identification and Reporting 0.00
DASX 100 Dignity in Schools Act 0.00

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Biology: 31 credits
Minimum Education Major: 30 credits
Minimum Biology GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Education: Chemistry (Grades 7-12)
Joint Program with College of Liberal Arts & Sciences

LIU Post is proud to be a leader in producing quality chemistry teachers. It takes a highly skilled individual with the right combination of scientific know-how, communication, motivation and a passion for nurturing young minds to teach the diverse subject of chemistry to the teenage population.

The 120-credit Bachelor of Science program in Adolescence Education: Chemistry prepares a new generation of teachers to cultivate and enhance student success in chemistry. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of organic chemistry, biochemistry, physical chemistry and inorganic chemistry. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to chemistry. Chemistry education majors also participate in an exciting one-year research project, where they work closely with a faculty member to investigate a subject (or topic) relevant to the faculty member's research interests. This hands-on application of the scientific process provides graduates with excellent preparation to serve as a skilled advisor to national science competitions.

After you complete all degree requirements, successfully pass New York State licensure tests (EASE, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in the Adolescence Education: Chemistry program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Chemistry is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS
- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education:**
**Chemistry (Program Code: 23177) (HEGIS: 1905.0)**

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

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum (32-33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>Writing I</td>
</tr>
<tr>
<td>Writing II</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
</tr>
<tr>
<td>Add'l course</td>
</tr>
</tbody>
</table>

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

**Required Co-Related Courses**
All of the following: (16 credits)

- **MTH 7** Calculus and Analytic Geometry I 4.00
- **MTH 8** Calculus and Analytic Geometry II 4.00
- **PHY 3** University Physics I 4.00
- **PHY 4** University Physics II 4.00

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

**Chemistry Major Requirements**

**Required Chemistry Courses**
All of the following:

- **CHM 3** Principles of Chemistry I 4.00
- **CHM 4** Principles of Chemistry II 4.00
- **CHM 5** Inorganic Chemistry 2.00
- **CHM 30** Searching the Chemical Literature 1.00
- **CHM 37** Quantitative Analysis 4.00
- **CHM 55** Physical Chemistry I 4.00
- **CHM 71** Basic Biochemistry 4.00
- **BIO 85** Literacy in the Experimental Sciences 3.00
- **CHM 86** Literacy in the Experimental Sciences 3.00
- **ERS 85** Literacy in the Experimental Sciences 3.00

**AND one of the following:**

- **CHM 71** Basic Biochemistry 4.00
AND one of the following options:
CHM 25 Basic Organic Chemistry 4.00
OR
CHM 21 Organic Chemistry I 4.00
CHM 22 Organic Chemistry II 4.00

Required Education Courses
One of the following:
CHM 93 Chemical Research I 2.00
CHM 385 Honors Tutorial 3.00
CHM 386 Honors Tutorial 3.00

AND one of the following:
CHM 94 Chemical Research II 2.00
CHM 389 Honors Thesis 3.00
CHM 390 Honors Thesis 3.00

Required Research Courses
One of the following:
EDU 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00
EDU 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00
EDU 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 Chemistry: 34 credits
Minimum Education Major: 30 credits
Minimum Chemistry GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

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

Joint Program with College of Liberal Arts & Sciences
The 120-credit Bachelor of Science program in Adolescence Education: Earth Science prepares a new generation of teachers to cultivate and enhance student success in earth science comprehension and application. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, experimentation, research and the environment. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to earth science.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Earth Science program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Earth Science is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Adolescence Education: Earth Science
(Program Code: 23171) (HEGIS: 1917.0)

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Adolescence Education: Earth Science must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum
(32-33 credits)

POST 101 1.00
First-Year Seminar
Writing I ENG 1 3.00
Writing II ENG 2 3.00
Quantitative Reasoning
Scientific Inquiry & the Natural World
CHM, ERS, GLY or PHY laboratory science
Creativity, Media & the Arts
Must take one of the following: any ART, CIN, CMA, MUS or THE
Perspectives on World Cultures
Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).
Self, Society & Ethics
Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course

LIU Post Thematic Core Curriculum
(32-33 credits)
ERS 12, 301, 302 and GLY 301, 302

At least two courses/six credits from all ERS or

AND one of the following: Western Civilization

Cultures cluster

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

Required Co-Related Courses
All of the following: (14 credits)

CHM 7 Principles of Chemistry I 4.00

GGR 1 Human Geography: Man, 3.00

Environment and

Technology

GGR 2 Human Geography: The 3.00

Cultural and

Demographic

Environment

MTH 3 College Algebra and 4.00

Trigonometry

Earth Science Major Requirements
Required Earth Science Courses
All of the following:

AST 9 Introductory Astronomy I 3.00

AST 9A Introductory Astronomy I 1.00

Laboratory

AST 10 Introductory Astronomy 3.00

II

AST 10A Introduction Astronomy 1.00

II Laboratory

ERS 1 Earth Science I 4.00

GLY 2 History of the Earth 4.00

AND one of the following: Meteorology courses:

ERS 12 Meteorology 3.00-

4.00

GGR 12 Meteorology 3.00-

4.00

AND one of the following: courses:

ERS 2 Earth Science II 4.00

GLY 1 The Dynamic Earth 4.00

AND one of the following:

BIO 85 Literacy in the 3.00

Experimental Sciences

CHM 86 Literacy in the 3.00

Experimental Sciences

ERS 85 Literacy in the 3.00

Experimental Sciences

Elective Earth Science Courses
At least two courses/six credits from all ERS or

GLY courses numbered 10 or above excluding

ERS 12, 301, 302 and GLY 301, 302

Required Education Courses**
All of the following:

EDI 14 Historical, Philosophical and Sociological 3.00

Foundations of Education

EDI 15A Psychological Perspectives: Teaching and Learning 3.00

EDI 16A Curriculum and Assessment for Pre-service Teachers 3.00

EDI 17 Psychology and Developmental of the Adolescent 3.00

EDI 35 General Methods of Teaching Secondary Education 3.00

EDI 35A Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science 3.00

EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12). 6.00

EDS 45 Teaching Students with Disabilities in Inclusive Classrooms 3.00

EDS 75A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12 3.00

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

Required Teacher Certification Workshops

EDUX 100 PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act 0.00

EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 0.00

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

CATX 100 Child Abuse Identification and Reporting 0.00

DASX 100 Dignity in Schools Act 0.00

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Earth Science: 30 credits

Minimum Education Major: 30 credits
Minimum Earth Science GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Education

English (Grades 7-12)

Joint Program with College of Liberal Arts &
Sciences

Mastering English is essential to success in today’s world. The 120-credit Bachelor of Science program in Adolescence Education: English prepares a new generation of English teachers to help students read, write and appreciate the world’s most influential language. From decoding the mysteries of Shakespeare to shaping a straightforward declarative sentence, the study of English develops clear thinking and analytical skills, and deeper insights into the full range of human potential.

The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to the English language. This CAEP-accredited program will equip you to teach the great literature of the past and the works of the most acclaimed contemporary writers, and to strengthen students’ comprehension and communication skills.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: English program. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: English is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post’s Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

ENGLISH CONCENTRATION

The Department of English offers courses in three broad areas: writing, linguistics and literature. Offerings in literature, taught by award-winning professors, cover English and American literature and a wide range of literature in translation. Through the education classes you will develop problem-solving and teaching strategies that can reach adolescents at any grade and ability level. Many courses are writing-intensive to help you hone your own English proficiency. Student teaching requirements provide prospective
teachers with closely supervised off-campus experiences, including observing and working with adolescents in local-area public and private schools. To learn more about our programs and facilities, visit the Department of English, Philosophy and Foreign Languages website: www.liu.edu/CWPost/English.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.S. Adolescence Education: English**

(Program Code: 23176)  [HEGIS: 1501.0]

**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I</td>
<td>ENG 1</td>
</tr>
<tr>
<td>Writing II</td>
<td>ENG 2</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Any MTH course</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).</td>
</tr>
</tbody>
</table>

- Self, Society & Ethics: Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course.
- Power: Must take one of the following: ECO 10, 11 or POE 2, 3.
- Additional course from one cluster: Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster.

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

**English Major Requirements**

**Required English Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3 Grammar and the Structure of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 10 Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 85 Disciplinary Literacy in English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 151 Survey of American Writers to the Civil War</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 251 American Writers Since the Civil War</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required English Literature Course**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11 British Literature: Survey</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 12 British Literature II: Survey</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Shakespeare Course**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22 Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective English Literature Courses**

**American Literature**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105 Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 108 African-American Literature of the Twentieth Century</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 109 American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 152 The American Novel</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 153 Contemporary American Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 154 American Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 156 American Autobiography</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 157 American Modernism and the Art of Making it New</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158 Freak Shows and the Modern American Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159 Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 160 Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 161 Melville and Power</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 162 American Autobiography</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 163 Literature of New York</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 164 American Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 165 American Colonial Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Genre or Period of Literature**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 7 World Literature I: From Antiquity to the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8 World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13 The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 15 Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16 The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17 Modern Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 19 Early English Literature: From the Beginnings to 1485</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22 Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 24 Renaissance Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 32 Contemporary Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 35 Childhood and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 36 Adolescent Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 41 The Art of Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 42 The Art of Autobiography</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 49 English Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ENG 50</td>
<td>Great Plays</td>
</tr>
<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
</tr>
<tr>
<td>ENG 52</td>
<td>The Bible as Literature</td>
</tr>
<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
</tr>
<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
</tr>
<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
</tr>
<tr>
<td>ENG 67</td>
<td>Classical Literature in Translation</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
</tr>
<tr>
<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
</tr>
<tr>
<td>ENG 108</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
</tr>
<tr>
<td>ENG 111</td>
<td>The English Renaissance</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Modern British Literature</td>
</tr>
<tr>
<td>ENG 113</td>
<td>The Eighteenth-Century English Novel</td>
</tr>
<tr>
<td>ENG 114</td>
<td>The Nineteenth-Century English Novel</td>
</tr>
<tr>
<td>ENG 115</td>
<td>The World Novel in English</td>
</tr>
<tr>
<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
</tr>
<tr>
<td>ENG 133</td>
<td>Eighteenth-Century Writers on Writing</td>
</tr>
<tr>
<td>ENG 135</td>
<td>Renaissance and Revolution: The Making of the Modern World</td>
</tr>
<tr>
<td>ENG 136</td>
<td>The Victorian Rebels</td>
</tr>
<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
</tr>
<tr>
<td>ENG 140</td>
<td>The Bloomsbury Group</td>
</tr>
<tr>
<td>ENG 152</td>
<td>The American Novel</td>
</tr>
<tr>
<td>ENG 153</td>
<td>Contemporary American Drama</td>
</tr>
<tr>
<td>ENG 154</td>
<td>American Poetry</td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish-American Fiction</td>
</tr>
<tr>
<td>ENG 157</td>
<td>American Modernism and the Art of Making it New</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Freak Shows and the Modern American Imagination</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
</tr>
<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
</tr>
<tr>
<td>ENG 162</td>
<td>American Autobiography</td>
</tr>
<tr>
<td>ENG 163</td>
<td>Literature of New York</td>
</tr>
<tr>
<td>ENG 164</td>
<td>American Drama</td>
</tr>
<tr>
<td>ENG 165</td>
<td>American Colonial Literature</td>
</tr>
</tbody>
</table>

**Writing**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 181</td>
<td>The Art of Expository Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 182</td>
<td>Introduction to Creative Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 184</td>
<td>Writing and Healing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 185</td>
<td>Theories of Writing and Composing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 186</td>
<td>Writing in a Digital Age: Multimodal Rhetoric and Composition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 187</td>
<td>Editing and Professional Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 188</td>
<td>Writing in the Workplace: The Rhetoric of Professional Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 189</td>
<td>Experimental Fiction Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 190</td>
<td>Writing with Sound</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 191</td>
<td>Reading and Writing Comics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 192</td>
<td>Technical Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 193</td>
<td>Writing Young Adult Fiction</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Diversity**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 35</td>
<td>Childhood and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 36</td>
<td>Adolescent Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 108</td>
<td>African-American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 115</td>
<td>The Twentieth- and Twenty-First Century Novel in English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 140</td>
<td>The Bloomsbury Group</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 152</td>
<td>The American Novel</td>
<td>3.00</td>
</tr>
</tbody>
</table>

---

**Required Undergraduate Upper-Level English Course**

One course/three credits from all ENG 100-level, 200-level (excluding ENG 207), 359, 360, 389 or 390.

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

**Required Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
</tbody>
</table>
enhance student success in mathematics. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of problem-solving, logic and probability. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to mathematics.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Mathematics. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Mathematics is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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

### Required Teacher Certification Workshops

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction: Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

**Minimum Education GPA:** 2.75  
**Minimum English GPA:** 2.75  
**Minimum Education Major:** 30 credits  
**Minimum English:** 36 credits  
**Minimum LA&S:** 60 credits  
**Minimum Total:** 120 credits  
**Minimum Overall GPA:** 2.50

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

#### Joint Program with College of Liberal Arts & Sciences

The 120-credit Bachelor of Science program in Adolescence Education: Mathematics prepares a new generation of math teachers to cultivate and support students at various skill levels.

**Mathematics Concentration**

As a mathematics education major, you will strengthen your knowledge of geometry, algebra, calculus, sets, probability and the fundamentals of mathematical and logical thinking. Through the program, you will acquire skills in problem solving and teaching strategies that can actively engage students in learning mathematics with texts of varying content level and difficulty. To learn more about our programs and facilities, visit the Mathematics website: www.liu.edu/CWPost/Math.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>Writing I</td>
<td>ENS 1</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing II</td>
<td>ENS 2</td>
<td>3.00</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Any MTH course</td>
<td>4.00</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>CHIP, ERS, GLY or PHY laboratory science</td>
<td>4.00</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE</td>
<td>3.00</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair)</td>
<td>3.00</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>Recommend ENG 36 Or take any ENG, PHI or foreign language course that is not a language course</td>
<td>3.00</td>
</tr>
<tr>
<td>Power</td>
<td>Must take one of the following: ECO 10, 11 or POL 2, 3</td>
<td>3.00</td>
</tr>
<tr>
<td>Add'l course from one cluster: Western Civilization Perspectives on World Cultures cluster</td>
<td>Must take any HIS course in U.S. History or cluster</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

**Required Co-Related Courses**

- **All of the following: (10 credits)**
  - CS 101 Introduction to Computers and Programming
  - PHY 3 University Physics I
  - PHY 4 University Physics II

**Mathematics Major Requirements**

**Required Mathematics Courses**

- **Program Code:** 23173  
- **HEGIS:** 1701.01
**Required Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 20</td>
<td>Introduction to Sets, Logic, and Mathematical Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 22</td>
<td>Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51</td>
<td>Probability</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 71</td>
<td>Algebraic Structures</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND one of the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 90</td>
<td>Mathematics Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>MTH 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Mathematics Courses**

At least two courses/six credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 21</td>
<td>Differential Equations</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 23</td>
<td>Foundations of Statistical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 31</td>
<td>Advanced Calculus I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 32</td>
<td>Advanced Calculus II</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 61</td>
<td>Discrete Mathematical Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 81</td>
<td>Topology</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 82</td>
<td>Numerical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 83</td>
<td>Complex Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 84</td>
<td>Introduction to Automata</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 85</td>
<td>Partial Differential Equations</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 91</td>
<td>Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 95</td>
<td>Special Topics in Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curricular and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Development of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35C</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 38</td>
<td>Supervised Student</td>
<td>6.00</td>
</tr>
<tr>
<td>EDS 45</td>
<td>Teaching Students with Disabilities in Inclusive Classrooms</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- Minimum Total: 120 credits
- Minimum LA&S: 60 credits
- Minimum Mathematics: 37 credits
- Minimum Education Major: 40 credits
- Minimum Mathematics GPA: 2.75
- Minimum Education GPA: 2.75
- Minimum Overall GPA: 2.50

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

**Joint Program with College of Liberal Arts & Sciences**

The 120-credit Bachelor of Science program in Adolescence Education: Social Studies prepares a new generation of social studies teachers to cultivate and enhance student success. This program equips you with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of history, economics, politics and culture. The program includes supervised practice teaching in actual classrooms at two grade levels (7 to 9 and 10 to 12), allowing you to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to social studies.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS, CST and edTPA) and you have completed all required teacher certification workshops, you will be awarded Initial teaching certification by the New York State Department of Education (NYSED) in Adolescence Education: Social Studies program. Please refer to the NYSED certification website (www.highered.ny.gov/tcert/) for the most up-to-date changes in certification requirements.

The Bachelor of Science in Adolescence Education: Social Studies is a joint program between LIU Post’s College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Teaching and Learning are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

**SOCIAL STUDIES CONCENTRATION**

As a social studies teacher, you will help students in grades 7 to 12 gain knowledge of major historical eras; learn how governments work; how people organize their economies; the diversity of human cultures found around the world; and how people use natural and human resources. Courses in the Bachelor of Science program examine significant economic, political, cultural and religious aspects of civilizations from the ancient period to the present. The scope is global, with a focus on the development of American democracy, of how diverse regions of the world have contributed to world history, and the growing interdependence of modern nations. Students are introduced to core issues found in the social science disciplines of anthropology, economics, geography, history, political science, and sociology. Key concepts include industrialization, nationalism, socialism, liberalism, imperialism, fascism, communism and globalization.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts.
and SAT/ACT scores.

**B.S. Adolescence Education: Social Studies**

(Program Code: 23172) [HEGIS: 2201.01]

**Core Curriculum Requirements**

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

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

- **POST 101** 1.00
- **First-Year Seminar** 3.00
- **Writing I** ENG 1 3.00
- **Writing II** ENG 2 3.00
- **Quantitative Reasoning** Any MTH course 4.00
- **Scientific Inquiry & the Natural World** Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science 4.00
- **Creativity, Media & the Arts Perspectives on World Cultures** Must take one of the following: any ART, CIN, CMA, MUS or THE 3.00
- **Self, Society & Ethics** Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course 3.00
- **Power, Institutions & Structures** Must take one of the following: ECO 10, 11 or POL 2, 3 3.00
- **Add'l course from one cluster** Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster 3.00

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

**Social Studies Major Requirements**

**Required Social Studies Courses**

All of the following:

- **ECO 10** Introduction to Microeconomics 3.00
- **ECO 11** Introduction to Macroeconomics 3.00

**AND two of the following:**

- **HIS 1** The West and the World to 1750 3.00
- **HIS 2** The West and the World Since 1750 3.00
- **HIS 3** American Civilization to 1877 3.00
- **HIS 4** American Civilization Since 1877 3.00
- **HIS 7** Roots of the Modern World 3.00
- **HIS 8** Roots of the Modern World: Wars and Revolutions 3.00
- **HIS 9** Roots of the Modern World: Migrations 3.00
- **HIS 10** Roots of the Modern World: Religion 3.00
- **HIS 11** Roots of the Modern World: Nature 3.00
- **HIS 12** Roots of the Modern World: Gender 3.00
- **HIS 13** Roots of the Modern World: Science 3.00
- **HIS 14** Roots of the Modern World: Empires and Nations 3.00

**AND one of the following:**

- **ECO 95** Literacy in the Social Sciences 3.00
- **GGR 85** Literacy in the Social Sciences 3.00
- **HIS 95** Literacy in the Social Sciences 3.00
- **HIS 197** Sophomore Seminar in Historical Methods 3.00
- **POL 95** Literacy in the Social Sciences 3.00
- **SOC 95** Literacy in the Social Sciences 3.00

**Economics**

- Two courses/six credits from all ECO courses excluding ECO 11, 12, 95, 303 and 304

**Geography**

- Two courses/six credits from all GGR courses excluding GGR 85

**History**

- Four courses/twelve credits from all HIS courses excluding HIS 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 95, 197, 198, 303 and 304

- Political Science
  - Two courses/six credits from all POL courses excluding POL 2, 3 and 95

- Sociology/Anthropology
  - Two courses/six credits from all ANT or SOC courses excluding SOC 95

- Any Social Science
  - One course/three credits from all ANT, ECO, GGR, HIS, POL and SOC courses excluding the courses listed above

**Required Education Courses**

**All of the following:**

- **EDI 14** Historical, Philosophical Foundations of Education 3.00
- **EDI 15A** Psychological Perspectives: Teaching and Learning 3.00
- **EDI 16A** Curriculum and Assessment for Preservice Teachers 3.00
- **EDI 17** Psychology and Developmental of the Adolescent 3.00
- **EDI 35** General Methods of Teaching Secondary Education 3.00
- **EDI 35D** Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies 3.00
- **EDI 38** Supervised Student Teaching in Adolescence Education (Grades 7-12) 6.00
- **EDS 45** Teaching Students with Disabilities in Inclusive Classrooms 3.00
- **EDS 75A** Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12 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

**Elective Social Studies Courses**

**Economics**

- Two courses/six credits from all ECO courses excluding ECO 11, 12, 95, 303 and 304

**Geography**

- Two courses/six credits from all GGR courses excluding GGR 85

**History**

- Four courses/twelve credits from all HIS courses excluding HIS 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 95, 197, 198, 303 and 304

- Political Science
  - Two courses/six credits from all POL courses excluding POL 2, 3 and 95

- Sociology/Anthropology
  - Two courses/six credits from all ANT or SOC courses excluding SOC 95

- Any Social Science
  - One course/three credits from all ANT, ECO, GGR, HIS, POL and SOC courses excluding the courses listed above

- **Required Education Courses**
  - **All of the following:**
    - **EDI 14** Historical, Philosophical Foundations of Education 3.00
    - **EDI 15A** Psychological Perspectives: Teaching and Learning 3.00
    - **EDI 16A** Curriculum and Assessment for Preservice Teachers 3.00
    - **EDI 17** Psychology and Developmental of the Adolescent 3.00
    - **EDI 35** General Methods of Teaching Secondary Education 3.00
    - **EDI 35D** Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies 3.00
    - **EDI 38** Supervised Student Teaching in Adolescence Education (Grades 7-12) 6.00
    - **EDS 45** Teaching Students with Disabilities in Inclusive Classrooms 3.00
    - **EDS 75A** Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12 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
For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

**Major Requirements - English**

**Required English Courses**
All of the following:

- ENG 3 Grammar and the Structure of English 3.00
- ENG 10 Introduction to Literature 3.00
- ENG 85 Disciplinary Literacy in English 3.00
- ENG 151 Survey of American Writers to the Civil War 3.00
- ENG 251 American Writers Since the Civil War 3.00

**Required English Literature Course**
One of the following:

- ENG 11 British Literature: Survey Medieval, Renaissance, Neo-Classical 3.00
- ENG 12 British Literature II: Survey Romantic, Victorian, Modern 3.00

**Required Shakespeare Course**
One of the following:

- ENG 21 Shakespeare: Comedies and Histories, Non-Dramatic Poetry 3.00
- ENG 22 Shakespeare: Tragedies and Romances 3.00

**Elective English Literature Courses**

**American Literature**
One of the following:

- ENG 105 Native American Literature 3.00
- ENG 108 African-American Literature of the Twentieth Century 3.00
- ENG 109 American Slave Narratives 3.00
- ENG 152 The American Novel 3.00
- ENG 153 Contemporary American Drama 3.00
- ENG 154 American Poetry 3.00
- ENG 156 Irish-American Fiction 3.00
- ENG 157 American Modernism and the Art of Making it New 3.00
- ENG 158 Freak Shows and the Modern American Imagination 3.00

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

Joint Program with College of Liberal Arts & Sciences

The dual certification BS in Adolescent English Education and Special Education prepares candidates to become knowledgeable, caring, and inspiring English teachers of general education and special education students who are in the 7th through 12th grades. This CAEP-accredited program prepares a new generation of English teachers to help students with and without disabilities to read, write, and appreciate one of the world's most influential languages. 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. How to make modifications and accommodations to this content so that all students can learn this material is paramount in this program.

Candidates who successfully complete this bachelor's programs and pass all required NYS teacher certification exams will be eligible for two initial certifications when the BS is awarded. These certifications are Adolescence Education (English) and Special Education, 7-12 Generalist.

In pursuing these two certification, candidates will examine theories of child development, motivation, and learning for students ranging in age from 7th to 12th grade. They will master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As they work toward these degrees, they will gain an understanding and appreciation of English, their major area of study. They will also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that will allow candidates to practice their new skills in both general and special education classroom settings.

**Core Curriculum Requirements**
In addition to all major requirements, students pursuing the B.S. Adolescence Education English Education and SWD Generalist Grades 7-12 must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Cluster</th>
<th>LIU Post Thematic Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I</td>
<td>ENG 1 3.00</td>
</tr>
<tr>
<td>Writing II</td>
<td>ENG 2 3.00</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Any MTH course 4.00</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science 4.00</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE 3.00</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair). 3.00</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course 3.00</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>Must take one of the following: ECO 10, 11 or POL 2, 3 3.00</td>
</tr>
<tr>
<td>Add'l course from one cluster</td>
<td>Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster 3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
</tr>
<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
</tr>
<tr>
<td>ENG 161</td>
<td>Melville and Power</td>
</tr>
<tr>
<td>ENG 162</td>
<td>American Autobiography</td>
</tr>
<tr>
<td>ENG 163</td>
<td>Literature of New York</td>
</tr>
<tr>
<td>ENG 164</td>
<td>American Drama</td>
</tr>
<tr>
<td>ENG 165</td>
<td>American Colonial Literature</td>
</tr>
<tr>
<td>ENG 168</td>
<td>Mythology</td>
</tr>
<tr>
<td>ENG 170</td>
<td>Nineteenth and Twentieth Centuries</td>
</tr>
<tr>
<td>ENG 171</td>
<td>Literature of Africa</td>
</tr>
<tr>
<td>ENG 172</td>
<td>Postcolonial Literature</td>
</tr>
<tr>
<td>ENG 173</td>
<td>African-American Literature of the Twentieth Century</td>
</tr>
<tr>
<td>ENG 174</td>
<td>American Slave Narratives</td>
</tr>
<tr>
<td>ENG 175</td>
<td>The English Renaissance</td>
</tr>
<tr>
<td>ENG 176</td>
<td>Modern British Literature</td>
</tr>
<tr>
<td>ENG 177</td>
<td>The Eighteenth-Century English Novel</td>
</tr>
<tr>
<td>ENG 178</td>
<td>The Nineteenth-Century English Novel</td>
</tr>
<tr>
<td>ENG 179</td>
<td>The World Novel in English</td>
</tr>
<tr>
<td>ENG 180</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
</tr>
<tr>
<td>ENG 181</td>
<td>Small World: Literature of the Academic Life</td>
</tr>
<tr>
<td>ENG 182</td>
<td>Eighteenth-Century Writers on Writing</td>
</tr>
<tr>
<td>ENG 183</td>
<td>Renaissance and Revolution: The Making of the Modern World</td>
</tr>
<tr>
<td>ENG 184</td>
<td>The Victorian Rebels</td>
</tr>
<tr>
<td>ENG 185</td>
<td>Magic Realism</td>
</tr>
<tr>
<td>ENG 186</td>
<td>Gender, Sexuality and Literature</td>
</tr>
<tr>
<td>ENG 187</td>
<td>Gender and the English Language</td>
</tr>
<tr>
<td>ENG 188</td>
<td>The Bloomsbury Group</td>
</tr>
<tr>
<td>ENG 189</td>
<td>The American Novel</td>
</tr>
<tr>
<td>ENG 190</td>
<td>Contemporary American Drama</td>
</tr>
<tr>
<td>ENG 191</td>
<td>American Poetry</td>
</tr>
<tr>
<td>ENG 192</td>
<td>Irish-American Fiction</td>
</tr>
<tr>
<td>ENG 193</td>
<td>American Modernism and the Art of Making it New</td>
</tr>
<tr>
<td>ENG 194</td>
<td>American Modernism and the Art of Making it New</td>
</tr>
</tbody>
</table>

**Genre or Period of Literature**

One of the following:

- **World Literature I: From Antiquity to the Renaissance**
- **World Literature II: From the Enlightenment to the Present**
- **The Short Story**
- **Modern Drama**
- **The Modern Novel**
- **Early English Literature: From the Beginnings to 1485**
- **Shakespeare: Comedies and Histories, Non-Dramatic Poetry**
- **Shakespeare: Tragedies and Romances**
- **Renaissance Drama**
- **Contemporary Literature**
- **Childhood and Literature**
- **Adolescent Literature**
- **The Art of Poetry**
- **The Art of Autobiography**
- **English Drama**
- **Great Plays**
- **Greek Drama**
- **The Bible as Literature**
- **Eighteenth-Century Literature and Life**
- **The Romantic Period**
- **The Victorian Period**

**Writing**

One of the following:

- **The Art of Expository Writing**
- **Introduction to Creative Writing**
- **Creative Non-Fiction**
- **Writing and Healing**
- **Theories of Writing and Composing**
- **Writing in a Digital Age: Multimodal Rhetoric and Composition**
- **Editing and Professional Writing**
- **Writing in the Workplace: The Rhetoric of Professional Communication**
- **Experimental Fiction**
- **Writing with Sound**
- **Reading and Writing Comics**
- **Technical Writing**
- **Writing Young Adult Fiction**

**Diversity**

One of the following:

- **Childhood and Literature**
- **Adolescent Literature**
- **Mythology**
- **Literatures of Africa**
- **History of Irish Literature**
- **History of Irish Literature**
A grade of C- or better is required

Major Requirements - Education

Required Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Preservice Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Developmental of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Health Education and Physical Education

The Department of Teaching and Learning offers a highly respected and rigorous dual undergraduate major in health education and physical education that prepares students to teach both disciplines in elementary, middle, and high schools. The 127-credit Bachelor of Science in Health Education and Physical Education program provides students with greater career flexibility and leads to New York State Initial Teaching Certification in two distinct areas. Students in the program learn effective techniques of classroom management, curriculum design, and lesson planning for children in kindergarten through grade 12. Liberal arts courses in biology equip students with knowledge in human anatomy and physiology. Kinesiology and biomechanics and exercise physiology provide a foundation for how the body functions mechanically, physiologically and biomechanically.

The health education component examines among others, nutrition, health care services, sexuality and family planning, personal well-being, and drugs in contemporary society. Students will learn how to encourage children and teenagers using a non-judgmental approach, to discuss their experiences, attitudes and values related to health issues.

The physical education portion of the program teaches students to create a program that motivates children and adolescents to stay fit. Students are also taught, among others, how to organize movement activities, create procedures for classroom management, conduct lessons that allow for maximum practice opportunity, analyze student performance according to recognized assessment methodology and identify sports-related injuries.

The B.S. in Health Education and Physical Education program is accredited by CAEP, the Council for the Accreditation of Educator Preparation, signifying that this degree option is exemplary in preparing competent, caring and qualified professional educators who will teach and lead in kindergarten through grade 12 schools.

Students will gain field-based experience through student teaching in local school districts. Because the program offers the versatility to teach two areas of study, additional coursework is required. The program takes four years of full-time study to complete.

Departmental Requirements

- A grade of C or better is required in all major courses
- To enter student teaching, all college courses must be completed.
- Students must maintain the following GPAs: a 2.75 overall and 2.8 in major courses
ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• Transfer students must have completed more than 24 college credits. A minimum college GPA of 3.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Health Education & Physical Education

(Program Code: 23210) (HEGIS: 0837)

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 3 or 19 required)</td>
<td>3-4 crs</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World (must take BIO 7)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures (any elementary or intermediate language course)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society (recommend ENG 35) or any ENG, PHI or foreign language course that is not a language course)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take one of the following: ECO 10, 11, POL 2, 3)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Additional course from one of the following courses: History or Western Civilization from Perspectives on World Cultures cluster)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

Co-Requirements
The following must be taken:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Education Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth Grade 6</td>
</tr>
</tbody>
</table>

The students are required to do one of the following: a foreign language course, American sign language (SPE 98), or equivalent milestone (with permission from the department chair).

**Required Health & Physical Education Courses**
Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 106</td>
<td>Fitness and Conditioning (All Levels)</td>
</tr>
<tr>
<td>HPE 201</td>
<td>Introduction to Physical Education and Health Education</td>
</tr>
<tr>
<td>HPE 202</td>
<td>Responding to Emergencies: First Aid/CPR/AED</td>
</tr>
<tr>
<td>HPE 205</td>
<td>Substance Abuse &amp; Related Issues*</td>
</tr>
<tr>
<td>HPE 297</td>
<td>Technology in Physical Education</td>
</tr>
</tbody>
</table>

**Physical Education Content Courses**
Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 138</td>
<td>Skills - Track &amp; Field, Tennis, Volleyball, Badminton, Team Handball</td>
</tr>
<tr>
<td>PE 139</td>
<td>Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee</td>
</tr>
<tr>
<td>PE 203</td>
<td>Kinesiology and Biomechanical Analysis of Movement</td>
</tr>
<tr>
<td>PE 255</td>
<td>Motor Learning and Development</td>
</tr>
<tr>
<td>PE 257</td>
<td>Care and Prevention of Athletic Injuries</td>
</tr>
<tr>
<td>PE 299</td>
<td>Exercise Physiology</td>
</tr>
</tbody>
</table>

**Health Education Content Courses**
Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 201</td>
<td>Critical Health Issues I*</td>
</tr>
<tr>
<td>HE 202</td>
<td>Critical Health Issues II</td>
</tr>
<tr>
<td>HE 204</td>
<td>Human Sexuality and the Family</td>
</tr>
<tr>
<td>HE 255</td>
<td>Nutrition for the K-12 Educator</td>
</tr>
</tbody>
</table>

**Health & Physical Education Pedagogy Courses**
The following conditions must be met prior to admission into student teaching:
• A grade of C or better; AND,
• Maintaining a combined grade of B or better in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 261</td>
<td>Secondary Methods in Health Education</td>
</tr>
<tr>
<td>PED 260</td>
<td>Curriculum Design in Physical Education</td>
</tr>
<tr>
<td>PED 261</td>
<td>Secondary Methods in Physical Education</td>
</tr>
<tr>
<td>PED 262</td>
<td>Elementary Methods in Physical Education</td>
</tr>
<tr>
<td>PED 263</td>
<td>Teaching the Individual with Special Needs</td>
</tr>
</tbody>
</table>

**Student Teaching in Health Education & Physical Education**
Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 296</td>
<td>Student Teaching in Health Education</td>
</tr>
<tr>
<td>HPE 298</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>

**New York State Required Seminars**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>Save Schools Against Violence in Education Act - Project S.A.V.E.</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
</tr>
<tr>
<td>CATX 100</td>
<td>Child Abuse Identification and Reporting</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity for All Students Act - DASA</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**
Minimum Total: 127 credits
Minimum Liberal Arts: 60 credits
ADMISSION REQUIREMENTS

Minimum Major GPA: 2.80
Minimum Overall GPA: 2.75

B.S. Physical Education

Students will combine their passion for fitness, lifetime activity and sports with their desire to work with children. As physical education teachers, students will instruct school-age children on health living practices, exercise, physical fitness and team spirit. Nearly all schools in New York State, from kindergarten through high school, employ physical education teachers. A well-designed health and physical activity program can have a lasting impact on a child's life.

LIU Post's 120-credit Bachelor of Science degree in Physical Education teaches students how to develop and implement a developmentally appropriate activity program that enhances motor skills, physical fitness and the acquisition of movement-related knowledge. Students will learn techniques to improve children's motor learning and fitness, and help them practice fundamental movement patterns, specialized skills, and lifetime movement activities. Students will learn how to develop lessons and activities for various ages and ability levels.

Courses cover curriculum design, skill development, student performance evaluations, human biology, kinesiology and biomechanics, exercise physiology and basic first aid. Students will have an opportunity to apply what they learn in the classroom to field experience at local school districts. This program offers an excellent foundation in the liberal arts and sciences and prepares students for Initial Certification to teach kindergarten through grade 12.

The B.S. in Physical Education program is accredited by CAEP, the Council for the Accreditation of Educator Preparation, signifying that this degree option is exemplary in preparing students for Initial Certification to teach from kindergarten through grade 12.

The B.S. in Physical Education program is accredited by CAEP, the Council for the Accreditation of Educator Preparation, signifying that this degree option is exemplary in preparing students for Initial Certification to teach kindergarten through grade 12.

Departmental Requirements

- A grade of C or better is required in all major courses.
- To enter student teaching, all college courses must be completed.
- Students must maintain the following GPAs: a 2.75 overall and 2.8 in major courses.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 3.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Physical Education

(Program Code: 25560) [HEGIS: 0835]

Core Curriculum Requirements

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

**LIU Post Thematic Core Curriculum**

(32-33 credits)

**POST 101** 1 credit

First-Year Seminar 3 credits

Writing I 3 credits

Writing II 3 credits

Quantitative Reasoning (MTH 3 3-4 credits or 19 required)

Scientific Inquiry & the Natural World (must take BIO 7) 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures (any elementary or intermediate foreign language course) 3 credits

Ethics, Self & Society (recommend ENG 35) (or any ENG, PHI or foreign language course that is not a language course) 3 credits

Power, Institutions & Structures (must take one of the following: ECO 10, 11, POL 2, 3) 3 credits

Additional course from one cluster (any HIS course in U.S. History or Western Civilization from Perspectives on World Cultures cluster) 3 credits

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

**Co-Requirements**

The following must be taken:

**BIO 8** Human Anatomy and Physiology II 4.00

**DNC 1** Beginning Movement I 3.00

Major Requirements

**Required Education Core Courses**

**EDI 14** Historical, Philosophical and Sociological Foundations of Education 3.00

**EDS 60** Literacy Development: Birth through Grade 6 3.00

**Required Health and Physical Education Courses**

Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 106</td>
<td>Fitness and Conditioning (All Levels)</td>
<td>2.00</td>
</tr>
<tr>
<td>HPE 201</td>
<td>Introduction to Physical Education and Health Education</td>
<td>3.00</td>
</tr>
<tr>
<td>HPE 202</td>
<td>Responding to Emergencies: Comprehensive First Aid/CPR/AED</td>
<td>2.00</td>
</tr>
<tr>
<td>HPE 205</td>
<td>Substance Abuse &amp; Related Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>HPE 293</td>
<td>Technology in Physical Education &amp; Health Education</td>
<td>1.00</td>
</tr>
<tr>
<td>HPE 295</td>
<td>Measurement and Evaluation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Physical Education Content Courses**

Grade of C or better is required in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 138</td>
<td>Skills - Track &amp; Field, Tennis, Volleyball, Badminton, Team Handball</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 139</td>
<td>Skills - Softball, Soccer, Lacrosse, Basketball, Football/Ultimate Frisbee</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 180</td>
<td>Nutrition and Sports</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 203</td>
<td>Kinesiology and Biomechanical Analysis of Movement</td>
<td>4.00</td>
</tr>
<tr>
<td>PE 255</td>
<td>Motor Learning and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 256</td>
<td>Coaching: Principles, Philosophy and Organization of Athletics in Education</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 257</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2.00</td>
</tr>
<tr>
<td>PE 299</td>
<td>Exercise Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>PED 291</td>
<td>Coaching Practicum</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Required Physical Education Pedagogy Courses**

The following conditions must be met prior to admission into student teaching:

- A grade of C or better; AND
- Maintaining a combined grade of B or better in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 260</td>
<td>Curriculum Design in Physical Education</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 261</td>
<td>Secondary Methods in Physical Education</td>
<td>4.00</td>
</tr>
<tr>
<td>PED 262</td>
<td>Elementary Methods in Physical Education</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Student Teaching in Physical Education

Grade of C or better is required in the following courses:

- PED 263 Teaching the Individual with Special Needs 3.00
- PED 297 Student Teaching in Physical Education 4.00
- HPE 298 Student Teaching Seminar 2.00

Required Co-Related Courses

- BIO 7 Human Anatomy and Physiology I 4.00
- BIO 8 Human Anatomy and Physiology II 4.00
- DNC 1 Beginning Movement I 3.00
- HE 255 Nutrition for the K-12 Educator 3.00

New York State Required Seminars

- EDUX 100 Save Schools Against Violence in Education Act - Project S.A.V.E. 1.00
- EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 3.00
- CATX 100 Child Abuse Identification and Reporting 4.00
- DASX 100 Dignity for All Students Act - DASA 3.00

New York State Required Seminars

- EDUX 100 Save Schools Against Violence in Education Act - Project S.A.V.E. 1.00
- EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention 3.00
- CATX 100 Child Abuse Identification and Reporting 4.00
- DASX 100 Dignity for All Students Act - DASA 3.00

Credit and GPA Requirements

- Minimum Total: 120 credits
- Minimum Liberal Arts: 60 credits
- Minimum Major GPA: 2.80
- Minimum Overall GPA: 2.75

LIU CERTIFICATE PROGRAMS

Coaching Certificate Program

The Department of Teaching and Learning offers a Coaching Certificate Program which prepares men and women to coach in high schools in New York State. Upon completion of the 15-credit hours of course requirements, plus the Child Abuse Identification Workshop, School Violence Prevention and Intervention Workshop, and the Dignity for All Students (DASA) seminar, and along with 12 credits of pre-requisites, a certificate is issued as evidence that the student has completed the necessary courses set forth by the New York State Department of Education. This certificate is designed for those who are not certified to teach Physical Education in New York State. The certificate includes the following courses:

- Coaching: Principles, Philosophy and Organization of Athletics in Education
- Introduction to Physical Education and Health Education
- Exercise Physiology
- Responding to Emergencies: Comprehensive First Aid/CPR/AED
- Care and Prevention of Athletic Injuries
- Coaching Practicum

Strength and Conditioning Program

The National Strength and Conditioning Association has awarded the Department a Certificate of Recognition for successfully meeting established educational program criteria in strength and conditioning coursework. The 29-credit program includes both didactic and applied courses that provide the competency knowledge that individuals need to successfully complete the Certified Strength and Conditioning Specialist (CSCS) exam, administered by the National Strength and Conditioning Association (NSCA).

For those acquiring the CSCS, employment opportunities open beyond becoming an educator and include working with sports teams in schools and in professional venues and with individuals in physical therapy clinics, to name a few.

The courses include the following:

- PE 105 Beginning Fitness and Conditioning 1.00
- HPE 106 2.00
- PE 203 Kinesiology and Biomechanical Analysis of Movement 4.00
- PE 299 Exercise Physiology 4.00
- BIO 7 Human Anatomy & Physiology I Lab 4.00
- BIO 7 Human Anatomy & Physiology I Lab 4.00
- BIO 8 Human Anatomy & Physiology II Lab 4.00
- BIO 8 Human Anatomy & Physiology II Lab 4.00
- PE 180 Nutrition and Sports 3.00
- PE 181 Program Design in Strength and Conditioning 3.00

PE 182 Practicum in Strength and Conditioning 1.00

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

MUSIC EDUCATION

B.M. Music Education (Birth - Grade 12)

(Program Code: 24068) (HEGIS: 0832.0)
See this bulletin, College of Arts, Communications & Design, Department of Art - B.M. Music Education (Birth to Grade 12) for program admission and requirements.

ACCELERATED SHARED CREDIT PROGRAMS

B.S. Early Childhood and Special Education / MSEd Special Education

BS Early Childhood Education (Birth - Gr 2) and Special Education (dual initial certification) / MSEd Special Education

[Program Codes: 39204 and 39910] [HEGIS: 0823.0 and 0808.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101 1.00
**Courses Major Requirements**

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

**Co-Related Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Required Undergraduate Education Courses**

All of the following (36 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Preservice Teachers</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 40A</td>
<td>Multimodal Approach to Early Childhood Curriculum and Instruction (Birth to Preschool)</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 41A</td>
<td>Nurturing Young Children's Development: A Multicultural Approach</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 42</td>
<td>Multimodal Approach to Early Childhood Curriculum and Instruction (K-2)</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 56</td>
<td>Literacy Acquisition for English Language Learners</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 66</td>
<td>Supervised Student Teaching and Seminar in Early Childhood Education</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 625</td>
<td>Observation and Assessment for the Classroom Teacher: Birth-Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>Literacy Development: Birth Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 62</td>
<td>Literacy Assessment for the Classroom Teacher: Birth-Grade 6</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Minimum Grade required in all courses is **“C”**

**Required Undergraduate Education Special Education Courses**

All of the following courses (12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 600</td>
<td>Introduction to the Study of the Exceptional Child and Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 617</td>
<td>Literacy for Students with Disabilities: Birth-Grade 6</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 630</td>
<td>Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 632</td>
<td>Instr &amp; Classroom Manage for Children and Adolescents with Emotional and Behavior Problems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Minimum Grade required in all courses is **“B.”**

**Liberal Arts and Sciences Concentration Requirements**

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

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass/fail basis.

**Required Graduate Education Courses**

All of the following (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 624</td>
<td>Contemporary Issues and Research in Special Education/Culminating Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 630</td>
<td>Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 631</td>
<td>Assessment/Instruction of Severe SWD at the Elementary and Secondary Levels</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 633</td>
<td>Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 635</td>
<td>Behavior Management for Learners with Autism &amp; Developmental Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 702</td>
<td>Supervised Practicum in Special Education at the Elementary and Secondary Levels</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Teacher Certification Workshops**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUX 100</td>
<td>PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 200</td>
<td>Preventing Child Abduction; Safety Education; Fire and Arson Prevention</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUX 300</td>
<td>Preventing Alcohol, Tobacco, and Other Substance Abuse</td>
<td>0.00</td>
</tr>
<tr>
<td>CATX 010</td>
<td>Child Abuse Identification and Reporting</td>
<td>0.00</td>
</tr>
<tr>
<td>DASX 100</td>
<td>Dignity in Schools Act</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total (for Freshmen): 138 credits
B.S. Childhood Education and Special Education / MEd Special Education

**Core Curriculum Requirements**
In addition to all major requirements, students pursuing the B.S. Childhood Education (Grades 1-6) and Special Education (dual initial certification) / MEd Special Education must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I ENG 1</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing II ENG 2</td>
<td>3.00</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3.00</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4.00</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>3.00</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Power, Institutions & Structures**

- Must take one of the following: ECO 10, 11 or POL 2, 3

**Add'l course from one cluster**

- Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster

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

**Co-Related Requirements**

- MTH 16 Mathematics for Elementary Education II

**Major Requirements**

**Required Undergraduate Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 54</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 55</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 56</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 63</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 69</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 45</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 60</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 62</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Graduate Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 600</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 617</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 620</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 624</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 630</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 631</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 632</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 633</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 635</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 702</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

**Liberal Arts and Sciences Concentration Requirements**

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

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis.

**Required Teacher Certification Workshops**

Minimum Undergraduate: 120 credits
Minimum Undergraduate Liberal Arts: 60 credits
Minimum LA&S Concentration: 30 credits
Minimum Graduate: 30 credits
Minimum LA&S Concentration GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

LIU Postgraduate Bulletin 2019 - 2020
### EDUX 100 - PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act

- **Description**: Preventing Child Abduction; Safety Education; Fire and Arson Prevention
- **Credit**: 0.00

### EDUX 200 - Preventing Alcohol, Tobacco, and Other Substance Abuse

- **Description**: Preventing Child Abduction; Safety Education; Fire and Arson Prevention
- **Credit**: 0.00

### EDUX 300 - Child Abuse Identification and Reporting

- **Description**: Preventing Alcohol, Tobacco, and Other Substance Abuse
- **Credit**: 0.00

### CATX 100 - Dignity in Schools Act

- **Description**: Credit and GPA Requirements
- **Credit**: 0.00

### Credit and GPA Requirements

- **Minimum Total** (for freshmen): 138 credits
- **Minimum Undergraduate**: 120 credits
- **Minimum Liberal Arts**: 60 credits
- **Minimum LA&S Concentration**: 30 credits
- **Minimum LA&S Concentration GPA**: 2.75
- **Minimum Graduate Major GPA**: 2.75
- **Minimum Overall GPA**: 2.50

#### B.S. Adolescence English Education and Students With Disabilities (SWD) Generalist (Grades 7-12) / MSED SWD Generalist (Grades 7-12)

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. Adolescence English Education and SWD Generalist Grades 7-12 must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1.00</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing I ENG 1</td>
<td>3.00</td>
</tr>
<tr>
<td>Writing II ENG 2</td>
<td>3.00</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Scientific Inquiry & the Natural World**

- Must take one of the following:
  - any BIO, CHM, ERS, GLY or PHY laboratory science

**Creativity, Media & the Arts**

- Must take one of the following:
  - any ART, CIN, CMA, MUS or THE

**Perspectives on World Cultures**

- Must take one of the following:
  - an elementary or intermediate foreign language course,
  - American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).

**Self, Society & Ethics**

- Recommend ENG 36.
- Or take any ENG, PHI or foreign language course that is not a language course

**Power, Institutions & Structures**

- Must take one of the following:
  - ECO 10, 11 or POL 2, 3

**Add'l course from one cluster**

- Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster

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

#### Major Requirements - English

**Required English Courses**

- All of the following:
  - HTML PARSING ERROR AT B.S. Adolescence English Education and Students With Disabilities (SWD) Generalist (Grades 7-12) / MSED SWD Generalist (Grades 7-12)
  - (Wrong number of columns.)

**B.S. Adolescence English Education and SWD Generalist Grades 7-12) / MA English**

- See this Bulletin, College of Liberal Arts & Sciences, Department of English, Accelerated Programs - B.S. Adolescence English Education and Students With Disabilities (SWD) Generalist Grades 7-12 / M.A. in English, for program admission and requirements.

**B.S. Adolescence Education: Social Studies (Pedagogy Only)**

- See this Bulletin, College of Liberal Arts & Sciences, Department of History, Accelerated Programs - B.A. History / M.S. Adolescence Education: Social Studies (Pedagogy Only), for program admission and requirements.

**B.S. Adolescence Education: Mathematics (Grades 7-12) / M.S. in Applied Mathematics**

- See this Bulletin, College of Liberal Arts & Sciences, Department of Mathematics, Accelerated Programs - B.S. Adolescence Education: Mathematics (Grades 7-12) / M.S. in Applied Mathematics, for program admission and requirements.
Education Courses

EDI 14 Historical, Philosophical and Sociological Foundations of Education
The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trend. Emphasis is on the implications of the analyses for modern educational principles and practices. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. 
Credits: 3
Every Fall and Spring

EDI 15A Psychological Perspectives Teaching and Learning
Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics and journal entries (including email). This course will require a writing component. Also, ten hours of fieldwork will be required. 
Credits: 3
Every Fall and Spring

EDI 16A Curriculum and Assessment for Pre-service Teachers
This course will provide teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that help students evaluate their academic progress. Emphasis will be placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change, and the role of the teacher in curriculum development and student assessment. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. 
Credits: 3
Every Fall and Spring

EDI 17 Psychology and Development of the Adolescent
This course examines various aspects of early adolescent and adolescent development, including cognition, social relationships, stress, self-esteem, and political and moral development. Considerable attention is given to race, gender, ethnicity, the special early adolescent, and the at-risk student. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. A prerequisite of EDI 15A is required.
Credits: 3
Every Spring

EDI 35 General Methods of Teaching Secondary Education
Objectives, scope, and programs of Adolescent education considered in terms of the classroom teacher's commitment and responsibilities. Taken concurrently with the section of EDU 35 relating to the student's area of content specialization as listed. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. Prerequisites of EDI 14, 15A, 16A, 17 and EDS 44 are required. 
Credits: 3
Every Fall

EDI 35A Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDI 35B Methods and Materials in Teaching a Specific Subject in Grades 7-12 English
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDI 35C Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDI 35D Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies
A consideration of the principles and techniques of Adolescent education. The middle and high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Twenty hours of fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDI 35G Methods and Materials in Teaching Music
A consideration of the principles and techniques of Adolescent education. The junior and senior high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. Use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Each student is required to fulfill field hours in the subject field of specialization. This course is typically taken concurrently with EDI 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDI 35K Methods and Materials in Teaching Art
A consideration of the principles and techniques of Adolescent education. The junior and senior high school curricula are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials, and teaching aids are considered for each subject area. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, fieldwork will be required. This course is typically taken concurrently with EDU 35 and is differentiated according to the student's field of specialization. Prerequisite of EDI 14, 15A, 16A, EDS 44G are required. 
Credits: 3
Every Fall and Spring

EDU 44G Internship
An internship in a school district or agency in which the student gains experiences in the field of education. Prerequisites: EDI 14, 15A, 16A, EDS 44, the completion of major courses in area of specialization, as determined by the student's advisor, according to the student's field of specialization. 
Credits: 3
Every Fall, Spring, and Summer
concurrently with EDU 35 and is differentiated according to the student's field of specialization.

**Prerequisite of ATE 2, EDI 14, 15A, 16A**

**Credits: 3**

**Every Fall**

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

Students preparing to qualify as Adolescent school teachers are supervised during a student teaching experience in selected private and public middle schools, junior and senior high schools. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 360 hours is required, which includes teaching, observation, and participation in staff and school activities.

**Prerequisites of EDI 14, 15A, 16A, 35 A.K., EDI 50 EDS 44, 75A and department approval are required.**

**Credits: 6**

**Every Fall and Spring**

**EDI 40A Multimodal Approach to Early Childhood Curriculum and Instruction (Birth to Preschool)**

The course is designed to give pre-service teachers a broad overview of the complexities and approaches to multimodal learning in a play-based preschool classroom setting. Emphasis is placed on the practical applications of implementing a multimodal approach to education to promote physical, intellectual, social, creative, emotional, and sensory needs of young children. Candidates learn how to encourage continuous growth and development through the use of appropriate methods, materials, and activities in a play-based environment.

Candidates consider culturally sensitive ways of caring and teaching as they examine the basis for developing suitable programs and formulating criteria to enhance the learning experiences of young children. The course includes a fieldwork component.

**Prerequisite of EDI 14 and 15A are required.**

**Credits: 3**

**Every Fall**

**EDI 41A Nurturing Young Children’s Developments A Multicultural Approach (Birth to 2nd Grade)**

Taking a broad ecological approach, the course integrates the use of observation, documentation, and assessment in understanding young children’s developmental, familial, cultural, educational, historical, sociological, and political contexts.

Scientific findings on the physical, cognitive, emotional and social development of children in prenatal, infancy, preschool and middle childhood are examined. The integration of perception, cognition and growth in nurturing young children’s multicultural identity is stressed, and their significance for teaching and guidance processes is emphasized. Ten hours of fieldwork will be required. The use of technology as it relates to teaching and learning is integrated. This course requires a writing component.

**Prerequisite: EDI 14 and either EDI 15A or be active in the Speech Lang Path and Audio plan.**

**Credits: 3**

**Every Fall**

**EDI 42 Multimodal Approach to Early Childhood Curriculum and Instruction (K2)**

Using an integrated approach to the design of curriculum and instruction, the course gives the pre-service teacher a broad overview of creative ways to nurture young children’s multimodal literacies in a play-driven learning environment. The course provides opportunities to explore interconnections among subject areas of early childhood learning through the planning and implementation of integrated science, technology, research, engineering, art, and mathematical learning and in developing curricula. Emphasis will be on the practical applications of designing learning spaces that foster play and investigation. Teacher candidates will be exposed to theories of play, the importance of using play and young children’s creative modalities as basis for early childhood learning. Fieldwork is required.

**Prerequisite of EDI 14, 15A, 40A and 41A are required.**

**Credits: 3**

**Every Spring**

**EDI 54 Mathematics Content Standards & Pedagogies for Elem School Students**

This course is intended to introduce Childhood teacher candidates to current standards for content and pedagogy. Contemporary strategies to identify and create engaging instructional activities to teach concepts consistent with current best practices will be explored. Multiple approaches will be considered with the goal of creating equitable learning environments for diverse students. Field experience in the Elementary Classroom (grades 1-6) forms part of the course requirements.

**Prerequisites of MTH 15, EDI 14 and EDI 15A are required.**

**Credits: 3**

**Every Fall**

**EDI 55 Designing and Assessing Mathematics Instruction for Elementary Students**

This course is intended to develop skill in creating engaging instructional activities and writing lesson plans aligned with state and national mathematics standards for grades 1 through 6. The key role of assessment in developing instruction will be emphasized. Teacher candidates will design, practice teaching that mathematics instruction, and reflect on their teaching. Field Experience is a course requirement.

**Prerequisites of MTH 15, EDI 14, EDI 15A and EDI 54 are required**

**Credits: 3**

**Every Fall**

**EDI 56 Literacy Acquisition for English Language Learners**

This course provides a theoretical and practical background into the issues related to the development of reading and writing for ENL and bilingual children. In particular, we will focus on: the transfer of reading skills from a native to a second language; the social, cultural and socioeconomic dimensions of literacy; research on children’s first and second language literacy acquisition in the settings of home, community and in schools; bilingualism and biliteracy; teaching literacy to ENL learners of diverse ages and linguistic, ethnic, cultural and socioeconomic backgrounds; and developing advanced literacy through academic content areas. And, interestingly, we will also study the teaching of poetry because poetry, with its musical nature, has been shown to be one of the best tools for teaching literacy to linguistically diverse children.

**Credits: 3**

**Every Fall and Spring**

**EDI 63 Methods in Teaching Elementary Social studies**

Creative methodology in the teaching of social studies planning, research, reporting, and culminating activities. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.

**Prerequisites of EDI 14, 15A, 16A are required.**

**Credits: 3**

**Every Fall and Spring**

**EDI 64 Student Teaching, Childhood (Grades 1-6)**

Supervised student teaching experience in selected private and public schools from grades 1 through 6. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 360 hours of teaching, observation, and participation in staff and school activities is required. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course.
Professor with student teaching. 
Prerequisites of EDI 14, 15A, 16A, 50, 63, 68, 69, (EDS 50 or 44), 60, and 62  
Credits: 6  
Every Fall and Spring

EDI 66 Supervised Student Teaching and Seminar in Early Childhood Education
Continuous observation and student teaching under supervision at selected sites with children from birth to grade 2. A minimum of 360 hours of observation, student teaching, and participation in appropriate staff and school activities is required. A weekly seminar integrates theory and practice and provides orientation to the teaching profession. Prerequisites of EDI 14, 15A, 50, 64B, EDS 60, 62, and (EDS 44 or 50) are required.  
Credits: 6  
Every Fall and Spring

EDI 68 Methods in the Teaching of Mathematics in the Elementary School
This course deals with the content, methods, and materials relevant to teaching math in the elementary school. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.  
Prerequisites of EDI 14, 15A, 16A, MTH 15, and 16 are required.  
Credits: 3  
Every Fall and Spring

EDI 69 Methods in the Teaching of Science in the Elementary School
This course deals with the content, methods, and materials relevant to teaching science in the elementary school. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, ten hours of fieldwork will be required.  
Prerequisite of EDI 14, 15A and 16A are required.  
Credits: 3  
Every Fall and Spring

EDI 71 Independent Study
Permission to take this course is based on particular criteria: 1) merit of proposed study, 2) cumulative or major average, 3) maturity of student; LE ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chairperson. The faculty member directing the project must be qualified in the area designated by the student and the choice of faculty with the previous stipulation is made by the student. Check with academic counselors for the scheduled offerings.  
Credits: 1 to 3  
On Occasion

EDI 360 Honors Advanced Elective
Honors College Advanced Electives are seminar type courses occasionally offered in a particular discipline.  
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.  
Credits: 3  
On Occasion

---

Health Education Courses

HE 201 Critical Health Issues I*
This course is a discussion of various health problems that are of greatest concern to individual, community, and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.  
*May be taken and recognized as Liberal Arts credit.  
Credits: 3  
Every Fall

HE 202 Critical Health Issues II
This course is an introduction to the major theories associated with mental health, methods of stress management, and methods of handling emotions in everyday life.  
Credits: 3  
Every Spring

HE 204 Human Sexuality and the Family
This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts an examination of the place and meaning of sexuality and the family in our education, lives and society.  
Credits: 3  
Every Fall and Spring

HE 205 Substance Abuse & Related Issues*
This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.  
*May be taken and recognized as Liberal Arts credit.  
Credits: 3  
Every Fall and Spring

HE 246 Health Education Independent Study
Advanced independent study and/or research in the field of health education. Student must have approval from the Chairperson. Student may receive between 1-4 credits. Credits are determined by faculty as well as course requirements. (For HPE majors only)  
For HPE majors only and Dept approval.  
Credits: 1 to 4  
On Occasion

HE 255 Nutrition for the K-12 Educator
This course provides students with an introduction to the basic principles of nutrition and their relationship to good health. Included is the following: the evaluation of current nutritional information and misinformation with emphasis on critical thinking to determine optimal dietary choices; the study of the major dietary goals and guidelines; and the examination of weight maintenance techniques, eating disorders, food labeling, food safety and special needs at various stages of life. An additional focus is on applying content material in a classroom setting for students in grades K-12.  
Credits: 3  
Every Fall

HE 280 Marriage and Parenting
This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to examine important information about attitudes, conflict and adjustments, planning a marriage, getting married, and what is entailed in order to make a legal, moral and religious commitment.  
Credits: 3  
Every Fall and Spring

HE 385 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.  
Must be in Honors College  
Credits: 3  
On Occasion

HE 386 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.  
Must be in Honors College  
Credits: 3  
On Occasion

HE 389 Honors Thesis
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director.  
Must be in Honors College  
Credits: 3  
On Occasion
On Occasion

**HE 390 Honors Thesis**
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director. 
Must be in Honors College
Credits: 3
On Occasion

**HED 261 Methods of Teaching Health Education**
This course is designed to enable to student to be prepared for student teaching. Students taking this course will know the foundations of health education and will be able to practice the skills of a health educator. The Health Education Behavioral Skills and Content Areas will be aligned with both the State and National Standards, Youth Risk Behaviors, and health teacher competency skills. The students will be provided the opportunity to develop and teach units of study, lesson plans, and performance strategies that promote life-long behaviors that lead to a high level of wellness.
Credits: 4
Every Spring

**Health and Physical Education Courses (Dual)**

**HPE 296 Student Teaching in Health Education and Physical Education**
This course is designed to meet the certification requirements for those students pursuing a double major in both Health Education and Physical Education. A minimum of 500 hours in teaching and observation is required. Students must be prepared to spend the entire school day in the public schools during the semester of registration in this course. 
Corequisite of HPE 298 and Dept approval is required
Credits: 8
Every Fall and Spring

**HPE 298 Student Teaching Seminar**
All Physical Education and/or dual Health Education & Physical Education students registered in student teaching must attend this mandatory weekly seminar that is designed to discuss lesson plans, units, current topics, and issues in the school setting. 
Corequisites of PED 297 or HED 297 or HPE 296 and Dept consent are required.
Credits: 2
Every Fall and Spring

**HPE 386 Honors Tutorial**
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director. 
Must be in Honors College
Credits: 3
On Occasion

**HPE 389 Honors Thesis**
In the Senior year, the Honors student works with a chosen instructor on the Honors Thesis. The Honors Thesis is a 3-credit, semester-long project in the major, which culminates in an extensive paper. Students must receive prior approval from the HPE Chairperson and the Honors Program Director. 
Must be in Honors College
Credits: 3
On Occasion

**Physical Education Skill Courses**

**PE 100 Tumbling and Apparatus I**
This course is designed to introduce students to the basic skills, strategies, and safety aspects in tumbling.
Credits: 1
On Occasion

**PE 102 Archery**
This course is designed to introduce students to the basic skills, strategies, and requirements for archery.
Credits: 1
On Occasion

**PE 103 Badminton**
This course is designed to introduce students to the basic skills, strategies, and rules as they pertain to the sport of badminton.
Credits: 1
On Occasion

**PE 104 Body Conditioning to Music**
The purpose of this course is for students to develop fitness through activities provided with music.
Credits: 1
On Occasion

**PE 105 Fitness and Conditioning (Beginning)**
The purpose of this course is to introduce students to all basic concepts involved in beginning fitness and conditioning. Students will learn to develop appropriate skills for life-long health and wellness.
Credits: 1
Every Fall and Spring

**PE 106 Fitness and Conditioning (All Levels)**
Students will examine the concepts involved in physical conditioning and will develop an appropriate exercise program. The course will also examine how diet, nutrition, stress, and lifestyle play a role in one's well-being.
Credits: 2
Every Fall and Spring

**PE 107 Racquetball/Paddleball**
Students will be introduced to and given the opportunity to improve the skills of racquetball. Of equal importance is the improvement of each student's knowledge of skill mechanics, rules, basic terminology, and strategy.
Credits: 1
On Occasion

**PE 108 Track and Field**
The goal of this course is to introduce students to skills, rules, and events of the sport of track & field.
Credits: 1
On Occasion

**PE 109 Squash**
Students will acquire and understand the basic skills, rules, and strategies of squash.
Credits: 1
On Occasion

**PE 111 Beginning Tennis**
The goal of this course is for students to learn the skills, strategies, and tactics as they pertain to tennis in a fun and active way. Students will practice all basic skills and apply them to game situations as the course progresses.
Credits: 1
Every Fall and Spring

**PE 112 Intermediate Tennis**
The purpose of this course is to increase the basic skill levels of the students by introducing them to more advanced tennis strategies. 
Prerequisite of PE 111 is required.
Credits: 1
On Occasion

**PE 113 Fencing**
The purpose of this course is to help students achieve basic skill competencies in fencing.
Credits: 1
On Occasion

**PE 114 Golf**
The purpose of this course is for students to learn and understand the basic skills, rules, strategies, and etiquette of golf.
Credits: 1
On Occasion

**PE 115 Contemporary/Social Dance**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Session</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 118</td>
<td>Horseback Riding (Advanced)</td>
<td>1</td>
<td>Every Fall</td>
<td>Prerequisite of PE 117 or instructor’s permission required.</td>
</tr>
<tr>
<td>PE 120</td>
<td>Beginning Karate and Self Defense</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 123 or permission of instructor required.</td>
</tr>
<tr>
<td>PE 121</td>
<td>Karate and Self Defense (All Levels)</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 120 or instructor’s permission.</td>
</tr>
<tr>
<td>PE 122</td>
<td>Basic Swimming Instruction</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 122 or instructor’s permission.</td>
</tr>
<tr>
<td>PE 123</td>
<td>Intermediate Swimming</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 122 or instructor’s permission.</td>
</tr>
<tr>
<td>PE 124</td>
<td>Life Saving (Advanced)</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 123 or permission of instructor is required.</td>
</tr>
<tr>
<td>PE 125</td>
<td>A.R.C. Water Safety Instructor</td>
<td>2</td>
<td>On Occasion</td>
<td>Prerequisite of PE 124 or permission of instructor is required.</td>
</tr>
<tr>
<td>PE 126</td>
<td>Introduction To Hatha Yoga</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 125 or instructor’s permission.</td>
</tr>
<tr>
<td>PE 127</td>
<td>Hatha Yoga (All Levels)</td>
<td>1</td>
<td>On Occasion</td>
<td>Prerequisite of PE 126 or instructor permission required.</td>
</tr>
<tr>
<td>PE 128</td>
<td>Tai Chi</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 129</td>
<td>Basic Skin and Scuba Diving</td>
<td>2</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 130</td>
<td>Judo (Beginning)</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 131</td>
<td>Judo (Advanced)</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 132</td>
<td>Water Aerobics</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 133</td>
<td>Taekwondo (Beginner)</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 134</td>
<td>Kung Fu (Beginner)</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 135</td>
<td>Kung Fu (All Levels)</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 136</td>
<td>Aikido - the Passive Art of Self Defense</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 137</td>
<td>Skills - Track &amp; Field, Tennis, Volleyball,</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Badminton, Team Handball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 138</td>
<td>Aikido - the Passive Art of Self Defense</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>PE 139</td>
<td>Skills - Softball, Soccer, Lacrosse, Basketball,</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Football/Ultimate Frisbee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 140</td>
<td>Pilates Mat</td>
<td>1</td>
<td>On Occasion</td>
<td></td>
</tr>
</tbody>
</table>

This course will introduce students to the basic social dance steps as well as country and line dancing.

Credits: 1
On Occasion

**PE 116 Horseback Riding (Beginning)**
Students will have an opportunity to learn the basic skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.

Credits: 1
Every Fall

**PE 117 Horseback Riding (Intermediate)**
Students will have an opportunity to learn the intermediate skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.

Credits: 1
Every Fall

**PE 118 Horseback Riding (Advanced)**
Students will have an opportunity to learn advanced skills of horsemanship. Each student must have an approved riding helmet before riding. A separate stable fee applies.

Credits: 1
Every Fall and Spring

**PE 120 Beginning Karate and Self Defense**
This course will introduce students to beginning level Karate techniques and principles.

Credits: 1
On Occasion

**PE 121 Karate and Self Defense (All Levels)**
This course will introduce students with some martial arts background to intermediate level Karate techniques and principles. Prerequisite of PE 120 or instructor’s permission.

Credits: 1
On Occasion

**PE 122 Basic Swimming Instruction**
Students will be able to demonstrate American Red Cross beginning swimming skills, perform basic forms of rescue, and understand the importance of swimming as a lifetime recreational activity.

Credits: 1
On Occasion

**PE 123 Intermediate Swimming**
Students will be able to demonstrate American Red Cross intermediate swimming skills, perform basic forms of rescue, and understand the importance of swimming as a lifetime recreational activity. Prerequisite of PE 122 or instructor’s permission.

Credits: 1
On Occasion

**PE 124 Life Saving (Advanced)**
This ARC course covers the advanced skills and methods of rescue techniques. Prerequisite of PE 123 or permission of instructor is required.

Credits: 2
On Occasion

**PE 125 A.R.C. Water Safety Instructor**
This course covers the methods of teaching swimming at all levels of skill. Development of lesson plans and teaching strategies as well as swimming safety and first aid are included. Prerequisite of PE 124 or permission of instructor is required.

Credits: 2
On Occasion

**PE 126 Introduction To Hatha Yoga**
This course is an introduction to the physical practice of Hatha Yoga, its history, and philosophy. Practical applications to daily living are stressed, be it our physical activities, postural habits, breath quality, or mental and emotional states of being.

Credits: 1
Every Fall and Spring

**PE 127 Hatha Yoga (All Levels)**
This course is designed to acquaint students to the principles and philosophy of all levels of Hatha Yoga so that students experience greater body awareness and concentration. Prerequisite of PE 126 or instructor permission required.

Credits: 1
On Occasion

**PE 128 Tai Chi**
Tai Chi is an ancient Chinese system of exercise that is practiced for health and well-being.

Credits: 1
Every Occasion

**PE 129 Basic Skin and Scuba Diving**
This basic course prepares students for open water dives to become certified scuba divers. Course covers all lecture and pool requirements. A course fee may apply.

Credits: 2
On Occasion

**PE 130 Judo (Beginning)**
This course will introduce students to the basic concepts of beginning judo.

Credits: 1
On Occasion

**PE 131 Judo (Advanced)**
This course will introduce students to the concepts of advanced judo. Prerequisite of PE 130 or instructor’s permission required.

Credits: 1
On Occasion

**PE 132 Water Aerobics**
Students will be introduced to fitness concepts through exercise in water.

Credits: 1
Every Occasion

**PE 133 Taekwondo (Beginner)**
The purpose of this course is to introduce students to the philosophy of Taekwondo as well as the basic Taekwondo foot and hand techniques. This course will provide students the opportunity to advance one belt rank.

Credits: 2
On Occasion

**PE 134 Kung Fu (Beginner)**
This course will provide the student with an introduction to the history, philosophy, and basic techniques of Kung Fu.

Credits: 1
On Occasion

**PE 135 Kung Fu (All Levels)**
This course will cover the intermediate techniques of Kung Fu. Prerequisite of PE 134 is required.

Credits: 1
On Occasion

**PE 136 Aikido - the Passive Art of Self Defense**
Aikido is based on the principles of spiritual harmony and non-aggression. The course emphasizes non-collision or non-resistance against an opponent's force so that anyone can employ it with a minimum amount of physical strength. Self-defense is accomplished by movements performed with the relaxed integration of mind and body.

Credits: 1
On Occasion

**PE 137 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 138 Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee**
This course will introduce students to the art of teaching motor and sport skills in Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee. Students will be expected to acquire the basic skills of each activity and learn teaching strategies to effectively teach them to students.

Credits: 3
Every Fall

**PE 155 Pilates Mat**
Pilates Mat class offers the opportunity to learn a sequence of exercise principles and basics that lead to lifetime health benefits and physical fitness. Mat classes are also adaptable to those at any fitness level, and participants progress according to their
level of ability. In particular, this approach to fitness emphasizes strengthening the whole body, rather than developing some parts over others. Workouts promote body awareness and efficiency in a balance approach to develop core and muscle strength, increases in range of motion in the joints and flexibility. As such, Pilates classes appeal to a wide range of people who seek to strengthen and tone their bodies in a safe way.

Credits: 1
On Occasion

PE 190 Adventure Education

The goal of this course is for students to obtain the knowledge and skills that are needed to create a Project Adventure K-12 curriculum. Students will gain familiarity with the Project Adventure philosophy and activities. They will learn how to utilize cooperative games, adventure challenges, initiative problems, and trust-building activities to teach communication, cooperation, trust, and teamwork and meet New York State and National Standards for physically-educated individuals. Course is held off campus. Contact the HPE Department for further information. A separate fee applies payable the first day of class.

Credits: 2
Every Fall and Spring

PE 192 Basketball

This course is designed to introduce students to the basic skills, strategies, and rules of basketball.

Credits: 1
On Occasion

PE 193 Soccer

This course will introduce students to the skills, strategies, and tactics as they pertain to soccer. They will practice all basic skills and apply them into game situations as the course progresses.

Credits: 1
On Occasion

PE 194 Football

This course is designed to introduce students to the basic skills, strategies, and rules of football.

Credits: 1
On Occasion

PE 195 Lacrosse

The goal of this course is for students to learn all the skills, strategies, and tactics as they pertain to the sport of lacrosse. Students will practice all basic skills and apply them into all game situations as the course progresses.

Credits: 1
On Occasion

PE 196 Softball

This course is designed to introduce students to the basic skills, strategies, and rules of softball.

Credits: 1
On Occasion

PE 197 Baseball

The goal of this course is for students to gain the knowledge and skills needed to appreciate the game of baseball through the teaching of basic fundamentals and strategies.

Credits: 1
On Occasion

PE 198 Volleyball

This course is designed to introduce students to the basic skills, strategies, and rules of volleyball.

Credits: 1
On Occasion

PE 199 Field Hockey

This course is designed to introduce students to the basic skills, strategies, and rules of field hockey.

Credits: 1
On Occasion

Physical Education Courses

PE 141 Facility Management

This course will focus on planning, designing and financing of athletics facilities. In addition attention is accorded to the primary goals and objectives of facility managers. A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Fall

PE 142 Sports Marketing

This course focuses on the process of designing and implementing activities for the promotion and distribution of a sport product to a consumer. The principal steps in developing a marketing plan are outlined. A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Spring

PE 143 The Economics of Sports

This course will analyze contemporary sports using an economic approach. Issues such as the remuneration of professional athletes, the impact of competitive balance on team profits, the dichotomy and possible exploitation of student-athletes, and the pricing of television rights are subjected to economic analysis. Antitrust legislation and public financing of facilities are also critically examined. A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Fall

PE 144 Sports Law

This course will provide the student with a concentrated foundation for understanding the law and its relationship to organized athletics and sports management. Specific topics that will be highlighted include the impact of antitrust laws, personal service contracts, labor law, injury and liability, gender equity and sexual harassment. An examination of the role of legal services within the realm of sports organizations will be covered. A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Spring

PE 145 Sports Management Internship

Students will have an experience in the area of sports management at the college professional level or in the recreation advertising, marketing or facilities under the supervision of the program director. A prerequisite of 12 credits in Sports Management Minor is required.

Credits: 3
Every Fall and Spring

PE 180 Nutrition and Sports

This course is designed to integrate current scientific knowledge of nutrition and sports with the physiology of exercise/training. Students learn optimum nutrition requirements for various sports. This course will identify the physiological role of the macronutrients (protein, fat and carbohydrate) in exercise; the energy systems required for physical activity will be reviewed. Examined components will emphasize micronutrients (vitamin/mineral) and water as related to physical fitness and sports performance. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to determine body composition.

Not open to students enrolled BS in Food, Nutrition and Wellness Program

Credits: 3
On Occasion

PE 181 Program Design in Strength and Conditioning

The purpose of this course is to design, implement and test the effectiveness of a fitness & conditioning program design for a collegiate athlete. Students enrolled in this course will complete a comprehensive evaluation of a college varsity athlete’s current fitness levels and then learn the structure and progression of effective exercise programs, will design and write a personal conditioning program to help ascertain an optimal fitness level for the individual.

Pre requisite: HE 255, PE 105, , PE 203, PE 299, PE 180 and HPE 106PE 180 are required.

Credits: 3
On Occasion

PE 182 Practicum in Strength & Conditioning

The strength and conditioning practicum is designed to give students field experience in the strength and conditioning specialization. Students are required to complete 40 hours of fieldwork plus 5 hours of seminar.

Pre requisite: HE 255, PE 105, , 180, 181, 203, 299, HPE 106, BIO 7 and BIO 8 are required or permission from the department chair.

Credits: 1
On Occasion
PE 201 Introduction to Physical Education and Health Education
This course is an overview of the foundations and roles of physical education and sport and health in society. It focuses on the historical, philosophical, personal, and administrative aspects of physical education and sport. Emphasis will be placed on the scientific and scholarly disciplines that support the fitness, physical education and health education professions.
Credits: 3
Every Fall and Spring

PE 202 Responding to Emergencies: Comprehensive First Aid/CPR/AED
Students will learn basic knowledge and procedures for first aid, cardiopulmonary resuscitation, and the AED. Emphasis will be given to emergency conditions likely to occur in educational settings and sports-related traumas. Students may earn First Aid and CPR certification. Lecture, demonstration, and laboratory work are included.
Credits: 2
Every Fall and Spring

PE 203 Kinesiology and Biomechanical Analysis of Movement
This course is an introduction to the basic concepts of human motion, including anatomical and mechanical descriptions of movement. The course includes an analysis of basic locomotion and selected sports skills. Laboratory experiences develop competencies in error identification and correction for teachers of movement. Three hours lecture plus two hours laboratory per week. This course has an additional lab fee. Prerequisites BIO 7 and 8 or instructor permission are required.
Credits: 4
Every Fall

PE 240 Creative Games and Survey of Movement Program for Children
Creative Games is a new approach to play, which emphasizes cooperation rather than competition and combining elements of traditional games and sports with a humanistic view of interaction. Opportunities are provided for leading and refereeing creative games. Students explore the ways new games can be adapted for a variety of age groups, populations and a variety of settings. Students may elect to take this course for a second credit to observe and study a number of movement programs for preschool and elementary school-age children in a variety of settings.
Credits: 1 to 2
On Occasion

PE 241 Movement Education and Rhythms for Children
The purpose of this course is to provide for prospective preschool and elementary teachers the methods and materials to lead movement and rhythmic experiences.

Credtis: 3
On Occasion

PE 246 Physical Education Independent Study
Advanced independent study and/or research in the field of physical education. Student must have approval from the Chairperson. Student may receive between 1-4 credits. Credits are determined by faculty as well as course requirements. (For HPE majors only)
For HPE majors only and Dept approval.
Credits: 1 to 4
On Occasion

PE 254 Introduction to Movement/Dance Therapy
This course is designed to provide students with an experimental and didactic exposure to the field of dance therapy. The curriculum includes: (a) an examination of the historical framework and current developments in the field of dance therapy; (b) a comprehensive investigation of the psychophysical components of expressive movement; (c) the theory and process of dance therapy; and (d) a survey of dance therapy methods devised for specific populations in a range of clinical and educational settings.
Credits: 3
On Occasion

PE 255 Motor Learning and Development*
This course is a discussion of studies, concepts, and principles related to human motor behavior and learning. Physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors, and other aspects of skill learning are included. *Can be applied as liberal arts credit Pre requisite of HPE 201 is required.
Credits: 3
Every Spring

PE 256 Coaches Principles, Philosophy and Organization of Athletics in Education
This course focuses on the philosophies, principles, and methods of coaching college and public school sports as well as the rules and techniques of officiating.
Credits: 3
Every Fall and Spring

PE 257 Care and Prevention of Athletic Injuries
The course is an introduction to athletic training/sports medicine through basic methods of preventing, assessing, and treating common sports-related injuries. Prerequisite of PE 203 or BIO 118 is required.
Credits: 2
Every Fall

PE 293 Technology in Physical Education & Health Education
This course provides an introduction to the use of technology: specifically applications and software that are used in both physical education and health education.
Credits: 1
Every Spring

PE 295 Measurement and Evaluation
This course will focus on the purposes and principles of measurement and evaluation in physical education and health education. Emphasis will be geared toward selecting appropriate measurement instruments to evaluate individual and group performance. The statistical procedures required to organize, summarize, analyze and interpret data will be explored. Laboratory experiences are designed to support measurement theory. Prerequisites of HPE 201, PE 255, and PE 299 are required.
Credits: 3
Every Fall

PE 299 Exercise Physiology
This course is an introduction to the physiological basis of exercise and physical activity with practical applications of the concepts to the fields of health, physical education, and athletics. Laboratory experiences are designed to demonstrate the physiological effects of activity, and the use of measurement techniques will be included. Pre requisites: BIO 7, BIO 8 and PE 203 or permission of the instructor is required.
Credits: 4
Every Spring

PE 385 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director. Must be in Honors College
Credits: 3
On Occasion

PE 386 Honors Tutorial
In the Junior year, the student in the Honors Program selects a subject in the major for the Honors Tutorial. The Honors Tutorial is a three-credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is the exploratory research for the Honors Thesis. Students must receive prior approval from the HPE Chairperson and the Honors Program Director. Must be in Honors College
Credits: 3
On Occasion

PE 389 Honors Thesis
In the Senior year, the Honors student works with a
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 PED 260 and 12 credits in major are required. Credits: 3 Every Spring

PED 271 Sports Medicine Design
The purpose of this course is to provide students with the skills, knowledge, and experiences which will enable them to design, develop, and teach a basic introduction to sports medicine program in a high school setting. Credits: 3 On Occasion

PED 291 Coaching Practicum
The coaching practicum is designed to give students field experience in the coaching specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar. Completion of all degree requirements and corequisites of PED 297 and/or HPE 296 are required. Credits: 3 Every Fall and Spring

PED 294 Practicum in Specialization - Athletic Trainer
The athletic trainer practicum is designed to give students field experience in the athletic trainer specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar. Credits: 1 On Occasion

PED 295 Practicum in Specialization - Sports Medicine Design
The sports medicine design practicum is designed to give students field experience in the sports medicine design specialization. Students are required to complete 40 hours of fieldwork plus five hours of seminar. Credits: 1 On Occasion

PED 297 Student Teaching in Physical Education
This course is designed to meet the certification requirements of those students pursuing a major in Physical Education. A minimum of 360 hours in teaching and observing is required. Students must be prepared to spend the entire school day in the public schools during the semester of registration in this course. Corequisite of HPE 298 and Dept approval is required. Credits: 4 Every Fall and Spring

Special Education Courses

EDS 44 Introduction to the Study of the Exceptional Child
A basic introduction to childhood exceptionality. Designed to increase understanding of children who are considered to be exceptional - physically, emotionally or intellectually. Provides a basis for planning individual learning opportunities in regular and special classroom settings.

EDS 45 Teaching Students with Disabilities in Inclusive Classrooms
This course will introduce students to each of the 13 special education classifications as defined by the Individuals with Disabilities Education Act. Each disability category will be addressed with respect to causes, characteristics, and corresponding evidence-based interventions to be implemented within inclusive placements. The referral and evaluation process will be addressed along with the development of Individualized Family Service Plans and Individualized Education Programs. Specific attention will be given to positive behavior supports and interventions and strategies for collaborating with professionals and for developing systems that foster family engagement.

EDS 50 Creating Responsible Inclusive Classrooms
Inclusion represents one of the most significant challenges facing education in recent years. It requires change for general and special educators. Course will explore concept of inclusion, discuss it from theoretical and practical perspectives, and present strategies necessary for it to be successful. It will present inclusive practices for use by general educators, as well as special educators.

EDS 60 Literacy Development: Birth-Grade 6
Course will be concerned with strategies and resources for childhood language acquisition and current principles and practices in teaching literacy. Relevant approaches and research findings that can be used in the classroom setting will be explored. Students have the opportunity to observe and explore various ways literacy is used in the classroom. Credits: 3 Every Fall and Spring
EDS 62 Literacy Assessment for the Classroom
Teacher: Birth-Grade 6
This course will focus on acquainting students with current assessments used to identify reading problems, reading levels, and specific reading strengths and weaknesses of elementary school students in the classroom setting. Further emphasis will be placed on the use of current principles, practices, strategies, techniques, and the effective integration of technology in evaluating and treating the elementary school classroom student. Case studies will be developed and discussed.
Credits: 3
Every Fall and Spring

EDS 64 Linguistics Instruction for Educators in the Classroom K - Grd. 12
In this course students will examine language as a system, with particular focus on teaching in academically, culturally, and linguistically diverse classrooms. Students will consider teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Students will explore foundational approaches and techniques, based on theory and research for the teaching of first and additional languages from the perspective of linguistics and second language acquisition research. Emphasis is placed on building knowledge of the ways in which languages work in teaching and learning. Students will concentrate on spoken language development, including reading and writing, while exploring instructional technologies and computer-assisted language learning.
Credits: 3
Every Spring

EDS 75A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12
This course connects reading research and best practice for practical classroom application. Specifically, students will engage in discussions and assignments concerning assessment techniques that determine effective instructional strategies to develop and strengthen the literacy needs of the adolescent learner. Significant issues concerning literacy across the curriculum will be highlighted. Text reading and assignments involve approaches, experiences, techniques and materials relevant to broadening literacy skills of the adolescent learner.
Credits: 3
Every Fall
The College of Liberal Arts and Sciences is LIU Post's oldest, largest and most diverse academic unit. The liberal arts and sciences are the traditional core of LIU Post’s educational base and provide specialized learning in biology, chemistry, earth and environmental science, economics, English, foreign languages, history, interdisciplinary studies, mathematics, philosophy, physics, political science, psychology, and sociology. Through these comprehensive programs, the College fosters the expansion of knowledge, the excitement of creative thinking and the delight of intense intellectual exchange between students and faculty members.

The College's faculty includes more than 100 highly accomplished scholars, researchers and artists. What most unites these humanists, scientists, social scientists and mathematicians is a dedication to excellence in teaching. Classes are small and highly personalized. Students experience academics in a broad range of subject areas, explore multiple analytical strategies, learn to present ideas clearly and persuasively, and graduate with a degree that enhances their position in the professional world.

If you have questions, please contact the dean’s office at 516-299-2233 or fax: 516-299-4140.

Nathaniel Bowditch, Ph.D.
Dean
nathaniel.bowditch@liu.edu

Glynis Pereyra, Ph.D.
Associate Dean
glynis.pereyra@liu.edu
Biology in grades 7 to 12. In conjunction with the Education: Biology. This degree will satisfy the program in the College of Education, Information Studies and Science for these degrees. Part of concentrations in American Studies, Social and SAT/ACT scores. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Academic Policies
Transfer students entering with one semester of Organic Chemistry and one semester of Biochemistry will satisfy the one-year Organic Chemistry requirement. Transfer students please note that at least 15 advanced Biology credits must be taken in the Biology department at LIU Post. Candidates for the Bachelor of Art degree in Biology must complete BIO103, 104 and 105, by the end of their freshman year and BIO 107, 108, 109 and 110 by the end of their junior year. BIO 111 must be taken in the senior year. In addition, students must take a minimum of three advanced Biology courses, at least one course from the cell/molecular advanced electives (BIO 200-249) and at least one course from the ecology/evolution electives (BIO 250-289).

Undergraduate research courses (BIO 297, 298 & 299) may not be used as advanced Biology electives, but may be taken for general elective credit with the permission of the department chair. Qualified Juniors and Seniors (3.25 cumulative average) may take up to 12 credits of 500-level graduate courses to satisfy advanced Biology elective credits. Written approval is required from the appropriate academic counselor, chair, and dean. See Graduate Bulletin for listing of courses.

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.A. in 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 (MTH 7 4 credits required)
Scientific Inquiry & the Natural World (BIO 103 required)
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 3-4 credits cluster

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

Major Requirements

Required Biology Courses
All of the following:

BIO 103 General Biology I 4.00
BIO 104 General Biology II 4.00
BIO 105 Research Methods I 1.00
BIO 107 Genetics 4.00
BIO 108 Cell Biology 4.00
BIO 109 Ecology 4.00
BIO 110 Evolution 4.00
BIO 111 Capstone Seminar 1.00

Elective Cellular/Molecular Biology

Advanced Course
One of the following:
BIO 200 Comparative Physiology 4.00
BIO 201 Molecular Biology 4.00
BIO 203 Biology of Cancer 3.00
BIO 204 Histology 4.00
BIO 205 Developmental Biology 4.00
BIO 240 Special Topics in Cell/Molecular Biology 4.00
BIO 250 Microbiology 4.00

Elective Ecology/Evolution Advanced Courses
One of the following:
BIO 250 Microbiology 4.00
BIO 251 The Plant Kingdom 3.00
BIO 252 Invertebrate Zoology 4.00
BIO 253 Vertebrate Zoology 4.00
BIO 254 Vertebrate Paleontology 4.00
BIO 255 Marine Mammal Biology 4.00
BIO 260 Plant Structures and Function 3.00
BIO 261 Comparative Vertebrate Anatomy 4.00
BIO 270 Animal Behavior 4.00
BIO 271 Marine Biology 4.00
BIO 272 Biology of Parasitism 4.00
BIO 273 Field Botany 4.00
BIO 274 Conservation Biology 4.00
BIO 280 Tropical Field Studies 3.00
BIO 281 Tropical Marine Biology 3.00
BIO 290 Special Topics in Ecology/Evolution 3.00

Elective Advanced Course
One additional course from either
Cellular/Molecular Biology or
Ecology/Evolution Advanced courses

Required Co-Related Courses
All of the following:
CHM 3 Principles of Chemistry I 4.00
CHM 4 Principles of Chemistry II 4.00
CHM 21 Organic Chemistry I 4.00
CHM 22 Organic Chemistry II 4.00
CLA 6 Computer Literacy 3.00
MTH 7 Calculus and Analytic Geometry I 4.00
MTH 8 Calculus and Analytic Geometry II 4.00

AND one of the following courses:
PHY 3 University Physics I 4.00
PHY 4 University Physics II 4.00
OR
PHY 11 College Physics I 4.00
PHY 12 College Physics II 4.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. Biology
A major in biology will automatically fulfill the requirements for admission to almost all graduate programs as well as most medical, dental, and veterinary schools. This degree program covers the fundamentals of biology with opportunities to explore a wide range of subjects such as primate anatomy, human genetics, the plant kingdom, marine biology and microbiology.

Admission Requirements
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

Academic Policies
Transfer students entering with one semester of Organic Chemistry and one semester of Biochemistry will satisfy the one-year Organic Chemistry requirement. Transfer students please note that at least 15 advanced Biology credits must be taken in the Biology department at LIU Post.
Candidates for the Bachelor of Science degree in Biology must complete BIO103, 104, 105, by the end of their freshman year and BIO 106, 107, 108, 110 by the end of the junior year. BIO 111, BIO 298, and BIO 299 must be completed by the senior year. Candidates must maintain a GPA of 2.0 or higher.

Molecular Genetics-Cell Concentration:
Students in this concentration must take Bio 109 and four advanced Biology electives, three courses from the cell/molecular advanced electives (BIO 200-249) and at least one course from the ecology/evolution electives (BIO 250-289).

Ecology, Evolution, Behavior Concentration:
Students in this concentration must take Bio 109 and four advanced Biology electives, at least one course from the cell/molecular advanced electives (BIO 200-249) and three courses from the ecology/evolution electives (BIO 250-289).

Students interested in pursuing careers in ecology related fields are strongly advised to take BIO 297.

Pre-Medical Sciences Concentration:
Students in this concentration must take BMS 20, CHM 71, BIO 250, and four upper level electives from the following categories:

- ANATOMY/PHYSIOLOGY - Students must take either: BIO 200 or BIO 261.
- MOLECULAR BIOLOGY - Students must take either: BIO 201, BIO 203, BIO 205, or BIO 240.
- BIOMEDICAL SCIENCES - Students must take two of the following: BMS 51, BMS 80, BMS 212, BIO 200, BIO 201, BIO 203, BIO 205, BIO 240, or BIO 261.

It is advisable for Pre-Medical Sciences students to take the admission tests (MCAT, DAT, etc.) in the spring of their Junior year, and they should plan to complete their required Chemistry and Physics no later than the end of that year.

Qualified Juniors and Seniors (3.25 cumulative average) may take up to 12 credits of 500-level graduate courses to satisfy advanced Biology elective credits. Written approval is required from the appropriate academic counselor, chair, and dean. See Graduate Bulletin for listing of courses.

LIU Post Undergraduate Bulletin 2019 - 2020
### Major Requirements

#### Required Biology Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 105</td>
<td>Research Methods I</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 106</td>
<td>Research Methods II</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 108</td>
<td>Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Capstone Seminar</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Required Ecology Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

#### Required Co-Related Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Organic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>Organic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CLA 6</td>
<td>Computer Literacy</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 4</td>
<td>University Physics II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Students must choose a concentration area (Molecular Genetics / Cell, Ecology / Evolution / Behavior, or Pre-Medical Sciences).

### Molecular Genetics/Cell Concentration

#### Required Ecology Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

#### Required Cellular/Molecular Biology Courses

Three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>Comparative Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Molecular Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Biology of Cancer</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Histology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Pre-Medical Sciences Concentration

#### Required Pre-Medical Sciences Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 20</td>
<td>Introduction to Disease Processes</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Anatomy/Physiology Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>Comparative Physiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 261</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### Elective Molecular Biology Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Molecular Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Biology of Cancer</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Developmental Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Special Topics in Cell/Molecular Biology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Biomedical Sciences Advanced Courses

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>Comparative Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Molecular Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Biology of Cancer</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Developmental Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Special Topics in Cell/Molecular Biology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 261</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 51</td>
<td>Pharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 80</td>
<td>Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 212</td>
<td>Pathophysiology II</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.A. Interdisciplinary Studies
Concentration in Earth System Science

Earth System Science examines the interrelations of the lithosphere (solid Earth), hydrosphere (water, including oceans), biosphere (life), and atmosphere (air), recognizing the influence of human beings as agents of change. Students will obtain a scientific understanding of Earth systems through courses in geology, geography, biology and chemistry as well as an understanding of humans' relationship to the Earth through courses in the social sciences, including conservation, economics, and urban planning. With an understanding of the interrelations of the physical realms of the Earth, graduates will be prepared to develop solutions to help human beings use the Earth and its resources more wisely.

Admission Requirements
• **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. Interdisciplinary Studies
Program Code: 07093} {HEGIS: 4901.0}

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Self, Society & Ethics 3 credits
Power, Institutions & Structures 3 credits
Additional course from one 3-4 credits cluster

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

*Students in the Earth Systems subplan are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA. Some Core requirements may be completed as part of an individualized plan as determined by the Director of the Interdisciplinary Studies Program. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements
Students may choose either an Individualized Plan (subject to faculty approval) or choose from several pre-determined plans in either Earth System Science or Environmental Sustainability.

Individualized Plan
With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not currently offered. Students must also complete an Interdisciplinary Thesis (IDS 99). Interested students should see the Interdisciplinary Studies faculty advisor.

Earth System Science Plan

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Required Earth System Science Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Weather and Climate 4.00</td>
</tr>
<tr>
<td>ERS 17</td>
<td>Introduction to Geographic Information Systems 3.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>The Geography of Sustainable Development 3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Geography and the Global Citizen 3.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth 4.00</td>
</tr>
</tbody>
</table>

AND one of the following:

<table>
<thead>
<tr>
<th>Required Allied Science Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
</tr>
<tr>
<td>BIO 103 General Biology I 4.00</td>
</tr>
<tr>
<td>CHM 3 Principles of Chemistry I 4.00</td>
</tr>
</tbody>
</table>

Elective Science Courses
Three courses at least nine credits of the following:

<table>
<thead>
<tr>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109 Ecology 4.00</td>
</tr>
<tr>
<td>ERS 12 Meteorology 3.00</td>
</tr>
</tbody>
</table>

Environmental Sustainability Plan
The B.A. in Environmental Sustainability will allow students to understand how to advance societies and their cultural, economic, and technological activities in a sustainable manner concordant with the Earth's natural systems. The program is designed to provide students with a liberal arts and sciences perspective on environmentally sustainable human interactions with the natural world.

Major Requirements

<table>
<thead>
<tr>
<th>Required Environmental Sustainability Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
</tr>
<tr>
<td>BIO 103 General Biology I 4.00</td>
</tr>
<tr>
<td>BIO 104 General Biology II 4.00</td>
</tr>
<tr>
<td>ERS 1 Weather and Climate 4.00</td>
</tr>
</tbody>
</table>

GGR 16 Techniques of Cartography, Map-Reading, and Air-Photo Interpretation 4.00
GLY 6 Geology of the New York Region 3.00
GLY 12 Oceanography 4.00
GLY 14 Geomorphology: The Evolution of Landforms 3.00
GLY 15 The Geology of Groundwater Resources 3.00
GLY 23 Environmental Geochemistry 3.00
GLY 43 Sedimentology 3.00
GLY 47 Plate Tectons: "Our Wandering Continents" 3.00

Elective Social Science Courses
One of the following options:
**Option 1**

Three courses/nine credits of the following:

<table>
<thead>
<tr>
<th>Elective Social Science Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 18 Applications and Technical Issues in Geographic Information Systems 3.00</td>
</tr>
<tr>
<td>ERS 81 Research Topics in Earth Science 3.00</td>
</tr>
<tr>
<td>GGR 11 Introduction to Environmental Sustainability 3.00</td>
</tr>
<tr>
<td>GGR 21 Applied Conservation 3.00</td>
</tr>
<tr>
<td>GGR 25 Economic Geography 3.00</td>
</tr>
<tr>
<td>GGR 26 Introduction to Urban Geography 3.00</td>
</tr>
<tr>
<td>GGR 27 Sustainable Cities and Suburbs 3.00</td>
</tr>
</tbody>
</table>

Page 165 LIU Post Undergraduate Bulletin 2019 - 2020
Four courses/at least twelve credits of the Geology/Earth Science Track

Biology Track

One course/four credits of the following:

- ERS 11 Introduction to Environmental Sustainability 3.00
- GGR 17 Introduction to Geographic Information Systems 4.00

AND one of the following:

- ERS 21 Applied Conservation 3.00
- GGR 100 Senior Seminar in Environmental Sustainability 3.00

AND one of the following mathematics options:

- MTH 3 College Algebra and Trigonometry 4.00
- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00

Geology/Earth Science Track

Two courses/at least six credits of the following:

- BIO 107 Genetics 4.00
- BIO 109 Ecology 4.00
- BIO 271 Marine Biology 4.00
- BIO 274 Conservation Biology 4.00
- BIO 290 Special Topics in Ecology/Evolution 3.00

Social Science/Arts and Humanities Track

Two courses/at least six credits of the following:

- ECO 25 Economic Geography 3.00
- GGR 18 Application and Technical Issues in GIS 3.00
- GGR 27 Sustainable Cities and Suburbs 3.00
- GGR 28 Quantitative Methods in Geography 3.00
- GGR 29 Human Dimensions of Climate Change 3.00
- GGR 43 Geography of the United States and Canada 3.00
- GGR 61 Geography of Africa 3.00
- GGR 70 Geography of the People's Republic of China and Taiwan 3.00
- SOC 73 Environmental Sociology 3.00

Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00 (Individualized Plan), 2.00 (Earth System Science Plan), 2.00 (Environmental Sustainability Plan)
- Minimum Cumulative GPA: 2.00 (Individualized Plan), 2.00 (Earth System Science Plan), 2.00 (Environmental Sustainability Plan)

B.S. Interdisciplinary Studies:

Concentration in Environmental Science

Environmental science is the application of the physical and biological sciences to environmental problems. This program is for students who are interested in the scientific and technical aspects of environmental issues and who want to pursue a career as an environmental scientist. The science foundation courses in geology, biology, chemistry, climate and weather, conservation, and geographic information systems provide students with the conceptual tools to work in a multidisciplinary setting on environmental problems. Students may pursue a specific focus in their electives or choose a broad approach to their study of the Earth’s physical and biological environment.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.
All of the following:

**Required Environmental Science Courses**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS</td>
<td>1</td>
<td>Weather and Climate</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS</td>
<td>11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS</td>
<td>17</td>
<td>Introduction to Geographic Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ERS</td>
<td>18</td>
<td>Applications and Technical Issues in Geographic Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY</td>
<td>1</td>
<td>The Dynamic Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY</td>
<td>2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY</td>
<td>23</td>
<td>Environmental Geochemistry</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND one of the following options:

**CHM 21** Organic Chemistry I | 4.00
**CHM 22** Organic Chemistry II | 4.00

**OR**

**CHM 25** Basic Organic Chemistry | 4.00

**Elective Science Courses**

**Twenty credits of the following:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>105</td>
<td>Research Methods I</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO</td>
<td>106</td>
<td>Research Methods II</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>107</td>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>108</td>
<td>Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>110</td>
<td>Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>111</td>
<td>Capstone Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO</td>
<td>250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>251</td>
<td>The Plant Kingdom</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>252</td>
<td>Invertebrate Zoology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>253</td>
<td>Vertebrate Zoology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>254</td>
<td>Vertebrate Paleontology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>255</td>
<td>Marine Mammal Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>260</td>
<td>Plant Structures and Function</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>261</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>270</td>
<td>Animal Behavior</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>271</td>
<td>Marine Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>272</td>
<td>Biology of Parasitism</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>273</td>
<td>Field Botany</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>274</td>
<td>Conservation Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>280</td>
<td>Tropical Field Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>281</td>
<td>Tropical Marine Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>290</td>
<td>Special Topics in Ecology/Evolution</td>
<td>3.00</td>
</tr>
<tr>
<td>BIO</td>
<td>297</td>
<td>Experimental Design and Data Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO</td>
<td>298</td>
<td>Undergraduate Research I</td>
<td>2.00</td>
</tr>
<tr>
<td>BIO</td>
<td>299</td>
<td>Undergraduate Research II</td>
<td>2.00</td>
</tr>
<tr>
<td>CHM</td>
<td>24</td>
<td>Spectroscopic Identification of Organic Compounds</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM</td>
<td>37</td>
<td>Quantitative Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>38</td>
<td>Analytical Instrumentation</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>39</td>
<td>Forensic Instrumentation</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>55</td>
<td>Physical Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM</td>
<td>56</td>
<td>Physical Chemistry II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**CHM 71** Basic Biochemistry | 4.00
**CHM 86** Literacy in the Experimental Sciences | 3.00
**CHM 93** Chemical Research I | 2.00
**CHM 94** Chemical Research II | 2.00
**ERS 3** Oceanography | 4.00
**ERS 21** Applied Conservation | 3.00
**ERS 81** Research Topics in Earth Science | 3.00
**GLY 6** Geology of the New York Region | 3.00
**GLY 11** Introduction to Marine Geology | 3.00
**GLY 13** Structural Geology | 4.00
**GLY 14** Geomorphology: The Evolution of Landforms | 3.00
**GLY 15** The Geology of Groundwater Resources | 3.00
**GLY 21** Mineralogy | 4.00
**GLY 22** Igneous and Metamorphic Petrology | 4.00
**GLY 24** Optical Mineralogy | 2.00
**GLY 25** Economic Geology | 3.00
**GLY 26** Earth Materials: Minerals and Rocks | 3.00
**GLY 29** Global Climate Change | 3.00
**GLY 33** Field Geology | 3.00
**GLY 39** Vertebrate Paleontology | 3.00
**GLY 41** Paleontology | 4.00
**GLY 42** Stratigraphy | 3.00
**GLY 43** Sedimentology | 3.00
**GLY 44** The Ice Age: Pleistocene Geology | 3.00
**GLY 45** Micropaleontology | 4.00
**GLY 46** Paleoclimatology | 4.00
**GLY 49** Environmental Geology | 3.00
**GLY 50** Engineering and Environmental Geology | 3.00
**GLY 100** Geology Tutorial | 3.00
**MTH 7** Calculus and Analytic Geometry I | 4.00
**MTH 8** Calculus and Analytic Geometry II | 4.00
**PHY 3** University Physics I | 4.00
**PHY 4** University Physics II | 4.00

**AND/OR only one of the following may be used to satisfy this requirement:**

**BIO 141** Biostatistics | 3.00
courses with required Education courses including 24 credits of co-related science and mathematics in Adolescence Education: Biology (Grades 7 to 12). Students seeking to teach Biology and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Biology (Grades 7 to 12). This degree combines 31 credits of Biology, 24 credits of co-related science and mathematics courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Earth System Science

B.S. in Childhood Education (Grades 1 to 6) with Concentration in Earth System Science

Students seeking to teach Earth Science and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Earth Science (Grades 7 to 12). This degree combines at least 30 credits of Earth Science, 10 credits of co-related chemistry and geography courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

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

Students seeking to be initially certified to teach Biology and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Biology (Grades 7 to 12). This degree combines 31 credits of Biology, 24 credits of co-related science and mathematics courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

Minimum Cumulative GPA: 2.00 (Environmental Science Plan)

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major GPA: 2.00 (Individualized Plan), 2.00 (Environmental Science Plan)

Joint Programs with College of Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Science

B.S. in Childhood Education (Grades 1 to 6) with Concentration in Science

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Science. This 32-credit program consists of two laboratory courses in each of the following four areas: Biology, Chemistry, Earth Science/Geology, and Astronomy/Physics. In this liberal arts and sciences concentration you will gain the broad intellectual background and laboratory training necessary to provide students in the early grades with a basic understanding of the sciences, along with the powers of analysis and synthesis that are vital to mastering any discipline. You will study the marvels of human anatomy and physiology. You will explore the universe through courses in astronomy and physics. This interdisciplinary approach will not only prepare you to introduce young students to the excitement of scientific inquiry; it will empower you to assist students in integrating ideas and skills, and in developing lifelong a foundation for critical thinking. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Science, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Social Studies

B.S. in Childhood Education (Grades 1 to 6) with Concentration in Social Studies

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Social Studies. This 30-credit program consists of courses from Economics, History, Geography, Political Science and Sociology/Anthropology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Social Studies, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: Earth Science (Grades 7 to 12)

Students seeking to be initially certified to teach Earth Science and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Earth Science (Grades 7 to 12). This degree combines at least 30 credits of Earth Science, 10 credits of co-related chemistry and geography courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

MINORS

Minors: Biology

Undergraduate students who are pursuing a major in another subject area can apply 25 credits of elective courses toward a minor in Biology. A minor adds value to your degree and a competitive edge in the job market by providing you with
additional skills and enhanced knowledge in another field of study.

**Minor in Biology Requirements**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 108</td>
<td>Cell Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Evolution</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Capstone Seminar</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 25
Minimum Minor GPA: 2.25

**Minor: Earth Science**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply 18 to 20 credits of elective courses toward a minor in Earth Science. This minor is designed for students who have an interest in the physical sciences of the Earth and would like to take courses in climate and weather, conservation, geology, and cartography in addition to their major field of study.

The minor in Earth Science adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Earth Science Requirements**

**Required Earth Science Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Weather and Climate</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Planet Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective Earth Science Courses**

**One course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGR 11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 12</td>
<td>Meteorology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 16</td>
<td>Techniques of Cartography, Map-Reading, and Air-Photo Interpretation</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective one course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLY 13</td>
<td>Structural Geology</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 14</td>
<td>Geomorphology: The Evolution of Landforms</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**GLY 15** The Geology of Groundwater Resources 3.00

**GLY 21** Mineralogy 4.00

**GLY 22** Igneous and Metamorphic Petrology 4.00

**GLY 23** Environmental Geochemistry 3.00

**GLY 41** Paleontology 4.00

**GLY 42** Stratigraphy 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 18-20
Minimum Minor GPA: 2.25

*This minor is not open to students minoring in Geology or students majoring in Geology, Geography, Interdisciplinary Studies: Environmental Science and Adolescence Education: Earth Science.

**Minor: Environmental Sustainability**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (16-19 credits) toward a minor in environmental sustainability. This minor offers students an interdisciplinary framework for assessing local and global environmental problems. Students in the environmental sustainability minor examine the scientific, cultural, ethical, and policy aspects of sustainability. Course work offers students a range of professional skills for analyzing and creatively managing threats to environmental sustainability.

**Minor: Environmental Sustainability Requirements**

**Required Environmental Sustainability Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Weather and Climate</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS/ 11</td>
<td>Introduction to Environmental Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR</td>
<td>Environmental Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Environmental Sustainability Courses**

**Three courses/nine credits of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 2</td>
<td>Planet Earth (or GLY 1)</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 21</td>
<td>Applied Conservation</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERS 27</td>
<td>Sustainable Cities and Suburbs</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERS 29</td>
<td>Global Climate Change</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>The Geography of Sustainable Development</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Minor: Geography**

Undergraduate students who are pursuing a major in another subject area can apply 20 credits of elective courses toward a minor in Geography. Geography is the study of the Earth’s features and humans’ relationship with the Earth. The minor in Geography adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Geography Requirements**

**Required Earth Science/Geography Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Weather and Climate</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 2</td>
<td>Planet Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GGR 1</td>
<td>The Geography of Sustainable Development</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Geography Courses**

At least two courses/six credits from all GGR courses excluding GGR 1, 2, 3, 4, 85, 303, 304

**Credit and GPA Requirements**

Minimum Total Credits: 20
Minimum Minor GPA: 2.25

*Not open to students majoring in Interdisciplinary Studies: Environmental Science

**Minor: Geology**

Undergraduate students who are pursuing a major in another subject area can apply 17 to 19 credits of elective courses toward a minor in Geology. Geology is the study of the solid Earth and oceans, interactions with the atmosphere and

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLY 29</td>
<td>Global Climate Change</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Students may also choose one of the following courses as an elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109</td>
<td>Ecology</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 274</td>
<td>Conservation Biology</td>
<td>4.00</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 125</td>
<td>U.S. Environmental History</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 28</td>
<td>Environmental Philosophy</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>
climate, the Earth’s history, and the dynamic processes that make the Earth ever-changing. This minor is available for those students who would like to combine the study of the Earth with their major field.

**Minor in Geology Requirements**

**Required Geology Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLY 1</td>
<td>The Dynamic Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective Geology Courses**

At least three courses/nine credits from all GLY courses excluding GLY 1, 2, 301, 302

---

**Credit and GPA Requirements**

Minimum Total Credits: 17

Minimum Minor GPA: 2.25

*Not open to students minoring in Earth Science or students majoring in Geography, Interdisciplinary Studies; Environmental Science or Adolescence Education: Earth Science

**Minor: Global Climate Change**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (17-18 credits) toward a minor in Global Climate Change. This minor offers students an interdisciplinary framework for assessing global climate change. Students in the global climate change minor will learn how the Earth’s climate system works and its characteristic weather patterns. Students will become familiar with the history of climate and analyze the evidence for that history. Students will learn about the climate of the industrial era, the evidence for perturbations to climate, projections for future climate and other impacts such as changing sea level and modified rainfall patterns. Students will consider the impacts of climate change on societies and ecosystems and learn about possible strategies to limit climate change and/or adapt to it. Students will grapple with the difficult social, economic and political realities that must be overcome to fully address long-term global climate change. Students in any major can benefit from pursuing this minor – not only professionally but in their own personal life by understanding their own carbon footprint. This minor can complement any major, adding value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Global Climate Change Requirements**

**Required Global Climate Change Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>Weather and Climate</td>
<td>4.00</td>
</tr>
<tr>
<td>ERS 29</td>
<td>Global Climate Change</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND one course from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 2</td>
<td>Planet Earth</td>
<td>4.00</td>
</tr>
<tr>
<td>GLY 1</td>
<td>The Dynamic Earth</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective Global Climate Change Courses**

One course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 12</td>
<td>Meteorology</td>
<td>3.00</td>
</tr>
<tr>
<td>GLY 2</td>
<td>History of the Earth</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 17-18

Minimum Minor GPA: 2.25
Biology Courses

BIO 1 Foundations of Biology I
An introduction to the basic biological principles underlying the ways in which living organisms function. Topics such as the scientific method, cellular metabolism, cell division, heredity, and genetic engineering will be covered.

Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Credits: 4
Every Fall, Spring and Summer

BIO 2 Foundations of Biology II
An introduction to biodiversity and the basic evolutionary and ecological principles underlying the ways in which populations, communities, and ecosystems function. Topics such as population growth, natural selection, animal behavior, and food webs will be covered. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Pre-requisite of BIO 1 is required.
Credits: 4
Every Fall, Spring and Summer

BIO 5 Foundations of Biology: Ethology, Ecology, and Evolution
An introduction to the basic principles underlying Cellular and Molecular Biology. The course is intended to provide students not majoring in Biology with the opportunity to focus on specific sub-disciplines of their interest. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Credits: 4
Every Fall, Spring and Summer

BIO 7 Human Anatomy and Physiology I
This course covers the structure and function of the human body, including basic biochemistry, cell structure, cell division, cell respiration, tissue composition, genetics, and the nervous and endocrine systems. Laboratory focuses on relevant physiological experiments and histology. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Credits: 4
Every Fall, Spring and Summer

BIO 8 Human Anatomy and Physiology II
This course covers the body’s organ systems in detail, including the musculoskeletal, cardiovascular, lymphatic, immune, respiratory, excretory, digestive, and reproductive systems. Relevant dissection, histological studies, and physiology are all featured in the laboratories. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Pre-requisite BIO 7 is required.
Credits: 4
Every Spring and Summer

BIO 9 Gross Primate Anatomy
This course is an advanced laboratory study of primate morphology with heavy emphasis on human morphology. The detailed structure of all human organs and organ systems is thoroughly covered. A representative primate specimen is dissected. Cannot be used for Biology elective credit.
Two hours lecture, two hours laboratory.
Pre-requisite of not having taken (BIO 16 or BIO 118) and BIO 7 and BIO 8 or BIO 261 is required.
Credits: 3
Every Fall

BIO 10 Primate Sectional Anatomy
This course is a detailed laboratory study of primate sectional anatomy with emphasis on human sectional anatomy. Transverse, sagittal, and frontal whole body sections of a representative primate are studied. Cannot be used for Biology elective credit.
Four hours laboratory.
Pre-requisite of not having taken (BIO 19 or BIO 119) and BIO 9 is required.
Credits: 3
Every Spring

BIO 85 Literacy in the Experimental Sciences
This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their broader approaches to science and its meaningful communication. This course provides and overview of how knowledge is acquired and presented in the laboratory sciences. Same as CHM 86 and ERS 85.
Credits: 3
Every Fall

BIO 97 Ecological Resilience
In this course, students will develop skill in asking and addressing ecological hypotheses. This course is what is known as a course-based undergraduate research experience (CURE). The focus of our research will be on ecological resilience, or the ability of an ecosystem to withstand disturbance without altering its self-organized processes or structures. In other words, after a disaster or after local climates change, can the ecosystem return to what it once was? If not, what new processes and communities emerge? Students will work in small groups to investigate hypotheses of their own design, and will develop critical skills in evaluating scientific literature as well as scientific presentation.
Credits: 3
On Occasion

BIO 103 General Biology I
Processes fundamental to all living things such as energy utilization, growth, development, and reproduction will be examined from the perspective of the cellular and molecular mechanisms involved. The goal will be a comprehension of the functioning of the living organism as embedded in the integration of these fundamental biological mechanisms. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Credits: 4
Every Fall and Spring

BIO 104 General Biology II
This course introduces patterns and processes of organisms and groups of organisms with emphasis on their origin, evolution, and the relationships among them and their environments. Topics include evolution, population genetics, systematics, animal behavior and ecology. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Pre-requisite BIO 103 is required. Pre-requisite of not having taken BIO 1S or BIO 4 is required.
Credits: 4
Every Fall and Spring

BIO 105 Research Methods I
This course will cover aspects of the scientific method as it relates to biology. Students will read primary scientific literature, attend departmental seminars, and write and give oral critiques of the research seminars. Emphasis is placed upon establishing competency in reading and communicating the science of biology.
Credits: 1
Every Fall and Spring

BIO 106 Research Methods II
This course emphasizes the scientific nature of biology and hypothesis testing. The course focuses on experimental design, data collection and quantitative analysis, and interpretation and discussion of results. Students will learn to write scientific manuscripts and proposals as well as to prepare posters and oral presentations of results. Pre-requisite of BIO 103 & 105 are required.
Credits: 3
Every Spring

BIO 107 Genetics
This course is a study of Mendelian inheritance, multiple gene inheritance, gene structure and function, gene mapping mutation, gene regulation, evolutionary genetics and other basic concepts in
BIO 106 Cell Biology
Cell biology covers ultrastructure, structure-function relations, and the coupling and regulation of various processes in living cells. Specific topics include cellular energetics, regulation of metabolic processes, organization of cellular structures, and cell - to - cell communication. BIO 108 may be taken in the same semester as BIO 107.

Three hours lecture, three hours laboratory. Pre-requisites of BIO 103, 104 and Pre-requisite or Co-requisite of BIO 107 are required.
Credits: 4
Every Fall

BIO 109 Ecology
This course is an introduction to relationships existing among organisms and between organisms and their environment. Emphasis is placed on learning the basic ecological processes that govern the distribution and abundance of organisms on the earth. Laboratory stresses the experimental approach to ecology. Students research a topic, design and conduct their own experiments, analyze results, and write papers.

Three hours lecture, three hours laboratory. Pre-requisite BIO 103 and BIO 104 are required.
Credits: 4
Every Fall

BIO 110 Evolution
This course takes a mechanisms approach to evolution. The class begins with the Hardy-Weinberg principle and then examines the various processes that affect allele frequencies in populations over time, such as genetic drift, gene flow, natural selection, sexual selection, and mutation. Other topics are examined, such as speciation and systematics.

Three hours lecture, three hours laboratory/discussion. Pre-requisite of BIO 107 is required.
Credits: 4
Every Spring

BIO 111 Capstone Seminar
Students take this course in the senior year. The course requires students to attend regularly scheduled department seminars. Students read research articles to prepare themselves for seminars and are required to submit written summaries and critiques from these seminars. Students also review core concepts from ecology, evolution, cell and molecular biology, as well as genetics to prepare themselves for the Biology Department's comprehensive qualifying exam, taken as partial fulfillment of the requirements for this course.

Prerequisites of BIO 107, 108, and 110 are required.
Credits: 1
Every Fall and Spring

BIO 121 Human Genetics in Health and Disease
Basic concepts of genetics are used as a starting point for topics such as the nature of inherited conditions, genetic predisposition and its interpretation and genetic interventions. The course will include classical genetic approaches as well as basic molecular concepts of gene action, population genetics and advances such as DNA fingerprinting, gene chip analysis and manipulation of gene expression. In introductory course for majors and non-majors.

Prerequisites of BIO 7,8 or BIO 103,104 are required.
Credits: 3
On Occasion

BIO 141 Biostatistics
This course covers fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their use in biological and medical research. Not open to students who have completed or are taking MTH 19 or MTH 23.

Same as MTH 41.
Credits: 3
Every Fall

BIO 200 Comparative Physiology
This course is a study of the basic functions and mechanisms of action of tissues, organs, and organ systems. Emphasis is placed on homeostatic processes and the physiological adaptations to environmental factors.

Three hours lecture, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 201 Molecular Biology
This course is a study of nucleic acid and protein structures, and complex aggregates such as collagen, chromatin, and viruses. Basic concepts in DNA replication, DNA repair, transcription, translation, gene regulation, gene exchange and rearrangement including recombinant DNA technology. Three lecture hours, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 203 Biology of Cancer
Several topics, such as genetics, immunology, cell biology, virology, and chemical pollution of the environment, are treated within the context of their relevance to investigating and understanding the nature of cancer.

Pre-requisite of BIO 107 is required.
Credits: 3
On Occasion

BIO 204 Histology
This course covers the structure and function of the tissues and organs of the body as revealed by microscopic analysis. Three hours lecture, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 205 Developmental Biology
This course covers the developmental processes of animals from gamete to the establishment of the principal organ systems. Laboratory includes study of frog, chick and pig development.

Three hours lecture, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 240 Special Topics in Cell/Molecular Biology
Different faculty members will cover different topics in cell or molecular biology in various semesters in lecture or seminar format. The specific topic will be announced in advance and the student may take the course only once.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits. Pre-requisite of BIO 107 is required. Credits: 3 to 4
On Occasion

BIO 250 Microbiology
This is a study of the morphology, physiology, biochemical activities, ecology, and classifications of microorganisms (viruses, bacteria, fungi, and protista). Includes the study of pathogenic and economically useful forms, and methods of culture, identification, sterilization and bacteriological analyses.

Three hours lecture, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 251 The Plant Kingdom
A survey of the major plant groups from an evolutionary perspective with emphasis on trends in anatomy, gross structure, and reproductive strategies. Evidence from fossil record is examined. The course includes both lab and field exercises. Two hours lecture, two hours laboratory/field work. Pre-requisite of BIO 107 is required.
Credits: 3
On Occasion

BIO 252 Invertebrate Zoology
This course covers major invertebrate phyla with emphasis on evolution, taxonomy, structure, physiology, ecology and laboratory dissection of representative types.

Three hours lecture, three hours laboratory. Pre-requisite of BIO 107 is required.
Credits: 4
On Occasion
BIO 253 Vertebrate Zoology
This course is an introduction to the phylum chordata with an emphasis on the vertebrates. Evolutionary relationships among the vertebrates are considered as well as aspects of ecology, behavior, anatomy, and physiology. Field and laboratory studies, utilizing mainly fish, amphibians, reptiles, and small mammals, emphasize the ecology, behavior and physiology of vertebrates.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 254 Vertebrate Paleontology
Paleobiology and past history of major groups of vertebrates. Emphasis is on the processes of vertebrate evolution from ancient fishes to extinct mammals through geological time. Diversification patterns, extinction, and environmental implications are all considered.
Same as GLY 39.
Three hours lecture, three hours laboratory/museum visits.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 255 Marine Mammal Biology
This course will cover biology of the major groups of marine mammals, including cetaceans, pinnipeds and sirenians, as well as the sea otter and polar bear. Topics to be covered include evolutionary history and adaptation to the marine environment, thermoregulation, locomotion and foraging, diving physiology and behavior, communication and sensory systems, social behavior, reproduction, energetics, distribution patterns, exploitation and conservation.
Three hours lecture, three hours laboratory/museum visits.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 260 Plant Structures and Function
This course is an introduction to the form and function of the plant body, including morphology and anatomy, primary and secondary growth and differentiation, floral development and structure, photosynthesis, mineral nutrition, hormone action, transport, gas exchange, and metabolism.
Two hours lecture, two hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 3
On Occasion

BIO 261 Comparative Vertebrate Anatomy
Fundamentals of the taxonomy, morphology, and evolution of the chordates from a comparative point of view. Laboratory includes study and dissection of selected protochordates and representative vertebrates, including lamprey, shark and mud puppy and cat.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 270 Animal Behavior
The adaptive, evolutionary, and physiological nature of animal behavior. Ecological as well as comparative, hormonal and neurological aspects of behavior are covered in lecture and laboratory.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 271 Marine Biology
This course introduces life in marine waters. Topics include physical biological properties of marine waters, identification and characteristics of major groups of marine plants and animals, adaptive modifications to marine environments and the special nature and diversity of marine ecosystems.
Field and laboratory work emphasizes methods of collecting, sampling, and analyzing marine organisms.
Three hours lecture, three hours laboratory/fieldwork.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 272 Biology of Parasitism
This course in an introductory study of the adaptations, ecology, and life histories of parasitic protozoans, invertebrates, and plants. Human-parasite interaction from an ecological and evolutionary perspective will be emphasized.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 273 Field Botany
This course is a study of the kinds of vascular plants and their ecological relationships. Study indicates representative families, community ecology, and methods of identification, evolution, systematic, and nomenclature.
Three hours lecture, three hours fieldwork.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 274 Conservation Biology
This course will provide biology and environmental science students with an overview of the rapidly growing field of conservation biology. We will focus on biological processes of relevance to conservation at the species, population and community levels, including evolution, population genetics, and ecology. The major threats to global biodiversity will be examined, as well as various actions that have been taken to slow its loss. We will also introduce management issues such as sustainable development, reserve design and conservation law enforcement. Laboratory sessions will utilize materials available through the American Museum of Natural History's Center for Biodiversity and Conservation program for Conservation Educators, including problemsolving exercises, debates, and web-based interactive exercises. Students will work in small groups on these assignments, and present their results to the class. In addition, students will read articles from the primary literature and lead discussions of these papers, answering questions designed to extract the main points from each.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 107 is required.
Credits: 4
On Occasion

BIO 280 Tropical Field Studies
This course is designed to provide students interested in tropical environments with brief but intense experience in a variety of terrestrial, arboreal, and aquatic habitats. The focus of this course will be on project-oriented field studies (observational and experimental) that incorporate and emphasize the scientific method. Student projects will address issues of interest in ecology and tropical biology. These projects may involve 1) the entire class, 2) small groups of students, 3) individuals. Another important component of this course will involve learning about the indigenous people of region studied (e.g., ethnobotany). Length of course varies based on location. This course has special travel fees.
Prerequisite of one 100-level Biology course or permission of instructor is required.
Credits: 3 to 4
On Occasion

BIO 281 Tropical Marine Biology
A field travel course to the Indo-Pacific or Caribbean which focuses on the ecology of coral reefs. Biodiversity of the fish, invertebrates and algae, and the nature of their interactions are emphasized. Length of course varies based on location. This course has special travel fees.
Prerequisite of one 100-level Biology course or permission of instructor is required.
Credits: 3
On Occasion

BIO 290 Special Topics in Ecology/Evolution
Different faculty members will cover different topics in fields related to ecology and/or evolution in various semesters in lecture or seminar format. The specific topic will be announced in advance and the student may take the course only once.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Prerequisites of BIO 107, 108, and 110 are required.
Credits: 3 to 4
On Occasion

BIO 297 Experimental Design and Data Analysis
This course will cover elements of experimental
philosophical level (why do we think/feel/behave?) and on a physiological level (how do we think/feel/behave?). The main focus of this class will be the physiological aspects of the mind, including basic neurobiology, an introduction to the endocrine system (glands and hormones) and the expression of typical behaviors.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

BIO 423 Evolution: Basic Concepts and Modern Evidence

The intention of this course is to introduce students to the basic concepts in evolution as well as to explore the most recent evidence supporting the theory. Evolution is without a doubt the most significant unifying concept in Biology, yet it remains controversial and poorly understood in the lay public, and even among scientists. There is a longstanding and heated debate between evolutionary scientists and creationists that continue to rage today. Creationists attempt to legitimate "Intelligent Design" as a valid alternative to the theory of evolution, while scientists assert that, unlike the theory of evolution, which can be tested by experiment and observation, "Intelligent Design" is based upon premises that cannot be tested. The aim of this course is to deemphasize the theory of evolution by focusing on mechanisms and evidence.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

BIO 424 Modern Genetics

The course will discuss fundamental genetic concepts and how they apply to modern DNA technology. Topics covered will include DNA replication, transcription, translation, gene expression, phylogenetics and genomics and how they relate to such advances as PCR, DNA sequencing, gene mapping, cloning, genetically modified organisms and microarray analysis.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

ERS 1 Earth Science I

This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.

Same as GGR 3. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4
Every Fall, Spring and Summer

ERS 2 Earth Science II

Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography. Not open to students who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs. Not open to students who have already completed Geology 1.

Same as GGR 4. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4
Every Fall, Spring and Summer

ERS 4 Environmental Sustainability Science

This course addresses the Earth systems that human society depend on and that are affected by human activity including mineral and energy resources, water resources, soil and food resources, water, air, and soil pollution, global climate change, storm and coastal hazards, and seismic hazards. Three hours lecture; three hours laboratory. Same as Evs 4

Credits: 4
Not Set

ERS 8 Our Unstable Earth: Continental Drift and Plate Tectonics

A non-specialist course designed to describe and explain the structure of the earth, the origins of the theory of continental drift and modern ideas on seafloor spreading, plate tectonics, and crustal regeneration which have "revolutionized" the earth sciences.

Credits: 3
On Occasion

ERS 11 Introduction to Environmental Sustainability

How can science and public policies create healthier human-environment relationships? Using an interdisciplinary approach, this course explores contemporary (regional and global) environmental threats and innovative, sustainable solutions. Key topics include food and agriculture, water supplies, forest and ocean ecosystems, biodiversity, energy, and climate.

Same as GGR 11.

Credits: 3
Annually

ERS 12 Meteorology
The earth's atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes. Same as GGR 12.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

Prerequisite ERS 1 is required

Credits: 3 to 4

ERS 17 Introduction to Geographic Information Systems
Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS in addition to an exploration of GIS applications and a presentation of data structures and basic functions. The course covers GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Students construct a GIS project.

Same as GGR 17.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

Credits: 3 to 4

ERS 18 Applications and Technical Issues in Geographic Information Systems
Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of errors, ways in which geographic and scientific principles and techniques can be implemented in GIS. Students explore the use of GIS in answering specific problems; discuss the problems of data exchange standards and large data bases; evaluate the use of spatial analysis techniques in the GIS context; and describe applications of GIS in various fields of earth and environmental science.

Same as GGR 18.

Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.

Prerequisites of ERS 17 or GGR 17 and one of ERS 1 or 2, GGR 1 or 2, GLY 1 or 2 are required.

Credits: 3 to 4

ERS 21 Applied Conservation
This course is the study of practical applications of conservation theory, including such topics as wildlife management, forest and grassland management, outdoor recreation resource management, soil conservation (including the organic approach) and energy conservation.

Same as GGR 21.

Three hours lecture when offered for three credits; three hours lecture, three hours fieldwork when offered for four credits.

Prerequisite of ERS 11 or GGR 11 is required.

Credits: 3 to 4

ERS 22 Natural Disasters
This course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed.

Same as GGR 22.

Prerequisites of ERS 1 or GLY 1 and ERS 2 or permission of the instructor.

Credits: 3

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

Same as GGR 27.

Credits: 3

ERS 29 Global Climate Change
A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth's climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations. The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses.

Same as GLY 29.

Prerequisites of ERS 1 and (GLY 1 or ERS 2) are required.

Credits: 3

ERS 35 Field Studies in Earth Science
This course is designed for students who wish to participate in field-based, experiential learning opportunities in earth science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.

Credits: 1 to 3

ERS 38 Research Topics in Earth Science
This course is an overview of environmental problems from the humanistic and scientific perspectives presented through a series of selected topics and is organized on the basis of student-teacher seminars, discussions and guest lectures.

Credits: 3

ERS 101 Earth Science I
This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.

For LIU High School Scholars Program students only.

Same as ERS 1 with combined lecture/laboratory.

Credits: 3

ERS 102 Earth Science II
Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography.

For LIU High School Scholars Program students only.

Same as ERS 2 with combined lecture/laboratory.

Credits: 3

ERS 310 Global Environment I: Atmosphere, Weather, Climate - Honors Core
This course studies earth-sun relationships; elements of meteorology; the global pattern of climate regions; and factors determining patterns of natural vegetation and soil regions. The course emphasizes the influence of human activity on all of these aspects of the natural environment. Laboratory work included the use and study of map projections and United States weather maps; the use of weather recording instruments; and analysis of surface and high altitude pressure and wind systems. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum. Must be in Honors College Credits: 4 Alternate Years

ERS 422 Global Climate Change: Past, Present, and Future
This course will explore the science behind the study of global climate change from the deep past through to the present and near future to put the current prospect of climate change in perspective. Studying the evidence for past climate will show how the climate system works and the causes of climate change. This will be followed by careful investigation of the climate of the recent past and present and analysis of the natural and anthropogenic forcing mechanisms that are altering our climate today. The course will explore projections of future climate to gain an understanding of the range of possible effects and the major sources of uncertainty. Lastly, the course will delve into the various strategies that could be utilized to reduce greenhouse gases in the atmosphere, geoengineering to alter climate, and adaptation strategies to cope with inevitable changes.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY. Credits: 3 On Occasion

ERS 423 Global Climate Change: Past, Present, and Future
This course will explore the science behind the study of global climate change from the deep past through to the present and near future to put the current prospect of climate change in perspective. Studying the evidence for past climate will show how the climate system works and the causes of climate change. This will be followed by careful investigation of the climate of the recent past and present and analysis of the natural and anthropogenic forcing mechanisms that are altering our climate today. The course will explore projections of future climate to gain an understanding of the range of possible effects and the major sources of uncertainty. Lastly, the course will delve into the various strategies that could be utilized to reduce greenhouse gases in the atmosphere, geoengineering to alter climate, and adaptation strategies to cope with inevitable changes.
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY. Credits: 3 On Occasion

Environmental Sustainability Courses

EV 4 Environmental Sustainability Science
This course addresses the Earth systems that human society depend on and that are affected by human activity including mineral and energy resources, water resources, soil and food resources, water, air, and soil pollution, global climate change, storm and coastal hazards, and seismic hazards. Three hours lecture; three hours laboratory. Same as Ers 4 Credits: 4 Not Set

EV 800 Senior Seminar in Environmental Sustainability
This course provides students with a structure of weekly meetings and readings so that students can successfully complete their Environmental Sustainability capstone projects. This capstone seminar will offer student opportunities to initiate independent research, preferably in the context of a recent or concurrent internship experience. Students will analyze natural processes and their management by relevant institutions, which may include government agencies, private businesses, educational institutions, and/or other nonprofit associations. Students will define relevant environmental, social and economic goals appropriate for the management of their selected natural system and related infrastructures. While most capstones will focus on issues pertinent in the metropolitan New York region, students may also select topics with a larger regional or global scope. Open only to seniors in the Environmental Sustainability concentration of the BA in Interdisciplinary Studies program or with department permission. Credits: 3 On Occasion

Geography Courses

GGR 1 The Geography of Sustainable Development
Sustainable models of development seek to balance economic prosperity, technological innovation, ecological sustainability, social equity, and human rights. Nations and regions vary in their capacities to meet these competing obligations. Agricultural, industrial, and post-industrial economic systems pose unique challenges for sustainable development. Students will explore the way these systems develop at the urban, regional, national, and global geographic scales. Throughout the semester we examine different systems of power, their legitimacy, and how we assess their success. This course fulfills the thematic cluster requirement for Power, Institutions, and Structures. Credits: 3 Every Fall and Spring

GGR 1P The Geography of Sustainable Development
Same as GGR 1. For students in the Program for Academic Success. Four hours lecture/recitation. Must be in Program for Academic Success. Credits: 3 Every Fall

GGR 2 Geography and the Global Citizen
While citizenship is rooted in a national identity, an expanded notion of global citizenship is essential for understanding and addressing many 21st century issues. The course explores the demographic, ethnic, religious, linguistic, and political factors that structure global cultural diversity, and examines differences and disparities between developed and developing regions. Today's global citizens need a technical understanding of 21st century problems, like climate change, and the intercultural competence to communicate and work together effectively as a global society. This course fulfills the thematic cluster requirement for Perspectives on World Cultures. Credits: 3 Every Fall and Spring

GGR 2P Geography and the Global Citizen
Same as GGR 2. For students in the Program for Academic Success. Four hours lecture/recitation. Must be in Program for Academic Success. Credits: 3 Every Fall and Spring
Academic Success.
Four hours lecture/recitation.
Must be in Program for Academic Success.
Credits: 3
Every Spring

GGR 3 Earth Science I
This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.
Same as ERS 1.
Three hours lecture, three hours laboratory.
Credits: 4
Every Fall, Spring and Summer

GGR 4 Earth Science II
Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography. Not open to students who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs. Not open to students who have already completed Geology 1.
Same as ERS 2.
Three hours lecture, three hours laboratory.
Credits: 4
Every Fall, Spring and Summer

GGR 11 Introduction to Environmental Sustainability
How can science and public policies create healthier human-environment relationships? Using an interdisciplinary approach, this course explores contemporary (regional and global) environmental threats and innovative, sustainable solutions. Key topics include food and agriculture, water supplies, forest and ocean ecosystems, biodiversity, energy, and climate.
Same as ERS 11.
Credits: 3
Annually

GGR 12 Meteorology
The earth's atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes.
Same as ERS 12.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Prerequisite: ERS 1 is required
Credits: 3 to 4
Every Spring

GGR 13 Maps and Air Photographs
The course provides an introduction to maps and the history of cartography, and an introduction to topographic maps and map reading techniques; maps are studied in relationship to the natural and human data they illustrate. Students study stereoscopic air photographs as an aid in understanding the occurrence of natural and human environmental features.
Credits: 1
On Occasion

GGR 14 Political Problem Region
The course is designed to provide an academic understanding of "geopolitical hot-spots" on the earth. Current political problem regions are chosen for detailed treatment; in each case the essential historical, natural, cultural, demographic, social and economic factors behind the problems discussed provide students with an objective basis for judgments on world affairs.
Credits: 1
On Occasion

GGR 16 Techniques of Cartography, Map-Reading, and Air-Photo Interpretation
This course includes the history of maps and mapping; the various types and characteristics of maps; cartographic methods of representing natural and cultural data. Also included is the use of topographic maps, stereo air photographs, and infrared photography as analytical tools in the study of physical and human geography, in land from study, and in resource evaluation. A cartographic project may constitute part of the course; demographics maps of Nassau County are made.
Three hours lecture, two hours open laboratory.
Credits: 4
On Occasion

GGR 17 Introduction to Geographic Information Systems
Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS in addition to an exploration of GIS applications and a presentation of data structures and basic functions. The course covers: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Students construct a GIS project.
Same as ERS 17.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Prerequisite: ERS 1 or GLY 1 and ERS 2 or permission of the instructor.
Credits: 3 to 4
On Occasion

GGR 18 Applications and Technical Issues in Geographic Information Systems
Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of error, ways in which geographic and scientific principles and techniques can be implemented in GIS. Students explore the use of GIS in answering specific problems; discuss the problems of data exchange standards and large data bases; evaluate the use of spatial analysis techniques in the GIS context; and describe applications of GIS in various fields of earth and environmental science.
Same as ERS 18.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Prerequisites of ERS 17 or GGR 17 and one of ERS 1 or 2, GGR 1 or 2, GRY 1 or 2 are required.
Credits: 3 to 4
On Occasion

GGR 21 Applied Conservation
This course is the study of practical applications of conservation theory, including such topics as wildlife management, forest and grassland management, outdoor recreation resource management, soil conservation (including the organic approach) and energy conservation.
Same as ERS 21.
Three hours lecture when offered for three credits; three hours lecture, three hours fieldwork when offered for four credits.
Prerequisite of GGR 11 is required.
Credits: 3 to 4
On Occasion

GGR 22 Natural Disasters
This course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed.
Same as GGR 22.
Prerequisites of ERS 1 or GLY 1 and ERS 2 or permission of the instructor.
Credits: 3
On Occasion

GGR 25 Economic Geography
This course is a study of the area differentiation of economic activities over the surface of the earth, and the physical and human environmental factors affecting the geographical pattern of economic activity.
Same as ECO 25.
Credits: 3
On Occasion

GGR 26 Introduction to Urban Geography
This course examines the history and contemporary process of urbanization. Topics covered include the
development of cities in North America and various developing countries; the internal economic, social, and cultural geography of cities; urban governance; and the rise of global cities. Students are introduced to competing theoretical models in urban geography and explore urbanization at various geographic scales from the local to the global.

Credits: 3
On Occasion

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

Credits: 3
On Occasion

GGR 28 Quantitative Methods in Geography
This course is an introduction to quantitative methods in geography. Emphasis is on practical solutions to geographic problems. An analysis of area relations arising in natural situations and in human land use is examined including patterns associated with economic, social, and political aspects of human use of the earth. Topics covered include graph reading, probability distributions, hypothesis testing, statistical independence, nearest neighbor analysis and Poisson models.

Credits: 3
On Occasion

GGR 29 Human Dimension of Climate Change
Global climate change will shape human societies in profound ways and force us to make difficult choices in the 21st century. The first half of the course will emphasize how mass media, environmentalists, and global warming critics selectively filter the work of scientists and the International Panel on Climate Change, IPCC. The second half of the semester will examine the human impacts of climate change on our economy, cities, ecological systems, and human health systems.

Credits: 3
On Occasion

GGR 30 Political Geography
The principles of political geography, involving a study of regional differences in political features, and their relationships to physical and cultural phenomena are examined. The territorial growth of states and relationships among states; and the geographical study of the world’s major political problems are covered in this course.

Credits: 3
On Occasion

GGR 31 Field Studies in Geography
This course is designed for students who wish to participate in field-based, experiential learning opportunities in Earth Science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.

Credits: 1 to 3
On Occasion

GGR 43 Geography of the United States of America and Canada
This course consists of a consideration of the United States of America and Canada and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 45 Geography of Latin America
This course consists of a consideration of Latin America and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 52 Geography of Western Europe
This course consists of a consideration of Western Europe and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 56 Geography of Eastern Europe and Russia
This course consists of a consideration of Eastern Europe and Russia and their physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 61 Geography of Africa
This regional geography course explores the human and physical characteristics of the world’s second largest continent. This course fulfills the thematic cluster requirement for Perspectives on World Cultures.

Credits: 3
On Occasion

GGR 65 Geography of the Middle East
This course consists of a consideration of the Middle East and its physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 70 Geography of The People’s Republic of China and Taiwan
This regional geography course explores the human and physical characteristics of East Asia’s dominant geopolitical entity. Discussion of course themes is divided into two parts: the first considers China’s and Taiwan’s physical environments, historical development, current political and demographic composition, and economic resources; the second examines selected contemporary cultural, environmental, political, and economic issues with relevance to China’s emerging role in the global arena. This course fulfills the thematic cluster requirement for Perspectives on World Cultures.

Credits: 3
On Occasion

GGR 76 Geography of Southern and Eastern Asia
This course consists of a consideration of Southern and Eastern Asia and their physical and human environments. General geographical principles are applied in detail to establish the essential character of the region thereby clarifying the major social, economic, and political features and problems.

Credits: 3
On Occasion

GGR 81 Research Problems in Geography I
In this course, the student engages in an independent research project under supervision of a faculty member.

Credits: 1 to 3
On Occasion

GGR 82 Research Problems in Geography II
In this course, the student engages in an independent research project under supervision of a faculty member.

Credits: 3
On Occasion

GGR 85 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology. Same as ECO 95, HIS 95, POL 95 and SOC 95. Prerequisite of Adolescent Education Social Studies major is required.

Credits: 3
Every Fall

GGR 91 Seminar in Geography
Special topic course in geography. Topic is determined by the instructor.

Credits: 3
On Occasion

GGR 100 Geography Tutorial
Tutorials may involve writing papers on special topics, followed by group discussion. Themes for tutorials might include study particular world regions, environmental problems, urban and land-use problems, political program regions, etc. Tutorials may be of a project type, involving group study of map-reading, map-making techniques, etc. Students may be expected to write a report in this. This course maybe be repeated once if the content is different.

Credits: 3
On Occasion

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

Must be in Honors College
Credits: 3
Every Fall

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

Must be in Honors College
Credits: 3
Every Spring

GGR 385 Honors Tutorial
Honors Tutorial

Must be in Honors College

Credits: 3
On Set

GGR 400 State, Society, and the Individuals Honors Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.

Same as ANT 400, ECO 400, HIS 400, POL 400 and SOC 400.
Credits: 3
On Occasion

Geology Courses

GLY 1 The Dynamic Earth
The Earth's composition and structure and the processes operating on the Earth are studied. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth. Not open to students who have already completed ERS 2. May be used to satisfy the ERS 2 requirement in the Geography, Earth Systems Science, and Environmental Science programs. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4
Every Fall

GLY 2 History of the Earth
An outline of the principles and methods used by geologists to reconstruct the history of the Earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of GLY 1 or ERS 2 is required.
Credits: 4
Every Spring

GLY 6 Geology of the New York Region
A study of landforms, structure and geological processes found on Long Island and in the New York region. Field trips are made to geologically significant locations in the region.

Prerequisite of GLY 1 or ERS 2 is required.
areas in the United States and elsewhere is included.  
Prerequisite of GLY 1 or ERS 2 is required.  
Credits: 3  
On Occasion

**GLY 21 Mineralogy**  
This course covers formation, chemical and physical properties, identification and classification of minerals - their uses and importance for the geologist as part of the human environment.  
Three hours lecture, three hours laboratory.  
Prerequisite of GLY 1 or ERS 2 or the equivalent is required.  
Credits: 4  
On Occasion

**GLY 22 Igneous and Metamorphic Petrology**  
This course studies igneous and metamorphic rocks in terms of their classification, chemistry and mineralogy, modes of formation and characteristic tectonic environments. The lab portion concentrates on igneous and metamorphic rock identification of hand specimens through the petrographic microscope.  
Three hours lecture, three hours laboratory.  
Prerequisites of GLY 21 and GLY 24 are required.  
Credits: 4  
On Occasion

**GLY 23 Environmental Geochemistry**  
This course studies the chemistry of the Earth and interactions of the solid Earth with the hydrosphere and atmosphere. Topics include the chemistry of soils and soil contamination, isotopic traces of environmental and climatic change, the geologic connection in the carbon cycle, natural geochemical hazards such as lead, arsenic, and radon, and geologic disposal of radioactive waste.  
Prerequisites of (GLY 1 or ERS 2) and CHM 3 or permission of instructor are required.  
Credits: 3  
On Occasion

**GLY 24 Optical Mineralogy**  
This course studies elements of optical crystallography in addition to the principles and use of the petrographic microscope in the study and identification of rock forming minerals in thin sections and fragments.  
One hour lecture, three hours laboratory.  
Prerequisite of GLY 21 is required.  
Credits: 2  
On Occasion

**GLY 25 Economic Geology**  
The course studies mineral deposits and the principles of formation, description and classification of the important types of mineral deposits, such as metallic minerals, construction materials, and selected fuels.  
Prerequisite of GLY 21 is required.  
Credits: 3  
On Occasion

**GLY 26 Earth Materials: Minerals and Rocks**  
This course studies the important rock forming and ore minerals and the common igneous, sedimentary, and metamorphic rocks. Topics include: chemistry and structure and identification of the common minerals, igneous textures, volcanoes and volcanic rocks, plutonic rocks, composition of sedimentary rocks, metamorphic processes, metamorphic textures and types of metamorphic rocks, comparison of metamorphic rock textures with their igneous and sedimentary equivalents. Mineral and rock specimens will be studied in hand sample and under the microscope.  
Three hours lecture and integrated laboratory with handson study of mineral and rock specimens.  
Prerequisite of (GLY 1 or ERS 2) is required.  
Credits: 3  
On Occasion

**GLY 29 Global Climate Change**  
A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth's climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations.  
The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses.  
Same as ERS 29.  
Prerequisites ERS 1 and (GLY 1 or ERS 2) are required.  
Credits: 3  
On Occasion

**GLY 30 Soils**  
A course exploring the nature of soil, the geological processes that transform bedrock into soil with distinct horizons, the impact of climate and environment on soil development, paleosoils as indicators of environmental change, the geological and biological agents that alter the mineral balance in soil, the chemical interchange of soil nutrients between minerals, air, water, and, organisms, soil texture, soil classification, soil carbon and climate, and impacts of agriculture and land use change on soil properties and suitability for food production.  
Prerequisite of GLY 1 or ERS 2 is required.  
Credits: 3  
On Occasion

**GLY 33 Field Geology**  
This is a field course in techniques of geologic mapping that stresses observation and reasoning from field measurements. Students use air photographs, construct cross sections and geologic maps, and produce geologic reports on a chosen area. The course entails two weeks of study in an area of moderate geologic complexity in the northeastern United States.  
Prerequisite of GLY 13 is required.  
Credits: 3  
On Occasion

**GLY 35 Field Studies in Geology**  
This course is designed for students who wish to participate in field-based, experiential learning opportunities in geology in approved domestic or international locations. Enrollment in this course will be subject to the review and approval by the department of a specific course syllabus that is consistent with the area being studied.  
Credits: 1 to 3  
On Occasion

**GLY 39 Vertebrate Paleontology**  
Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.  
Same as BIO 254.  
Prerequisite of BIO 7 & 8 or BIO 103 & 104 or permission of instructor is required.  
Credits: 3  
On Occasion

**GLY 41 Paleontology**  
This course studies the formation and preservation of fossils, evolution, classification of fossils, the use of fossils to interpret ancient environments and to date rock units.  
Three hours lecture, three hours laboratory.  
Prerequisite of GLY 2 is required.  
Credits: 4  
On Occasion

**GLY 42 Stratigraphy**  
This course covers the principles of the classification of rocks in space and time, a critical review of paleontological methods and their bearing on age determination, physical relationships or rock units and radiometric methods of dating.  
Prerequisite of GLY 2 is required.  
Credits: 3  
On Occasion

**GLY 43 Sedimentology**  
This course covers the origin, transportation, and deposition of sedimentary particles, the conversion of sediments into sedimentary rocks to trace the history of different depositional environments, and the mechanical and microscopic study of sediments and sedimentary rocks. Field trips constitute an integral part of the course.  
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory/fieldwork when offered for four credits.  
Prerequisite of (GLY 1 or ERS 2) is required.  
Credits: 3 to 4  
On Occasion

**GLY 44 The Ice Age: Pleistocene Geology**
This course studies global climactic changes and the resulting geologic changes experienced during the Pleistocene and recent periods. Features found on Long Island are discussed in detail and field trips constitute an integral part of the course.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 3

On Occasion

GLY 45 Micro paleontology
This course is a survey of the various important groups of microfossils. This course studies microfossil assemblages through time with emphasis on their use as indicators of geologic time and depositional environment.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 41 is required.

Credits: 4

On Occasion

GLY 46 Paleocology
Organisms of the past are viewed in relation to past environments, including taphonomy and correction for preservational bias, relations to environment of individuals, populations and communities of the past. Also studied is the significance of trace fossils and fossils as keys to environmental reconstruction.

Three hours lecture, three hours laboratory.

Prerequisites of GLY 2 and GLY 41.

Credits: 4

On Occasion

GLY 47 Plate Tectonics: "Our Wandering Continents"
This course studies the large scale dynamics of the solid Earth through the paradigm of plate tectonics. It covers the history and fundamentals of plate tectonic theory, mechanisms for plate motions, continental deformation resulting from tectonic motions, and discusses some of the frontiers of our theory of the earth. For advanced Geology majors and other students with the necessary background.

Prerequisite of GLY 13 or permission of instructor is required.

Credits: 3

On Occasion

GLY 48 Geophysics: Sounding the Earth
This course presents the physical methods used for studies of deep earth structure, shallow crustal exploration, and mineral prospecting. Topics covered include earthquake seismology, reflection and refraction seismology, geomagnetism, isostasy and gravity anomalies, and electromagnetic methods. Exercises with real geophysical data sets and/or student acquired field data form the basis for class projects.

Prerequisites of (GLY 1 or ERS 2), MTH 7 and PHY 3 or permission of instructor are required.

Credits: 3

On Occasion

GLY 50 Engineering and Environmental Geology
The course presents basic geologic problems associated with civil engineering and provides a survey of environmental hazards in geology, such as the impact of earthquakes, volcanic eruptions, and flood and coastal storm damage. Topics also include the relationship between rock materials and soils, the various uses of rock materials in engineering and the engineering properties of rocks, foundation survey methods, principles of soil mechanics as related to engineering structure, and subsurface exploration methods.

Prerequisite of (GLY 1 or ERS 2) is required.

Credits: 4

On Occasion

GLY 81 Research Problems in Geology
This course is a detailed study of some specially chosen research problem in geology and is open only to students with advanced standing in Geology.

Credits: 1 to 3

On Occasion

GLY 100 Geology Tutorial
1) Tutorial may involve writing papers on special topics, followed by group discussion. Themes may include study of environmental problems in geology, geology of the local region, plate tectonics and continental drift, etc. Or, 2) tutorials may be of a research type, with students working on a project under faculty supervision. Or, 3) tutorials may involve a series of field trips to sites of geologic interest. Students are expected to write a report in the case of (2) and (3). This course may be repeated once if the content is different.

Credits: 3

On Occasion

GLY 301 The Dynamic Earth - Honors Core
This course is a study of the Earth's composition and structure and of the processes operating on the earth. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth.

Three hours lecture, three hours laboratory.

Not open to students who have completed GLY 1 or ERS 2.

Must be in Honors College

Credits: 4

Alternate Years

GLY 302 History of the Earth - Honors Core
This course is an outline of the principles and methods used by geologists to reconstruct the history of the earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments.

Three hours lecture, three hours laboratory.

Prerequisite of GLY 301 or GLY 1 or ERS 2 is required.

Credits: 4

Alternate Years
The Department offers a Bachelor of Arts in Chemistry. A minor in Chemistry is also available. Students with advanced standing from high school can petition for a waiver of the first-year introductory course.

The Department also offers the B.S. in Forensic Science. Students can combine a major in Chemistry with a program in the College of Education, Information and Technology and earn a B.S. in Adolescence Education: Chemistry. This degree will satisfy the requirements for initial certification to teach Chemistry in grades 7 to 12. In conjunction with the College of Education, Information and Technology, the Department of Chemistry offers courses which are part of the concentration in Science for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

We take pride in the fact that our graduates find employment in pharmaceutical and chemical companies and school districts soon after graduation, or continue their education toward the M.S. or Ph.D. in Chemistry in the finest graduate schools, including Ivy League universities. Many of our alumni also enroll in medical school.

The bachelor's programs in mathematics are designed to provide flexibility while emphasizing mathematical reasoning and problem solving, preparing the student for graduate school or a career in mathematics in secondary school teaching, business, industry, government or academia. A person with a degree in mathematics has career options in many fields. In addition, a degree in mathematics is regarded as excellent preparation for entrance to professional schools of law, medicine or business. Our graduates are teaching in secondary schools, employed as actuaries and computer systems analysts, and many have gone on to prestigious graduate schools, obtained Ph.D.'s and are now teaching in colleges around the country. LIU Post is a test site for the Course I Actuarial Examination given each year in May and November.

The Department offers the B.S. in Mathematics. Students interested in an engineering degree can participate in the Department's Pre-Engineering Program, which offers a B.S. in Mathematics and Physics and an additional bachelor's degree in engineering from a partnering university. In conjunction with the College of Education, Information and Technology, students can prepare for careers as high school math teachers through the B.S. in Adolescence Education: Mathematics (Grades 7 to 12) with concentration in Mathematics degree. The Department also offers a five-year accelerated degree combining the B.S. in Adolescence Education: Mathematics with a M.S. in Applied Mathematics (see below). A Mathematics concentration is also offered for the B.S. in Early Childhood Education (Birth to Grade 2), the B.S. in Childhood Education (Grades 1 to 6).

Physicists play a critical role in applying the principles of matter and energy to solve scientific problems and make beneficial contributions to society. They work on local, national and global levels within the fields of nuclear energy, space exploration, medical research and electronics.

As a student in the Physics Program, you will receive individualized support from a network of professors who are experts in the areas of numerical astrophysics, holography, lasers and black holes. The Physics Program offers a variety of courses, including optics, thermodynamics and electromagnetism. There are internship opportunities at local businesses and organizations, including the world-renowned cancer research center Cold Spring Harbor Laboratory.

The Physics Program offers a B.A. along with a minor in Physics. Students interested in an engineering degree can participate in the Pre-Engineering Program, which offers a B.S. in Mathematics and Physics and an additional bachelor's degree in engineering from a partnering university. This program is offered with the Department of Mathematics, In conjunction with the College of Education, Information and Technology, the Physics Program offers courses which are part of the concentration in Science for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6).

### B.A. Chemistry

Chemistry focuses on the fundamental understanding of substances – their structure, composition, properties and transformations. Majoring in this science is ideal preparation for a broad variety of scientific careers, including medicine, dentistry and other health fields; pharmaceuticals, forensic science, metallurgy, plastics, engineering, agriculture, biotechnology and environmental science, among others.


The B.A. in Chemistry provides an excellent foundation for further study at the graduate level. Students preparing for careers in medicine, dentistry and other health fields can generally meet professional schools’ entrance requirements by combining the B.A. in Chemistry with appropriate Biology courses. LIU Post’s Pre-Medical Sciences Advisement Committee advises students on admission requirements for entry into professional schools and how to prepare for the MCAT (Medical College Admissions Test), DAT (Dental Admissions Test) or other examinations.

#### Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

#### Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 7)</td>
<td>4 credits required</td>
</tr>
</tbody>
</table>

Scientific Inquiry & the Natural World (CHM 3 required)

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I 4.00</td>
</tr>
</tbody>
</table>

**Admissions Test** or other examinations.
Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Minimum Total Credits: 120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Liberal Arts Credits: 90</td>
</tr>
<tr>
<td>Minimum Major GPA: 2.00</td>
</tr>
<tr>
<td>Minimum Cumulative GPA: 2.00</td>
</tr>
</tbody>
</table>

**B.S. Forensic Science**

Phone: 516-299-3071

**Fax: 516-299-3998**

Director: Harten

Research Coordinator – Buffolino

Forensic science is the exciting field where science and technology meet the law. As a forensic scientist you will bring the most advanced scientific tools to bear on the most pressing problems, including solving crimes and saving lives. The challenge of forensic science is to look back in time to determine the who, what, when, where and why of disputed events. In your search for clues that dispel mysteries and serve justice, you will investigate everything from DNA, blood and other body fluids to textiles, footwear, footprints, tire tracks, documents and signatures, flammables, pollutants and much more.

LIU Post’s 120-credit Bachelor of Science in Forensic Science degree will prepare you for a rewarding career in the laboratory departments of police departments, medical examiners’ offices, toxicology and pathology. The program integrates lecture courses with laboratory work and hands-on field experiences. Students study a broad range of forensic applications such as molecular pathology, criminalistics, human genetics and forensic anthropology. Classes are taught by practicing forensic scientists, medical professionals and LIU Post professors of biomedical sciences, chemistry, criminal justice and forensic science. In addition, students serve as interns at highly-productive Long Island and Manhattan crime laboratories, health departments and medical examiners' offices.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**Academic Policies**

Students who are either part-time or full-time can pursue the undergraduate degree program in forensic science. Students desiring to continue in the program must maintain a minimum GPA of 2.00 in the major courses.

**B.S. Forensic Science**

(Program Code: 28326)  [HEGIS: 1999.2]

**Core Curriculum Requirements**

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

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

| POST 101 | 1 credit |
| First-Year Seminar | 3 credits |

**Major Requirements**

**Required Foundation Courses**

All of the following:

- MTH 7 Calculus and Analytic Geometry I 4.00
- MTH 8 Calculus and Analytic Geometry II 4.00
- MTH 9 Calculus and Analytic Geometry III 4.00
- PHY 3 University Physics I 4.00
- PHY 4 University Physics II 4.00

**Additional course from one cluster**

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

## Major Requirements
### Required Mathematics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 20</td>
<td>Introduction to Sets, Logic, and Mathematical Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 22</td>
<td>Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 23</td>
<td>Foundations of Statistical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 29</td>
<td>Applied Statistical Methods</td>
<td>1.00</td>
</tr>
<tr>
<td>MTH 51</td>
<td>Probability</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 90</td>
<td>Mathematics Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>MTH 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Additional Actuarial Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Accounting Principles I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 12</td>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 33</td>
<td>Derivative Markets</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Internship Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 97</td>
<td>Internship in Actuarial Science</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

---

## B.S. Actuarial Science

### Core Curriculum Requirements

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

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum (32-33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>Writing I</td>
</tr>
<tr>
<td>Writing II</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 7)</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 60
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

---

### B.S. Mathematics

The 120-credit Bachelor of Science in Mathematics is an excellent choice for students interested in pre-engineering, computer science or teaching. It includes higher-level math courses and additional credits in science or computer science. Graduates with degrees in mathematics are in demand by the best employers and graduate schools. The program combines rigorous coursework with outstanding academic support from both professors and peers. Graduates can expect to be seen as attractive candidates by graduate schools or by employers in a variety of industries such as insurance, technology, engineering, education and manufacturing.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### B.S. Mathematics

| Program Code: 06409 | HEGIS: 1701.0 |

### Core Curriculum Requirements

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

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum (32-33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>Writing I</td>
</tr>
<tr>
<td>Writing II</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 7)</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.
Students to earn two bachelor’s degrees in just five years. The B.S. in Mathematics and Physics a program of extraordinary quality premiers at LIU Post. The program requires 120 credits. Academically rigorous courses taught in small-class settings by professors with degrees from premier universities make the B.S. in Mathematics and Physics a program of extraordinary quality.

Joint Degree with Physics Program

An innovative program that draws on two LIU Post academic disciplines, the Bachelor of Science degree in Mathematics and Physics provides a sound preparation for graduate work in advanced and intermediate classes in physics are advanced and intermediate classes in physics are taken at LIU Post and a bachelor’s degree in engineering from a university with which LIU Post has an articulation agreement, such as Polytechnic University, Stevens Institute of Technology, and Arizona State University.

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

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

B.S. Mathematics and Physics

| Program Code: 90025 | HEGIS: 1799.0 |

Core Curriculum Requirements

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

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

- POST 101 1 credit
- First-Year Seminar 3 credits
- Writing I 3 credits
- Writing II 3 credits
- Quantitative Reasoning (MTH 7) 4 credits
- Scientific Inquiry & the Natural World (PHY 3) 4 credits
- Creativity, Media & the Arts 3 credits
- Perspectives on World Cultures 3 credits
- Self, Society & Ethics 3 credits
- Power, Institutions & Structures 3 credits
- Additional course from one 3-4 credits cluster

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

**Major Requirements**

**Required Mathematics and Physics Courses**

| MTH 7 | Calculus and Analytic Geometry I | 4.00 |
| MTH 8 | Calculus and Analytic Geometry II | 4.00 |
| MTH 9 | Calculus and Analytic Geometry III | 4.00 |
| MTH 21 | Differential Equations | 4.00 |
| MTH 22 | Applied Linear Algebra | 3.00 |
| PHY 3 | University Physics I | 4.00 |
| PHY 4 | University Physics II | 4.00 |
| PHY 13 | Classical Thermodynamics | 3.00 |
| PHY 16 | Electricity and Magnetism | 3.00 |
| PHY 17 | Mechanics I | 3.00 |
| PHY 19 | Modern Physics I | 3.00 |
| PHY 29 | Introduction to Astrophysics | 3.00 |
| PHY 40 | Electric Circuits Lab | 1.00 |

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.A. Physics

LIU Post offers a highly regarded Bachelor of Arts in Physics that explores all areas of this vast field, from theories of relativity and lasers to magnetic fields and electric currents. Our advanced and intermediate classes in physics are quite small — generally no more than six students. This degree can lead to graduate study in various areas, including engineering, meteorology and pharmacy.

Graduates of our program are employed as physicists, teachers, researchers, engineers, inventors and technical writers and editors.

ADMISSION REQUIREMENTS

• **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

• **Transfer students** must have completed more than 24 college credits. A minimum college
GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores. It is highly recommended that students who plan to major in physics take a high school program that includes calculus or pre-calculus, and two sciences chosen from biology, chemistry and physics.

**B.A. Physics**  
(Program Code: 07063) [HEGIS: 1902.0]

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

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

- POST 101 1 credit
- First-Year Seminar 3 credits
- Writing I 3 credits
- Writing II 3 credits
- Quantitative Reasoning (MTH 7) 4 credits
- Scientific Inquiry & the Natural World (PHY 3) 4 credits
- Creativity, Media & the Arts 3 credits
- Perspectives on World Cultures 3 credits
- Self, Society & Ethics 3 credits
- Power, Institutions & Structures 3 credits
- Additional course from one cluster 3-4 credits

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

**Major Requirements**

**Required Physics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 4</td>
<td>University Physics II</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 13</td>
<td>Classical Thermodynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 16</td>
<td>Electricity and Magnetism</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 17</td>
<td>Mechanics I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 19</td>
<td>Modern Physics I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 29</td>
<td>Introduction to Astrophysics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 40</td>
<td>Electric Circuits Laboratory</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**AND one of the following:**

- PHY 85 Independent Study 3.00

**Required Co-Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**AND one of the following:**

- MTH 23 Foundations of Statistical Analysis 3.00
- MTH 51 Probability 3.00

**AND two of the following sequences of courses:**

**Biology**

- BIO 103 General Biology I 4.00
- BIO 104 General Biology II 4.00

**Chemistry**

- CHM 3 Principles of Chemistry I 4.00
- CHM 4 Principles of Chemistry II 4.00

**Earth Science**

- ERS 1 Weather and Climate 4.00
- ERS 2 Planet Earth 4.00

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

**Joint Programs with College of Education, Information and Technology**

**B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Mathematics**

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Mathematics. This 30-credit program consists of courses in Calculus, Mathematics for elementary education and electives in Mathematics. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Chemistry (Grades 7 to 12)**

Students seeking to be initially certified to teach Chemistry and General Science in secondary schools in New York State should pursue the B.S. in Adolescence Education: Chemistry (Grades 7 to 12). This degree combines 34 to 40 credits of Chemistry, 16 credits of co-related physics and mathematics courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**B.S. in Adolescence Education: Chemistry (Grades 7 to 12)**

Students seeking to be initially certified to teach Mathematics in secondary schools in New York State should pursue the B.S. in Adolescence Education: Mathematics (Grades 7 to 12). This degree combines 37 credits in Mathematics courses, co-related Computer Science and Physics
courses with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

**Pre-Engineering Program**

Through collaborative agreements with other universities that specialize in engineering, LIU Post offers a unique program that results in two undergraduate degrees in just five years, forming an excellent foundation for study at graduate, medical or dental schools and presenting a credential that is recognized by employers in a wide range of fields.

Students in this program complete the freshman, sophomore and junior years of the Bachelor of Science in Mathematics and Physics then transfer to an institution with which LIU Post has a formal articulation agreement, including Arizona State University, Polytechnic University of New York and Stevens Institute of Technology.

After two years of study at the second institution, the student will be awarded both the B.S. in Mathematics and Physics from LIU Post and a Bachelor’s degree in Engineering from the second school. Degrees from the partnering institution may be pursued in chemical, civil, computer, electrical, environmental, industrial, materials or mechanical engineering as well as engineering management.

The Pre-Engineering Program saves time and money and results in a combination of degrees and a comprehensive survey of disciplines that has been found to be highly attractive to graduate schools. Degrees in mathematics, physics and engineering also opens doors to great careers in the actuarial sciences, engineering, banking, manufacturing, education and many other fields.

For more information on the LIU Post Pre-Engineering Program, contact the Pre-Engineering Advisor, Dr. James Peters at 516-299-3059, the Department of Mathematics at 516-299-2447.

**Actuarial Science**

The Mathematics Department encourages students who are interested in pursuing a career in Actuarial Science to take the course P/1 and FM actuarial examinations during his or her senior year. Students preparing for this examination should include MTH 23, 31, 32, 51 and ECO 11, 12 in their program. A course in accounting, such as ACC 11, is also recommended.

**ACCELERATED SHARED CREDIT PROGRAM**

**B.S. in Adolescence Education:**

**Mathematics and M.S. in Applied Mathematics**

**Accelerated Shared Credit Program with College of Education, Information and Technology**

This 145-credit program leads to the B.S. in Adolescence Education: Mathematics (Grades 7 to 12) and to the M.S. in Applied Mathematics in five years, a full year less than if the two degrees were pursued separately. After the completion of the degree requirements, satisfy the New York State Teaching Certification Requirements; and successfully pass all licensure tests (LAST, ATS-W and CST’s), students will be awarded Initial Teaching Certification by the New York State Department of Education to teach Mathematics to grades 7 to 12. After completion of three years of professional teaching experience, you will be eligible for Professional Teaching Certification without taking additional coursework.

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.S in Adolescence Education: Mathematics (Grades 7 to 12)/M.S. in Applied Mathematics requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, a Mathematics grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of Mathematics.

**B.S. in Adolescence Education: Mathematics / M.S. in Applied Mathematics**

(Program Codes: 23173 and 07062) (HEGIS: 1701.01 and 1703)

**Core Curriculum Requirements**

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

PROF USE THIS TABLE FOR CREDIT REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
</tbody>
</table>

**First-Year Seminar**

| Writing I | ENG 1 | 3 |
| Writing II | ENG 2 | 3 |
| Quantitative Reasoning | Must take MTH 7 | 4 |
| Scientific Inquiry & the Natural World | Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science | 4 |
| Creativity, Media & the Arts | Must take one of the following: any ART, CIN, CMA, MUS or THE | 3 |
| Perspectives on World Cultures | Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair) | 3 |

Self, Society & Ethics

- Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course

Power, Institutions & Structures

- Must take one of the following: ECO 10, 11 or POL 2, 3

Add'l course from one cluster

- Must take one of the following: any ART, CIN, CMA, MUS or THE

- Must take one of the following: any BIO, CHM, ERS, GLY or PHY

- Must take one of the following: any HIS course in U.S. History or American Sign Language

- Must take one of the following: any CIN, CMA, MUS or THE

- Must take one of the following: any BIO, CHM, ERS, GLY or PHY

- Must take one of the following: any HIS course in U.S. History or American Sign Language

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

**Major Requirements**

**Required Undergraduate Mathematics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 20</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 25</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 71</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND one of the following:
**Required Undergraduate Education Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 14</td>
<td>Historical, Philosophical and Sociological Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 15A</td>
<td>Psychological Perspectives: Teaching and Learning</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Development of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35C</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 38</td>
<td>Supervised Student Teaching in Adolescence Education (Grades 7-12)</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 50</td>
<td>Pre-student Teaching Seminar: Critical Issues in Education</td>
<td>0.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>Lit Assess &amp; Inst Cirm Tch 5-12</td>
<td>3.00</td>
</tr>
<tr>
<td>HE 205A</td>
<td>Adolescent Health-Risk Wkshp</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

**Required Undergraduate Co-Related Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>Introduction to Computers and Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 4</td>
<td>University Physics II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Required Graduate Applied Mathematics Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 615</td>
<td>Linear Algebra I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 631</td>
<td>Foundations of Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 632</td>
<td>Applications of Analysis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students must choose either a concentration in Classical Mathematics or Computer Mathematics.

**Classical Mathematics Concentration**

**Requirements**

**Required Graduate Classical Mathematics Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 543</td>
<td>Ordinary Differential Equations and Special Functions</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 553</td>
<td>Fourier Methods and Boundary Value Problems</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 616</td>
<td>Linear Algebra II</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 627</td>
<td>Complex Analysis I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 681</td>
<td>Numerical Methods I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate Mathematics Courses**

Three courses/nine credits from all MTH courses excluding MTH 707 and 709.

**Required Graduate Applied Mathematics Capstone Option**

One of the following options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 707</td>
<td>Research Methods and Thesis Seminar</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 709</td>
<td>Oral Presentation</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Computer Mathematics Concentration Requirements**

**Required Graduate Computer Mathematics Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 512</td>
<td>Mathematical Logic and Information</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 521</td>
<td>Linear Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 568</td>
<td>Mathematical Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate Mathematics Courses**

Five courses/fifteen credits from all MTH courses excluding MTH 707 and 709.

**Required Graduate Applied Mathematics Capstone Option**

One of the following options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 707</td>
<td>Research Methods and Thesis Seminar</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 709</td>
<td>Oral Presentation</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Minor in Chemistry Requirements**

**Required Chemistry Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 37</td>
<td>Quantitative Analysis</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**MINORS**

**Minor: Chemistry**

Undergraduate students who are pursuing a major in another subject area can apply 21 to 24 credits of elective courses toward a minor in Chemistry.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**ELECTIVE CHEMISTRY COURSES**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 24</td>
<td>Spectroscopic Identification of Organic Compounds</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 55</td>
<td>Physical Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 21-24

Minimum Minor GPA: 2.25

**Minor: Forensics**

A minor in forensics (18-26 credits) can help the biology, chemistry, pre-law, criminal justice, sociology, social work or psychology student prepare for work upon graduation. The minor will expand a student’s understanding of how forensics is relevant to their major area of study. The minor can enhance a student’s resume or simply satisfy personal interest in this fascinating field. The student can choose one of four options on which to focus:

- scientific investigation sub-disciplines (chemistry and genetics)
- profiling (forensic psychology)
- crime-solving (criminalistics).

This array of possible minors provides entry to many students pursuing different majors. The minors also allow students that may have been admitted as forensic science majors but choose...
other majors later in their college career to still show perspective employers that they have acquired knowledge in an area of forensic science.

**Minor: Forensic Chemistry**

**Minor in Forensic Chemistry**

**Requirements**

**Required Forensic Chemistry Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 71</td>
<td>Introduction to Criminalistics</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 255</td>
<td>Toxicology</td>
<td>3.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Organic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>Organic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 24</td>
<td>Spectroscopic Identification of Organic Compounds</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 26
Minimum Minor GPA: 2.25

**Minor: Forensic Genetics**

**Minor in Forensic Genetics**

**Requirements**

**Required Forensic Genetics Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Genetics</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 71</td>
<td>Introduction to Criminalistics</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 80</td>
<td>Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 256</td>
<td>Diagnostic Techniques in Molecular Pathology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 257</td>
<td>Forensic Molecular Techniques</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 26
Minimum Minor GPA: 2.25

**Minor: Forensic Psychology**

**Minor in Forensic Psychology**

**Requirements**

**Required Forensic Psychology Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 71</td>
<td>Introduction to Criminalistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Forensic Psychology Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACJ 33</td>
<td>Deviant Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 26
Minimum Minor GPA: 2.25

**Minor: Criminalistics**

**Minor in Criminalistics**

**Requirements**

**Required Criminalistics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 51</td>
<td>Forensic Anthropology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 71</td>
<td>Introduction to Criminalistics</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 23</td>
<td>Theories of Crime</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 52</td>
<td>Criminal and Civil Investigation</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 76</td>
<td>Criminal Procedure</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 43</td>
<td>Forensic Psychology: The Law and Human Behavior</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 21-22
Minimum Minor GPA: 2.25

**Minor: Mathematics**

Undergraduate students who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in Mathematics. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Mathematics**

**Requirements**

**Required Mathematics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Elective Mathematics Courses**

At least nine credits/three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Minor: Financial Engineering**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (21 credits) toward a minor in financial engineering. Financial engineering involves the application of mathematics to problems in finance, such as portfolio optimization, hedging, arbitrage, and risk assessment. It employs techniques from many areas of mathematics to solve financial problems encountered in banking, financial management, and consulting organizations. This undergraduate minor will begin students’ education in this mathematically-demanding field and may serve as preparation for graduate study and eventual highly remunerative employment in financial centers throughout the world. Students will complete a financial engineering internship as part of this minor.

**Minor in Financial Engineering**

**Requirements**

**Required Financial Engineering Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 113</td>
<td>Introduction to C++ for Financial Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 81</td>
<td>Seminar in Financial Services</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 9</td>
<td>Calculus and Analytic Geometry III</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 22</td>
<td>Applied Linear Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 51</td>
<td>Probability</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 53</td>
<td>Stochastic Calculus</td>
<td>3.00</td>
</tr>
</tbody>
</table>
MTH 96   Internship for Financial Engineering

Credit and GPA Requirements
Minimum Total Credits: 21
Minimum Minor GPA: 2.25

**Minors: Physics**

Undergraduate students who are pursuing a major in another subject area can apply 17 to 18 elective courses toward a minor in Physics.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Physics Requirements**

**Required Physics Courses**

All of the following:

- PHY 3  University Physics I  4.00
- PHY 4  University Physics II  4.00
- PHY 19  Modern Physics I  3.00

**Elective Physics Courses**

At least two courses/six credits from all PHY courses numbered 13 or above

**Credit and GPA Requirements**

Minimum Total Credits: 17-18
Minimum Minor GPA: 2.25
### Chemistry Courses

**CHM 1 Introduction to Forensic Chemistry I**
This course is the first part of a two-semester sequence in forensic chemistry for non-science majors. Students will learn basic forensic chemistry and how it is used in the practical real world of forensic investigations. Topics include law, science and the scientific method, forensic crime laboratory and the crime scene, fingerprint development and analysis, narcotics, forensic toxicology and death investigation.
Three hours lecture, three hours laboratory.
Credits: 4
Every Fall

**CHM 2 Introduction to Forensic Chemistry II**
This is the second part of a two-semester sequence in forensic chemistry for non-science majors.
Students will learn basic forensic chemistry and how it is used in the practical real world of forensic investigations. Topics include criminal profiling, forensic DNA, ballistics processing, tool mark analysis and serial number restoration, blood splatter geometry and crime scene reconstruction.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 1 is required.
Credits: 4
Every Spring

**CHM 3 Principles of Chemistry I**
This course is the first part of a two-semester sequence that includes the study of the nature of matter and energy, chemical reactions, stoichiometry, gas laws, thermochemistry, atomic structure and chemical bonding.
To enroll in CHM 3, students must either have placed into MTH 7 or have received a grade of C or better in MTH 3 or its equivalent. Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.
Prerequisite of MTH 3 or 35 with a grade of C or above or Co-requisite of MTH 7 or MTH 8 is required. Not open to students who have taken CHM 21, 25, 37 or 71.
Credits: 4
Every Fall, Spring and Summer

**CHM 4 Principles of Chemistry II**
This course is the second part of a two-semester sequence that includes the study of colligative properties, kinetics, chemical equilibria, acid-base chemistry, chemical thermodynamics, and electrochemistry.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 3 is required. Not open to students who have taken CHM 21, 25, 37 or 71.
Credits: 4
Every Fall, Spring and Summer

**CHM 5 Inorganic Chemistry**
A systematic description of the properties and chemical transformations of matter. Using the Periodic Table as a guide, reaction types are studied so that the large body of chemical facts are put in perspective.
Prerequisite of CHM 4 is required.
Credits: 2
Every Fall

**CHM 6 Chemistry of Life**
A one-semester survey course (for nursing students and others who need only one semester of chemistry) covering concepts from general, organic and biological chemistry. The course is intended for students preparing for careers in health-related professions and is designed to provide those students with an understanding of the chemistry of biological systems and pharmaceuticals. Cannot be used as a prerequisite for any other CHM course.
Three hours lecture, three hours laboratory.
Prerequisite of CHM 4 is required.
Credits: 4
On Occasion

**CHM 21 Organic Chemistry I**
This course is the first part of a two-semester sequence that includes the study of nomenclature, structure, bonding, reactions, and synthesis of alkanes, alkenes, and alkynes, and the corresponding cyclic compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 4 is required. Not open to students who have taken CHM 22 or CHM 71.
Credits: 4
Every Fall and Summer

**CHM 22 Organic Chemistry II**
This course is the second part of a two-semester sequence that includes the study of the spectroscopy, structure, reactions, and synthesis of aromatic compounds, alcohols, ethers, carboxylic acids, amines and related compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 21 is required. Not open to students who have taken CHM 71.
Credits: 4
Every Spring and Summer

**CHM 24 Spectroscopic Identification of Organic Compounds**
This course covers a systematized study of laboratory methods for the identification of organic compounds with emphasis on the theory and use of mass spectrometry, ultraviolet/visible, infrared and nuclear magnetic resonance spectroscopy.
One hour lecture, three hours laboratory.
Prerequisite of CHM 22 is required.
Credits: 3
Annually

**CHM 25 Basic Organic Chemistry**
A semester in organic chemistry designed to provide a background in the fundamentals of nomenclature, mechanisms, structures and syntheses. The course is designed for students who require a general knowledge of organic chemistry.
Three hours lecture, three hour laboratory.
Prerequisite of CHM 4 is required. Not open to students who have taken CHM 71.
Credits: 4
Every Fall

**CHM 30 Searching the Chemical Literature**
This course is designed to instruct students in the methods employed to do comprehensive searches of the chemical literature. This will involve online searching of various databases with emphasis on Chemical Abstracts. Required for all Chemistry Majors (B.A., B.S, B.S. in Adolescence Education: Chemistry).
Prerequisites of CHM 21 or 25 is required.
Credits: 1
Every Spring

**CHM 37 Quantitative Analysis**
This course is a study of classical gravimetric and volumetric quantitative determinations. The theory and practice of some of the more modern techniques of instrumental methods are studied.
Three hours lecture, four hours laboratory.
Prerequisite CHM 4 is required.
Credits: 4
Every Fall

**CHM 38 Analytical Instrumentation**
The principles involved in the use of instrumental techniques with applications to qualitative and quantitative analysis are examined. Elementary concepts of instrument design are also covered.
Three hours lecture, four hours laboratory.
Prerequisite CHM 56 is required.
Credits: 4
Every Fall

**CHM 39 Forensic Instrumentation**
Introduction to instrumental analysis of physical crime scene evidence. Emphasis is placed on the theory and use of those analytical instruments commonly found in forensic laboratories. Laboratory methods include atomic absorption, mass, infrared and ultraviolet spectrophotometry, column, gas, liquid and thin-layer chromatography.
Not open to Chemistry majors.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 22 and 37 are required. Not open to Chemistry majors.
Credits: 4
Every Spring

**CHM 48 Advanced Inorganic Chemistry**
The properties of inorganic substances in terms of modern bonding theory are examined. The laboratory includes the study and synthesis of representative inorganic compounds.
Three hours lecture, four hours laboratory.
Prerequisite of CHM 5 and CHM 56 are required.
Credits: 4
Every Spring

**CHM 55 Physical Chemistry I**
This course is an introduction to chemical...
thermodynamics and chemical kinetics with applications to gases, solutions and phase equilibria to provide a firm foundation for understanding the physical principles that govern chemical and biological systems. Experimental physical chemistry methods are emphasized. Three hours lecture, four hours laboratory. Prerequisite (CHM 22 or CHM 25) and CHM 37 and MTH 8 and PHY 4 are required. Credits: 4 Every Fall

CHM 56 Physical Chemistry II
This course is an introduction to ionic solutions and electrochemistry. The statistical description of bulk properties of matter with applications to chemical thermodynamics, molecular dynamics and kinetics of complex reactions is studied. Elementary applications of the quantum approach are introduced. Three hours lecture, four hours laboratory. Prerequisites of CHM 55, MTH 9 are required. Credits: 4 Every Spring

CHM 57 Quantum Chemistry
This course is the quantitative introduction to the major concepts of quantum statistics and its applications to modern chemistry and quantum chemistry calculations. Quantum methods of studying the relationships of bulk properties of matter with the structure of molecules and their interactions are examined. Prerequisites of CHM 56, MTH 21, and PHY 4 are required. Credits: 2 Every Fall

CHM 71 Basic Biochemistry
This course is a one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins and nucleic acids. Three hour lecture, three hour laboratory. Prerequisite CHM 22 or CHM 25 is required. Credits: 4 Every Spring

CHM 77 Biochemistry
This course covers the chemical aspects of cell components and tissues. The emphasis is on bioenergetics and the biochemistry of macromolecules, especially proteins, enzymes, and nucleic acids. General biochemistry of other components of living matter is covered. Prerequisite of CHM 55. Credits: 3 On Occasion

CHM 85 Advanced Organic Chemistry
This course covers the application of chemical kinetics, molecular orbital theory, orbital symmetry, Woodward-Hoffman theory, energy transfer and photochemistry to organic reactions. Utilization of the modern literature in organic chemistry is included. Prerequisite of CHM 56 is required. Credits: 3 Every Fall

CHM 86 Literacy in the Experimental Sciences
This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their broader approaches to science and its meaningful communication. This course provides and overview of how knowledge is acquired and presented in the laboratory sciences. Same as BIO 85 and ERS 85. Credits: 3 Every Fall

CHM 93 Chemical Research I
This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty advisor. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 93. Prerequisite of CHM 21 or 25 is required. Credits: 2 Every Fall

CHM 94 Chemical Research II
This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 94. Prerequisite of CHM 93 is required. Credits: 3 Every Fall

CHM 97 First Year Research Global Warming Mitigation - Carbon Dioxide Reduction
Global warming is already having significant and harmful effects on our communities, our health, and our ecological environment. The rise of sea level is accelerating. The number of large hurricanes and wildfires is growing. Dangerous heat waves are becoming more common and more severe droughts are occurring in many areas. We must take immediate actions to address global warming or these consequences will continue to aggravate and increasingly effect the entire planet/including you, and our community. In this course, students will learn what caused global warming and how to mitigate global warming by utilizing the scientific approach. Students will work in small groups to experience the path of how a true scientist conducts scientific research: critical reading, scientific hypothesis, theoretical design, experimental execution, data processing and interpretation, scientific presentation. With what you will learn in this course you may develop a practical solution to dramatically reduce our carbon emissions, slow the pace of global warming, and pass on a healthier, safer world to future generations. Together, we can tackle global warming! we can make a difference! Credits: 4 Alternate Years

CHM 98 Senior Research I
This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty advisor. The adviser must be selected during the first week of the semester. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 98. Prerequisite of CHM 56 is required. Credits: 3 Every Fall

CHM 99 Senior Research II
This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 99. Prerequisite of CHM 98 is required. Credits: 3 Every Spring

CHM 301 Chemistry in Daily Life I - Honors Core
An introduction to principles of chemistry, including a study of atoms, molecules, atomic and molecular structure, chemical bonding and reactions. These principles are used to explain current topics in chemistry, such as air and water pollution, food additives, drugs, polymers and chemical toxicology. The laboratory emphasizes applications of chemical principles. The course can be used for Science Core credit. Three hours lecture, three hour laboratory. Prerequisite of Honors Program is required. Credits: 4 Alternate Years

CHM 302 Chemistry in Daily Life II - Honors Core
A continued study of the principles of chemistry, including electron transfer, nuclear fission/fusion and basic organic reactions. These principles are used to explain current topics in chemistry, such as drug design, polymers, fuel cells, forensic chemistry, biochemistry and genetics. The laboratory utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit. Three hours lecture, three hours laboratory. Prerequisite of CHM 1 or CHM 301 is required. Credits: 4 Alternate Years

Mathematics Courses

MTH 01 Elementary Algebra
### LIU Post

Provides essential background to prepare students for college-level mathematics. Topics include signed numbers, fractions, decimals, exponents, linear equations and functions, factoring, algebraic fractions, simplification of algebraic expressions, quadratic equations, and word problems. Course counts toward full-time and financial aid status only. Does not count toward degree requirements.

**Credits:** 3  
**Every Fall, Spring and Summer**

### MTH 1 Introduction to College Mathematics

An introduction to the fundamental concepts of contemporary mathematics with topics selected from: sets and logic, numbers theory, geometry, graph theory, topology, probability, combinatorics, algebraic structures, consumer finance, and linear programming.

Not open to students who have taken any MTH course except MTH 01.

**Credits:** 3  
**Every Fall, Spring and Summer**

### MTH 3 College Algebra and Trigonometry

A pre-calculus course providing a unified treatment of functions of algebra and trigonometry.

Pre requisite of math 01 with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.

**Credits:** 4  
**Every Fall and Spring**

### MTH 3S College Algebra and Trigonometry

Same as MTH 3.

Five hours lecture/recitation.

Pre requisite of math 01 with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.

**Credits:** 4  
**Every Fall and Spring**

### MTH 4 Introductory Mathematics for Business and Social Science

Sets, numbers, polynomials, solution of equations, inequalities, functions and graphs are covered.

Not open to students who have taken MTH 3, 3S, 5, 6, 7, 8.

**Credits:** 3  
**Every Fall and Spring**

### MTH 4S Introductory Mathematics for Business and Social Science

Same as MTH 4.

Four hours of lecture/recitation.

Not open to students who have taken MTH 3, 3S, 5, 6, 7, 8.

**Credits:** 3  
**Every Fall and Spring**

### MTH 5 Linear Mathematics for Business and

#### Social Science

Mathematical models for business, linear programming, matrix algebra and applications are covered.  
Prerequisite of Math 4 or 4S is required. Not open to students who have taken MTH 8, except for Business Administration, Accountancy, or Dual Accountancy Students.

**Credits:** 3  
**Every Fall, Spring and Summer**

#### MTH 6 Calculus for Business and Social Science

Limits, derivatives, maxima and minima, indefinite and definite integration, and applications are covered.

Prerequisite of MTH 4 or 5 is required. Not open to students who have taken MTH 7.

**Credits:** 3  
**Every Fall, Spring and Summer**

#### MTH 7 Calculus and Analytic Geometry I

This course covers the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration, the Fundamental Theorem, and logarithmic and exponential functions. Cannot be taken for credit by any student who has completed or is currently taking MTH 1.

Pre requisite of MTH 3 or MTH 3S with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department; or passing grade on the departmental placement test; or permission of department.

**Credits:** 4  
**Every Fall, Spring and Summer**

#### MTH 8 Calculus and Analytic Geometry II

This course covers the applications of the definite integral, the calculus of trigonometric methods of integration, improper integrals and infinite series.

Prerequisite of MTH 7 with a grade of C- or better or permission of Dept is required.

**Credits:** 4  
**Every Fall, Spring and Summer**

#### MTH 9 Calculus and Analytic Geometry III

This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisite of MTH 8 with a grade of C- or better or permission of Dept is required.

**Credits:** 4  
**Every Fall**

#### MTH 14 Fundamental Computer Mathematics

Basic notions of number representation, matrix arithmetic, logic, set theory, combinatorial analysis and graph theory are studied and algorithmic solutions to problems involving these topics are formulated in program design language.

Prerequisite of MTH 3 or the equivalent is required.

**Credits:** 3  
**On Occasion**

#### MTH 15 Mathematics for Elementary Education I

This course develops understanding of concepts underlying the school mathematics curriculum focusing on problem solving, communication, reasoning, multiple representations, and making connections in and out of mathematics. Content includes numbers and numeration, basic arithmetic operations and algorithms, divisibility, prime factorization, integers, and rational numbers.

**Credits:** 3  
**Every Fall, Spring and Summer**

#### MTH 16 Mathematics for Elementary Education II

Content includes review of rational numbers, proportional reasoning, decimals, percent, probability, statistics, geometry as shape, transformations, symmetry, and measurement.

Prerequisite of MTH 15 is required.

**Credits:** 3  
**Every Fall, Spring and Summer**

#### MTH 17 Problem Solving

The development of problem solving strategies is based on a variety of problems.

Prerequisites of MTH 15 and 16 are required.

**Credits:** 3  
**On Occasion**

#### MTH 18 Geometry: An Informal Approach

This course is an informal approach to geometry that stresses material from metric and nonmetric geometry related to the geometry of current elementary school programs.

**Credits:** 3  
**On Occasion**

#### MTH 19 Basic Statistics

This course is directed toward understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics.

Cannot be taken for credit by any student who has completed or is currently taking MTH 23, MTH 41/BIO 141 or MTH 8.

Not open to students who have taken MTH 8, 23, 41 or BIO 141.

**Credits:** 3  
**Annually**

#### MTH 20 Introduction to Sets, Logic, and Mathematical Structures

This course covers connectives, truth tables, arguments, quantifiers in addition to the meaning of proof and valid proof, mathematical induction,
set operations, properties of relations, equivalence relations, functions, 1-to-1, onto, 1-1 correspondence and mathematical systems. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisite of MTH 8 is required.

Credits: 3

MTH 21 Differential Equations
This course covers linear and non-linear first order differential equations, homogeneous and non-homogeneous equations of higher order, power series and the methods of Frobenius, Laplace transforms, separation of variables and Fourier series. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisite of MTH 8 is required.

Credits: 3

MTH 22 Applied Linear Algebra
This course is an introduction to linear algebra that stresses applications and computational techniques. Topics covered include matrices, systems of linear equations, determinants, vector spaces and linear transformations, eigenvalues and eigenvectors. This course can fulfill an additional requirement the Scientific inquiry and the Natural World thematic cluster of the core curriculum alongside the laboratory science requirement.

Prerequisite of MTH 8 is required.

Credits: 3

MTH 23 Foundations of Statistical Analysis
This course is a thorough introduction to statistics as an applied mathematical science that covers discrete and continuous probability distributions, estimation procedures, hypothesis testing, linear regression and tests of correlation, sampling theory and the design of experiments. Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or MTH 23. Cannot be taken for credit by any student who has received an A or above in MTH 9 and MTH 51 or with permission of chair.

Prerequisite of MTH 8 is required.

Credits: 3

MTH 24 Discrete Mathematical Structures
This course provides a detailed study of graphs with an introduction to lattices and develops the student’s facility with constructing formal algorithms to solve problems in these areas. Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or MTH 23. Cannot be taken for credit by any student who has received an A or above in MTH 9 and MTH 51 or with permission of chair.

Prerequisite of MTH 8 is required.

Credits: 3

MTH 25 Literacy in Mathematics
Learning mathematics with textual materials. Using different strategies involving reading, writing, talking and listening to make sense of mathematics and to develop insight into how these strategies can help students of varying ability levels become active participants in learning mathematics. Thus participating students will not only improve their own abilities at learning environments. The course will actively engage students in learning mathematics with texts varying in level of content background and difficulty. Specific attention will be given to strategies that support multiple opportunities accessible to students struggling with text. Materials will be chosen from different subject areas such as pre-college mathematics, calculus, discrete mathematics, linear and abstract algebra, real and complex variables, set theory and logic, geometry and topology, and probability and statistics.

Prerequisites of MTH 8 is required.

Credits: 3

Annually

MTH 29 Applied Statistical Methods
This course builds on topics from MTH 23 including models for regression and correlation, point and interval estimates of parameters, and hypothesis testing. Emphasis is on multilinear regression by ANOVA and data analysis. Basic time series are also developed.

Prerequisite MTH 23 and corequisite of MTH 51 or permission of instructor is required.

Credits: 3

On Occasion

MTH 31 Advanced Calculus I
This course begins a careful treatment of the fundamental theorems of differential and integral calculus: limits of sequences, series, functions, continuity, differentiation and the Reimann integral.

Prerequisite of MTH 9 and MTH 20 or permission of Dept are required.

Credits: 3

Alternate Fall

MTH 32 Advanced Calculus II
This course continues a careful treatment of the fundamental theorems of differential and integral calculus: transformations of n-dimensional vector spaces, differentials and differentiation, integration and functions of several variables, line and surface integrals, and the theorems of Gauss and Stokes.

Prerequisite of MTH 31 is required.

Credits: 3

Alternate Spring

MTH 41 Biostatistics
This course covers the fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their uses in biological and medical research. Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or 23. Same as BIO 141.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 3

On Occasion

MTH 51 Probability
This course covers probability theory with applications to discrete and continuous random variables.

Prerequisites of MTH 9 and 20 or department permission are required.

Credits: 3

Every Spring

MTH 53 Stochastic Calculus
Students will learn basic mathematical concepts and techniques of stochastic calculus as applied to contemporary financial engineering. Topics will include the binomial asset pricing model, stochastic processes, risk evaluation and management, expected return on portfolios, the Black-Scholes model, stochastic differential equations, risk-neutral probabilities, and options pricing.

Open to students who have received an A or above in MTH 9 and MTH 51 or with permission of chair.

Credits: 3

On Occasion

MTH 61 Discrete Mathematical Structures
This course covers the real and complex number systems, integral domains, groups, rings, and fields. Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or MTH 23. Cannot be taken for credit by any student who has received an A or above in MTH 9 and MTH 51 or with permission of chair.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 3

On Occasion

MTH 71 Algebraic Structures
This course covers the axiomatic study of geometry and the basic theorems of Euclidean and non-Euclidean geometries.

Prerequisite of MTH 20 or the permission of the department is required.

Credits: 3

Alternate Fall

MTH 73 Fundamental Concepts of Geometry
This course covers the basic notions of numerical analysis, iterative solutions of nonlinear equations, interpolation polynomials, finite differences, numerical integration and differentiation and computer applications.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 3

On Occasion

MTH 81 Topology
This course is a basic treatment of topology with an introduction to homotopy and homology theory.

Prerequisite of MTH 71 is required.

Credits: 3

On Occasion

MTH 82 Numerical Analysis
This course covers the basic notions of numerical analysis, iterative solutions of nonlinear equations, interpolation polynomials, finite differences, numerical integration and differentiation and computer applications.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 3

On Occasion

MTH 83 Complex Analysis
This course begins a careful treatment of the fundamental theorems of differential and integral calculus: limits of sequences, series, functions, continuity, differentiation and the Reimann integral.

Prerequisite of MTH 9 and MTH 20 or permission of instructor is required.

Credits: 1

On Occasion

MTH 97 Honors Seminar in Mathematics
This course provides an opportunity for selected undergraduate mathematics majors to pursue in-depth study of advanced topics not covered in regular courses.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 1

On Occasion

MTH 99 Directed Independent Study
This course allows students to pursue a special topic or problem in mathematics that is not offered in a regular course.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 1-3

On Occasion

MTH 99S Academic Internship
This course is designed for students to gain practical experience in a mathematics-related field through an internship placement.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 1-3

On Occasion

MTH 99T Undergraduate Thesis
This course provides an opportunity for students to conduct original research in mathematics.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 1-3

On Occasion

MTH 99W Undergraduate Work-Study Program
This course is designed for students to gain practical experience in a mathematics-related field through the Work-Study Program.

Prerequisite of MTH 8 or the permission of department is required.

Credits: 1-3

On Occasion
This course is an elementary introduction to functions of a complex variable, including complex numbers, analytic functions, integrals, series and applications. Co-requisite of MTH 32 is required.

Credits: 3
On Occasion

MTH 84 Introduction to Automata
This course introduces Turing machines, sequential machines, finite automata, state analysis, Godel numbering and unsolvability, push down automata and context-free language. Prerequisite of MTH 22 or the permission of the department is required.

Credits: 3
On Occasion

MTH 85 Partial Differential Equations
This course examines solutions of the heat, wave and Laplace equations; orthogonal functions including Fourier series, Fourier integrals, and Legendre polynomials; and the Dirichlet and Neumann problems are treated in this setting. Prerequisite of MTH 21 is required.

Credits: 3
On Occasion

MTH 90 Mathematics Seminar
This course is the preparation and presentation by students of selected topics from the undergraduate mathematics curriculum. Prerequisite of Senior class standing and any 3 of the following MTH 20, 21, 22, 51, 61, 73 are required

Credits: 1
Every Fall

MTH 91 Independent Study
Independent study for honors and other qualified students under the guidance of a faculty member that may be repeated for credit.

Credits: 3
On Occasion

MTH 95 Special Topics in Mathematics
This course is a detailed treatment of topic in analysis, algebra, mathematical modeling, contemporary applications of mathematics (such as mathematics using technology) or other branch of mathematics not covered by an existing course. This course may be repeated with different content. Prerequisite of MTH 8 or permission of the department is required.

Credits: 3
On Occasion

MTH 96 Internship for Financial Engineering
Supervised off-campus placement in a financial engineering organization involving the application of academic skills in a professional environment. Internships will be arranged by the Office of the President of LIU, in consultation with the department chair, and will be supervised by a mathematics faculty member. At the end of the semester, the student will submit a report to the supervising faculty member on the activities and accomplishments of the internship. Open to students who have received an A- or above in MTH 9, MTH 22, MTH 53, FIN 81, CS 113 or with permission of chair.

Credits: 2
On Demand

Astronomy Courses

AST 9 Introductory Astronomy I
This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses. Same as PHY 9 without laboratory. Three hours lecture.

Students taking this course in fulfillment of the core requirements must take the course with the Laboratory (AST 9A).

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

Credits: 3
Every Fall and Summer

AST 9A Introductory Astronomy I Laboratory
This course is the optional laboratory for AST 9. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses. Three hours laboratory.

Students taking this course in fulfillment of the Core requirements must take the course with the lecture (AST 9).

Prerequisite or corequisite of AST 9 is required.

Credits: 1
Every Fall and Summer

AST 10 Introductory Astronomy II
Astronomy 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe. Same as PHY 10 without laboratory. Three hours lecture.

Students taking this course in fulfillment of the Core requirements must take the course with the laboratory (AST 10A).

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

Credits: 3
Every Spring and Summer

AST 10A Introductory Astronomy II Laboratory
This course is the optional laboratory for AST 10. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe. Three hours laboratory.

Students taking this course in fulfillment of the Core requirements must take the course with the lecture (AST 10).

Prerequisite or corequisite of AST 10 Is required.

Credits: 1
Every Spring and Summer

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

Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Must be in Honors College
Credits: 4
Alternate Years

AST 302 Our Violent Universe II - Honors Core
A broad survey of astronomy is presented, including aspects of astrophysics and cosmology, with minimal use of mathematics. Topics include the history of astronomy, the solar system, stellar evolution, and the large scale structure of the Universe. The course will also serve as an introduction to basic topics including gravity and light. The question of mankind’s place in the Universe as well as the importance of scientific inquiry will be addressed.

Three hours lecture, three hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisite of AST 301 is required.

Credits: 4
Alternate Years

Physics Courses

PHY 1 College Physics I
Same as Physics 11 without laboratory. Four hours lecture-recitation.

Credits: 3
On Occasion

PHY 2 College Physics II
Same as Physics 12 without laboratory. Four hours lecture-recitation.

Prequisite of PHY 1
Credits: 3
On Occasion

PHY 3 University Physics I
Physics 3 is the first half of an introductory, calculus-based, physics course for science and mathematics majors, covering the laws and principles of mechanics, thermodynamics, and waves.
Four hours lecture, two hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites or corequisite of MTH 7 is required.

Credits: 4
Every Fall, Spring and Summer

**PHY 4 University Physics II**

Physics 4 is the second half of an introductory, calculus-based physics course for science and mathematics majors. It is concerned with the laws and principles of electricity, magnetism, and optics, and includes an introduction to modern physics.

Four hours lecture, two hours laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites of PHY 3 and MTH 7 and corequisite of MTH 8 are required.

Credits: 3 to 4
Every Fall, Spring and Summer

**PHY 6 The Physics of Music**

In this course, the nature and production of musical sound is related to the physical theory of wave phenomena. The quality and construction of musical instruments and acoustic properties of concert halls are studied. Demonstrations and experiments are performed to illustrate the physical theories. No previous college work in Mathematics or Physics is required.

Three hours lecture/laboratory.

Credits: 3
On Occasion

**PHY 7 Modern Physics for the Non-Scientist**

A non-mathematical survey of 20th-century physics; specifically, the theories of relativity, quantum mechanics, and laser physics. The course stresses the basic concepts and philosophy of modern physics and its impact on today’s society.

Credits: 3
On Occasion

**PHY 9 Introductory Astronomy I**

This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses.

Three hours lecture when offered for three credits (same as AST 9); three hours lecture, three hours laboratory when offered for four credits (same as AST 9 with AST 9A). Students taking this course in fulfillment of the Core requirements must take the course with the laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites of PHY 3 and MTH 7 and corequisite of MTH 8 are required.

Credits: 3 to 4
On Occasion

**PHY 10 Introductory Astronomy II**

Physics 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe.

Three hours lecture when offered for three credits (same as AST 10); three hours lecture, three hours laboratory when offered for four credits (same as AST 10 with AST 10A). Students taking this course in fulfillment of the Core requirements must take the course with the laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites of PHY 3, 4, and MTH 9 are required.

Credits: 3
On Occasion

**PHY 11 College Physics I**

Physics 11 is the first half of an introductory, non-calculus physics course, that covers the laws and principles of mechanics, thermodynamics and wave. The combination of Physics 11 and 12 satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like. Six hours lecture/laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites of PHY 10 and MTH 7 are required.

Credits: 4
Every Fall

**PHY 12 College Physics II**

Physics 12 is the second half of an introductory, non-calculus physics course covering electricity, magnetism, optics and an introduction to modern physics. Together with Physics 11, it satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like. Six hours lecture/laboratory. This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Prerequisites of PHY 11 is required.

Credits: 4
Every Spring

**PHY 13 Classical Thermodynamics**

This course examines the laws of thermodynamics in addition to thermodynamic equations for simple and heterogeneous systems and thermodynamic equilibrium.

Prerequisites of PHY 3, 4 and Prerequisite or Co-requisite of MTH 9 are required.

Credits: 3
On Occasion

**PHY 14 Modern Optics**

This course examines the wave equation and D’Alembert’s solution, refractive index and absorption, least action and ray optics for lenses and mirrors, optical instruments including lasers and their limitations, interference and diffraction. An introduction to Fourier optics is included.

Prerequisites of PHY 3, 4 and Prerequisite or Co-requisite of MTH 9 are required.

Credits: 3
On Occasion

**PHY 15 Mechanics I**

This course covers statics of rigid bodies and the dynamics of particles.

Prerequisites of PHY 3, 4, and MTH 9 are required.

Credits: 3
On Occasion

**PHY 18 Mechanics II**

In this course, the areas covered are: statics and dynamics of rigid bodies, Lagrange’s and Hamilton’s equations, oscillating systems, and an introduction to the mechanics of continuous media.

Prerequisite of PHY 17 is required.

Credits: 3
On Occasion

**PHY 19 Modern Physics I**

This course is an introduction to the physics of the 20th century. Topics covered include special relativity, the Heisenberg uncertainty principle, the Schrödinger equation, spin angular momentum, the Pauli principle, atomic and molecular structure, and perturbation theory.

Prerequisites of PHY 3, 4, and Prerequisite or Corequisite of MTH 9 are required.

Credits: 3
On Occasion

**PHY 20 Modern Physics II**

This course is a continuation of Physics 19. Topics covered include collision theory, classical and quantum statistics, solid state physics, nuclear physics, elementary particles and the Dirac equation.

Prerequisite of PHY 19 and Co-requisite of MTH 21.

Credits: 3
On Occasion

**PHY 27 Advanced Laboratory I**

This course is an introduction to the general techniques of experimental physics. Selected experiments in the fields of spectroscopy, heat, electricity, electronics and atomic physics are conducted.

Four hours laboratory.

Prerequisite of a PHY (Physics) course numbered above 13 is required.

Credits: 3
On Occasion

**PHY 28 Advanced Laboratory II**

This course is a continuation of Physics 27. Four hours laboratory.

Prerequisite of PHY 27 is required.

Credits: 3
On Occasion

**PHY 29 Introduction to Astrophysics**

This course studies a variety of astronomical processes and structures using a physical approach to understanding their dynamics. Topics include stellar evolution, galaxy structure, cosmology, as well as various high energy events such as supernovae and gamma ray bursts.

Prerequisite of PHY 19 is required.

Credits: 3
On Occasion

PHY 40 Electrical Circuits Laboratory
A laboratory course in the design, construction and
testing of a variety of electronic circuits.
Prerequisite of PHY 4 or permission of instructor is
required.
Credits: 1
Not Set

PHY 41 Circuit Analysis and Control Theory
This course covers nodal analysis of DC and AC
circuits. This analysis includes practical sources,
semiconductor devices, transistor and operational
amplifiers, equivalent circuits and transformers.
Frequency response is emphasized including filters,
resonance, and bandwidth. The remainder of the
course covers basic aspects of control theory
including Laplace transforms, plant/transfer
functions, stability, the sampling theorem, and
graphical methods. This course fulfills the Scientific
Inquiry and the Natural World thematic cluster
requirement in the core curriculum.
Prerequisite of PHY 4 or permission of instructor is
required.
Credits: 3

PHY 45 Electromagnetic Radiation Theory
This course examines Maxwell's equations, the wave
equations and their solution, electromagnetic
theory of light, cavity resonators, wave guides.
Prerequisites of PHY 16 and MTH 21 are required.
Credits: 3

PHY 48 Solid State Physics I
This course is an introduction to the physics of
metals, semiconductors and insulators that includes
the study of crystal structure, lattice vibrations,
electron motion in crystals, electrical and thermal
properties, magnetism, Fermi surfaces,
superconductivity.
Prerequisite of PHY 19 is required.
Credits: 3

PHY 49 Solid State Physics II
This course is an introduction to the physics of
metals, semiconductors and insulators that includes
the study of crystal structure, lattice vibrations,
electron motion in crystals, electrical and thermal
properties, magnetism, Fermi surfaces,
superconductivity.
Prerequisite of PHY 19 is required.
Credits: 3

PHY 50 Digital Electronics
This course is an introduction to digital systems,
including treatment of combinational logic,
switching algebra, minimization of logic networks,
flip-flops and other circuit elements, sequential
networks and the design of digital systems.
Credits: 3

On Occasion

PHY 61 Advanced Topics in Physics I
When offered, the specific contents for that
semester and the specific prerequisites for that
semester are announced in advance of registration.
Three hours lecture when offered for three credits;
three hours laboratory when offered for four credits.
Credits: 3 to 4

On Occasion

PHY 62 Advanced Topics in Physics II
When offered, the specific contents for that
semester and the specific prerequisites for that
semester are announced in advance of registration.
Three hours lecture when offered for three credits;
three hours laboratory when offered for four credits.
Credits: 3 to 4

On Occasion

PHY 85 Independent Study
Independent study under guidance of a faculty
member.
Pre requisite of one Physics course numbered 13 or
above is required.
Credits: 3

On Occasion

PHY 86 Thesis
This course is the continuation of PHY 85. With
the guidance of a faculty member, students will
write a thesis on a research project, and give an oral
presentation of their work.
Credits: 3

On Occasion

PHY 422 Modern Physics for Nonscientists: Black
Holes, The Quantum, and Cosmology
Modern physics is important for all of us. Advances
in physics over the past 100 years have brought us
technology ranging from GPS navigation to the
Internet, and shed light on some of the deepest
questions concerning the nature of the Universe.
Exposure to the concepts, history, and implications
of modern physics is arguably an integral part of a
modern liberal arts education. In this course, the
physics of the last 100 years will be addressed using
popular-level books and movies. Einstein's theories
of relativity will be the foundation for discussing
the union of space with time, black holes,
wormholes, and the possibility of time travel.
Quantum physics will cover the wave nature of
matter, indeterminacy of wave functions, and the
implications of Heisenberg's uncertainty principle.
Finally, we will discuss the great strides that
cosmologists have taken towards understanding the
nature, structure, and evolution of our universe as a
whole.
For students in Interdisciplinary Studies B.S.,
following "Critical Issues for 21st-Century
Professionals Track" (Business, Health Care Admin,
and Liberal Arts) ONLY.
Credits: 3
DEPARTMENT OF ENGLISH, PHILOSOPHY AND FOREIGN LANGUAGE

Phone: 516-299-2391
Fax: 516-299-2997

Chair: Associate Professor John Lutz
Senior Professor: Miller
Professors: Bednarz, Codebò, DeVivo, Digby
(Director, Honors College), Faby, Hallissy, Hill-Miller, Lothstein, Magee, Nalbantian, Pahl, Ryden
Associate Professors: Frouman-Smith, Gunther, Semeiks, Szekely, Welnak
Adjunct Faculty: 30

The LIU Post Department of English, Philosophy, and Foreign Languages offers the B.A. in English with specializations in writing or literature. In conjunction with the College of Education, Information and Technology, the Department also offers the B.S. in Adolescence Education: English. This degree will satisfy the requirements for initial certification to teach English in grades 7 to 12. Information about this degree can be found in the College of Education, Information and Technology section. The Department also has a 5-year accelerated program which combines the B.S. in Adolescence Education: English and the M.A. in English (see below). The Department also offers concentrations in English literature or writing for the B.S. programs in Early Childhood (Birth to Grade 2) and Childhood Education (Grades 1 to 6). In addition, the Department of English offers courses which are part of the concentration in American Studies for these degrees. Minor in Literature and Writing are available for undergraduates majoring in other subjects at the University.

Through the systematic study of English, students discover the values underlying the great literature of the past and learn to distinguish and appreciate the contemporary literature most likely to endure. Students studying English learn to evaluate sensibilities both past and present, acquiring a profound knowledge of their own humanity and of the human condition in general. The study of English helps develop fluency of expression, skill in logical analysis, and facility in planning, organizing, and revising. Literature courses, no less than composition courses, give attention to writing to help students perfect their ability to communicate with others.

English majors have many opportunities to participate in clubs, publications and special events. The LIU Post Poetry Center, the longest-running literary center at any university in the metropolitan New York area, sponsors poetry readings and a poetry contest and brings internationally renowned poets to campus. Sigma Tau Delta, the national English Honor Society, maintains an active chapter at LIU Post, and members may submit original work to the national publication. LIU Post also offers a number of annual English awards for scholarship and original prose and poetry. Students may compete for the prizes granted annually by the Academy of American Poets. The English Department also is home to Confrontation, Long Island University's literary magazine, which since 1968 has published both famous and lesser-known writers, including seven Nobel Prize winners.

The mastery of a foreign language enables students to deepen their understanding of another culture while learning to appreciate diverse influences on American culture. The study of a foreign language develops communication skills, heightens cultural awareness, improves career opportunities and encourages precision in thought and expression. Courses are multi-faceted and encompass foreign cultures, literature, grammar, history, art and music. Our professors have a wealth of expertise as published authors, researchers, travelers and educators.

The Department offers minors in French, Italian, Linguistics, and Spanish. The Department's Critical Language program allows students to received individualized tutoring in languages including Arabic, Chinese, Dutch, Hindi, Japanese, Modern Greek, Portuguese, Russian, Turkish, Vietnamese and Yiddish. Study of critical languages is helpful to students pursuing degrees in political science, sociology, geography, history, business administration and economics.

The Department offers a Bachelor of Arts degree in Philosophy and a minor in Philosophy that will enhance the marketability of students in any profession. A Philosophy concentration is also offered for the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6). Courses in Philosophy are also part of the American Studies concentration for these degrees.

Faculty members are active scholars who publish regularly on subjects ranging from medical ethics to logic.

Philosophy majors are trained to analyze and tackle complex theories and enlarge their perspectives on life and the world. While we provide the essential preparation for graduate studies in the field, our main focus is to teach students to question; to understand difficult texts and ideas; and to experience the wonder and passion of thought, which prepares those who go on to other areas besides philosophy to think for themselves. A degree in philosophy from LIU Post will encourage you to ask questions; develop your critical thinking, reading and writing skills; strengthen your ability to make decisions; and develop your historical understanding of texts and ideas.

B.A. English

Concentration in Literature

Studying literature is a road map to the world around you. In the LIU Post English program you will travel the past with such great literary voices as Chaucer and Shakespeare, Dickens and the Brontës. Then you will discover the world through contemporary writers such as James Joyce, Tennessee Williams and Virginia Wolfe. The B.A. in English with a Concentration in Literature offers you an opportunity to explore these great minds of Western civilization, in their own words, on a one-to-one basis. The systematic study of great literature prepares students for a wide variety of careers, including teaching, law, medicine, business and computer science.

In this 120-credit program you will learn to write clearly, to organize and communicate your thoughts and feelings, and to understand what the finest writers of the past and present have said about the enduring issues of identity, morality, spirituality, and material success. Along with a solid grounding in basic composition and a survey of English literature from the Anglo-Saxon period to the 20th century, you can choose from an exciting array of electives that range from "The Bible as Literature" and "Leadership and Literature" to "The Art of Autobiography" and "The American Novel."

With introductory courses in logic and political science, English is an excellent, traditional pre-law major, and with appropriate introductory sequences in the sciences, English is also an excellent pre-medical or pre-dental major. With a minor in Business or Computer Science, a student who majors in English will prepare especially well for many executive positions in business and government.

Admission Requirements

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.

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

Academic Policies

Students contemplating graduate work in English are advised that many Ph.D. programs require a reading knowledge of one or more foreign languages and are urged to complete foreign language study through courses 11 and 12. Such students are also urged to take an advanced course in History and one of the following: LIN 11 Comparative Linguistics, LIN 12 Descriptive Linguistics, LIN 41 Applied Linguistics, or SPH 51 Phonetics of English.

The Department expects the student to choose English courses from a wide range of figures, genres and periods. Among the major figures regularly offered are Chaucer, Shakespeare and Milton, but the major figure requirement may be met by taking any special-topic course in which an author’s name appears in the title; such a course
may not be used to fulfill the genre or period requirement.

The genre distribution requirement may be met by taking any course that names a genre (literary type or mode) in the title. The genres regularly offered include poetry, drama, fiction and autobiography. The literary periods regularly offered cover the whole range of English, American and world literature; however, the period distribution requirement must be met with a course indicating in its title that it is limited in scope to an historical period of British literature or comparative literature. Some courses may count either as genre courses or period courses, but a course may not be used simultaneously to fulfill two distribution requirements.

### Concentration in Writing

The ability to communicate well is a fundamental requirement for personal and professional success. The 120-credit Bachelor of Arts in English with a concentration in writing is an ideal degree for anyone who wishes to become a professional writer, or who aspires to a career where communication skills are applied. The writing concentration explores various forms of creative expression through course work in literature, creative writing and non-fiction writing. Students pursuing this concentration have the opportunity to take courses in "Creative Writing" (poetry, non-fiction, drama), "Advanced Writing" (business writing, expository) and "Rhetoric/English Language" (logic of conversation, history of the English language, persuasion). The B.A. in English offers students both a strong traditional liberal arts education and many opportunities to explore other disciplines

### Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

### B.A. English

(Program Code: 07046) [HEGIS: 1501.0]

### Core Curriculum Requirements

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

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum (32-33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>Writing I</td>
</tr>
</tbody>
</table>

### Writing II

3 credits

### Quantitative Reasoning

3 credits

### Scientific Inquiry & the Natural World

4 credits

### Creativity, Media & the Arts

3 credits

### Perspectives on World Cultures

3 credits

### Self, Society & Ethics

3 credits

### Power, Institutions & Structures

3 credits

### Additional course from one cluster

3-4 credits

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

### Major Requirements

#### Required English Foundation Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 85</td>
<td>Disciplinary Literacy in English</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Required Foreign Language Sequence

Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

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

Students must choose either a concentration in Literature or Writing.

### Literature Concentration

#### Required English Literature Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>British Literature: Survey</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 12</td>
<td>British Literature II: Survey</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Required Major Figure Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 20</td>
<td>Chaucer</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 23</td>
<td>Milton</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 25</td>
<td>Major Figure</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Writing I

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

#### Required Historical Period Course

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 15</td>
<td>Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 19</td>
<td>Early English Literature: From the Beginnings to 1485</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies, Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies, Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 24</td>
<td>Renaissance Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 32</td>
<td>Contemporary Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 67</td>
<td>Classical Literature in Translation</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 111</td>
<td>The English Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Modern British Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 113</td>
<td>The Eighteenth-Century English Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 114</td>
<td>The Nineteenth-Century English Novel</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Required Genre Course

One of the following:

| ENG 13 | The Short Story | 3.00 |
| ENG 15 | Modern Drama | 3.00 |
| ENG 16 | The Modern Novel | 3.00 |
| ENG 17 | Modern Poetry | 3.00 |
| ENG 21 | Shakespeare: Comedies and Histories, Non-Dramatic Poetry | 3.00 |
| ENG 22 | Shakespeare: Tragedies and Romances | 3.00 |
| ENG 35 | Childhood and Literature | 3.00 |
| ENG 36 | Adolescent Literature | 3.00 |
| ENG 41 | The Art of Poetry | 3.00 |
| ENG 42 | The Art of Autobiography | 3.00 |
| ENG 49 | English Drama | 3.00 |
| ENG 50 | Great Plays | 3.00 |
| ENG 51 | Greek Drama | 3.00 |
| ENG 52 | The Bible as Literature | 3.00 |
| ENG 59 | Autobiographical Transformations: How a Writer Makes Life Into Art | 3.00 |
| ENG 62 | Love in the Western World | 3.00 |

| ENG 68 | Mythology | 3.00 |
| ENG 69 | From Fiction Into Film | 3.00 |
| ENG 78 | The English Novel: Nineteenth and Twentieth Centuries | 3.00 |
| ENG 102 | Literatures of Africa | 3.00 |
| ENG 103 | Irish Literary Renaissance | 3.00 |
| ENG 104 | History of Irish Literature | 3.00 |
| ENG 107 | Postcolonial Literature and Theory | 3.00 |
| ENG 108 | African-American Literature of the Twentieth Century | 3.00 |
| ENG 109 | American Slave Narratives | 3.00 |
| ENG 113 | The Eighteenth-Century English Novel | 3.00 |
| ENG 114 | The Nineteenth-Century English Novel | 3.00 |
| ENG 115 | The World Novel in English | 3.00 |
| ENG 131 | Small World: Literature of the Academic Life | 3.00 |
| ENG 137 | Magic Realism | 3.00 |
| ENG 138 | Gender, Sexuality and Literature | 3.00 |
| ENG 139 | Gender and the English Language | 3.00 |
| ENG 140 | The Bloomsbury Group | 3.00 |
| ENG 141 | Literature of the Working Class | 3.00 |
| ENG 142 | Leadership and Literature | 3.00 |
| ENG 144 | Empathy and the Human Imagination | 3.00 |
| ENG 146 | Conformity and Rebellion in Literature | 3.00 |
| ENG 152 | The American Novel | 3.00 |
| ENG 153 | Contemporary American Drama | 3.00 |
| ENG 154 | American Poetry | 3.00 |
| ENG 156 | Irish American Fiction | 3.00 |
| ENG 157 | American Modernism and the Art of Making it New | 3.00 |
| ENG 158 | Freak Shows and the Modern American Imagination | 3.00 |
| ENG 159 | Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present | 3.00 |
| ENG 160 | Hawthorne and James: From Romance to Realism | 3.00 |
| ENG 162 | American Autobiography | 3.00 |
| ENG 163 | Literature of New York | 3.00 |
| ENG 164 | American Drama | 3.00 |

Required Upper-Level English Literature Courses

Three courses/nine credits from all 100- or 200-level ENG courses or ENG 389 or 390

Elective English Courses

Two courses/six credits from all ENG courses excluding ENG 1, 2, 3, 303 and 304 ENG 25, 44, 47, 48, 100, 359 and 360 may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.

Writing Concentration

Required Creative Writing Courses

Any two courses/six credits of the following:

| ENG 182 | Introduction to Creative Writing | 3.00 |
| ENG 183 | Creative Non-Fiction | 3.00 |
| ENG 282 | Fiction Writing | 3.00 |
| ENG 283 | Poetry Writing | 3.00 |
| ENG 284 | Drama Writing | 3.00 |
| ENG 285 | Screenwriting | 3.00 |

Required Advanced Writing Courses

Any three courses/nine credits of the following:

| ENG 6 | Writing in Business | 3.00 |
| ENG 181 | The Art of Expository Writing | 3.00 |
| ENG 184 | Writing and Healing | 3.00 |
| ENG 185 | Theories of Writing and Composing | 3.00 |
| ENG 186 | Writing in a Digital Age: Multimodal Rhetoric and Composition | 3.00 |
| ENG 187 | Editing and Professional Writing | 3.00 |
| ENG 188 | Writing in the Workplace: The Rhetoric of Professional Communication | 3.00 |
| ENG 189 | Experimental Fiction Writing | 3.00 |
| ENG 190 | Writing with Sound | 3.00 |
Minimum Total Credits: 120

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 191</td>
<td>Reading and Writing Comics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 192</td>
<td>Technical Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 193</td>
<td>Writing Young Adult Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 194</td>
<td>Videogame Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Rhetoric/The English Language Courses

Any three courses/nine credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3</td>
<td>Grammar and the Structure of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 133</td>
<td>Eighteenth-Century Writers on Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 201</td>
<td>The English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Varieties of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 203</td>
<td>The Logic of Conversation</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Theories of Persuasion: Ancient and Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required English Literature Survey Courses

Any three courses/nine credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance (must be WAC format)</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present (must be WAC format)</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 11</td>
<td>British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 12</td>
<td>British Literature II: Survey Romantic, Victorian, Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 151</td>
<td>Survey of American Writers to the Civil War</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 251</td>
<td>American Writers Since the Civil War</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.A. Philosophy

The study of philosophy offers students the opportunity to develop an appreciation for the variety of visions that give life meaning. It also provides students with the intellectual resources needed to begin the lifelong project of crafting a vision of their own. From Plato and Socrates to Freud and Sartre, from the great western and eastern religions to existentialism, from philosophy in literature to philosophy of science, students who pursue a degree in philosophy emerge with an understanding of the major thinkers and central problems of the philosophical tradition, as well as an ability to analyze philosophical texts with critical rigor. A degree in philosophy is helpful to students who are pursuing graduate work in various fields or entering professional schools.

A college degree in the field of philosophy will enrich anyone’s life, but it can also be excellent preparation for a wide variety of careers. Law schools welcome philosophy majors because they can manage complex ideas, questions and analysis. Philosophy majors can thrive in the business due to their ability to understand multiple perspectives. As technology, medicine, geopolitics and other forces increasingly give rise to moral dilemmas, those who have studied the great thinkers can provide the insights that lead to reasoned, ethical decision-making.

The 120-credit Bachelor of Arts in Philosophy comprises 30 credits in philosophy and 6 credits in foreign language, in addition to the general requirements for an LIU Post degree. Majors are encouraged to develop a coherent minor program of their choice by selecting at least 18 credits in one other area of study. Our faculty members are active scholars who publish regularly on subjects ranging from medical ethics to logic. The analytical skills you will develop are highly valuable assets for success in all professions.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. Philosophy

Program Code: 07054  HEGIS: 1509.0

Core Curriculum Requirements

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

*Students are required to complete 6 credits in one of the following: FRE, GER, ITL, JPN, RUS, SPA.

For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Philosophy Courses

All of the following:

- PHI 14 Introduction to Critical Reasoning 3.00
- PHI 25 The Birth of Philosophy in the Ancient World 3.00
- PHI 26 The Origins of Modern Philosophy 3.00

Elective Philosophy and Religious Philosophy Courses

Seven courses/twenty-one credits from all PHI courses

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

ACCELERATED SHARED CREDIT PROGRAM

B.S. Adolescence Education: English / M.A. in English

Program Code: 33210  HEGIS: 1501.01 / 1501.0
Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Adolescence Education: English / M.A. English must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th></th>
<th>ENG</th>
<th>POST 101</th>
<th>First-Year Seminar</th>
<th>Writing I</th>
<th>Writing II</th>
<th>Quantitative Reasoning</th>
<th>Scientific Inquiry &amp; the Natural World</th>
<th>Creativity, Media &amp; the Arts</th>
<th>Perspectives on World Cultures</th>
<th>Self, Society &amp; Ethics</th>
<th>Power, Institutions &amp; Structures</th>
<th>Add'l course from one cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ENG 1</td>
<td>ENG 2</td>
<td>Must take MTH 7</td>
<td>Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE</td>
<td>Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 251</td>
<td>Survey of American Writers Since the Civil War</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Undergraduate English Literature Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 11</td>
<td>British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 12</td>
<td>British Literature II: Survey Romantic, Victorian, Modern</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Undergraduate Shakespeare Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Undergraduate English Courses Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 181</td>
<td>The Art of Expository Writing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 182</td>
<td>Introduction to Creative Writing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 184</td>
<td>Writing and Healing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 185</td>
<td>Theories of Writing and Composing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 186</td>
<td>Writing in a Digital Age: Multimodal Rhetoric and Composition</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 187</td>
<td>Editing and Professional Writing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 188</td>
<td>Writing in the Workplace: The Rhetoric of Professional Communication</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 189</td>
<td>Experimental Fiction Writing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 190</td>
<td>Writing with Sound</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 191</td>
<td>Reading and Writing Comics</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 192</td>
<td>Technical Writing</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 193</td>
<td>Writing Young Adult Fiction</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 35</td>
<td>Childhood and Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 36</td>
<td>Adolescent Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 108</td>
<td>African-American Literature of the Twentieth Century</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 115</td>
<td>The World Novel in English</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 117</td>
<td>Literature of Dictatorships in Latin America</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 141</td>
<td>The Literature of the Working Class</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 144</td>
<td>Empathy and the Human Imagination</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish American Fiction</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 163</td>
<td>The Literature of New York</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 25, 44, 47, 48, 95, 100, 359 and 360 may be used to satisfy the above areas based on the chosen topic. Please see your advisor for more information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Undergraduate Upper-Level English Course
One course/three credits from all ENG 100-level, 200-level (excluding ENG 207), 359, 360, 389 or 390. As part of the requirements for this degree, students must complete an e-portfolio.

Required Graduate Research and Criticism Course
MUST BE TAKEN PRIOR TO STUDENT-TEACHING SEMESTER

ENG 710 Research and Criticism 3.00

Required Undergraduate Education Courses

Major Requirements

Required Undergraduate English Courses

All of the following:

| ENG 3 | Grammar and the Structure of English | 3.00 |
| ENG 10 | Introduction to Literature | 3.00 |
| ENG 151 | Survey of American Writers to the Civil War | 3.00 |

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

LIU Post Undergraduate Bulletin 2019 - 2020
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 16A</td>
<td>Curriculum and Assessment for Pre-service Teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 17</td>
<td>Psychology and Developmental of the Adolescent</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35</td>
<td>General Methods of Teaching Secondary Education</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 35B</td>
<td>Methods and Materials in Teaching a Specific Subject in Grades 7-12 English</td>
<td>3.00</td>
</tr>
<tr>
<td>EDI 38</td>
<td>Supervised Student Teaching in Adolescence Education (Grades 7-12)</td>
<td>6.00</td>
</tr>
<tr>
<td>EDI 50</td>
<td>Pre-student Teaching Seminar: Critical Issues in Education</td>
<td>0.00</td>
</tr>
<tr>
<td>EDS 44</td>
<td>Introduction to the Study of the Exceptional Child</td>
<td>3.00</td>
</tr>
<tr>
<td>EDS 75A</td>
<td>Lit Assess &amp; Inst Cllrm Tch 5-12</td>
<td>3.00</td>
</tr>
<tr>
<td>HE 205A</td>
<td>Adolescent Health-Risk Wkshp</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Required Graduate English Courses**

**All of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 699</td>
<td>Text(s) in Context</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 706</td>
<td>The Critical Tradition: An Introduction to Literary Theory</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate English Courses**

**Rhetoric/English Language**

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 781</td>
<td>Classical Rhetoric</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 782</td>
<td>Theories of Persuasion: Ancient and Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 783</td>
<td>Eighteenth-Century Writers on Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 784</td>
<td>Structure of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 785</td>
<td>Linguistics of Contemporary English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 786</td>
<td>Stylistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 787</td>
<td>Introduction to Linguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 788</td>
<td>History of the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 789</td>
<td>Historical Linguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 790</td>
<td>Sociolinguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 791</td>
<td>Language Acquisition</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 792</td>
<td>Applied Linguistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 793</td>
<td>Language and Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 794</td>
<td>Varieties of English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 795</td>
<td>Pragmatics and Discourse</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 799</td>
<td>Cultural Linguistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Six courses/eighteen credits from any of the following nine areas of study (maximum one course/three credits from each area):**

- **Classical/Early Literature and Language**
  - ENG 709 Classical Literature in Translation | 3.00 |
  - ENG 711 Mythology | 3.00 |
  - ENG 712 Chaucer | 3.00 |
- **Literature of the English Renaissance**
  - ENG 713 Literature of the English Renaissance | 3.00 |
  - ENG 714 Shakespeare | 3.00 |
  - ENG 715 Shakespeare's Late Plays | 3.00 |
  - ENG 716 Jacobean and Caroline Drama | 3.00 |
  - ENG 717 Metaphysical and Cavalier Poetry | 3.00 |
  - ENG 718 Seventeenth-Century Prose Style | 3.00 |
  - ENG 719 Milton | 3.00 |
- **Literature of the Restoration and Eighteenth Century**
  - ENG 720 18th-Century Literature and Life | 3.00 |
  - ENG 721 The Romantic Movement | 3.00 |
  - ENG 722 Studies in Victorian Literature | 3.00 |
  - ENG 723 Gerard Manley Hopkins | 3.00 |
  - ENG 724 The Gothic | 3.00 |
  - ENG 725 American Renaissance | 3.00 |
  - ENG 726 Late 19th-Century American Literature | 3.00 |
  - ENG 727 Hawthorne and James: From Romance to Realism | 3.00 |
  - ENG 746 American Slave Narratives | 3.00 |
  - ENG 774 American Colonial Literature | 3.00 |
  - ENG 775 Naturalist Gothic and American Realism | 3.00 |
- **Twentieth- and Twenty-First Century Literature**
  - ENG 729 Modern Poetry | 3.00 |
  - ENG 730 The Modern Novel | 3.00 |
  - ENG 731 Modern Drama | 3.00 |
  - ENG 732 Modern British Literature | 3.00 |
  - ENG 733 Twentieth-Century American Literature I: 1900-1945 | 3.00 |
  - ENG 734 Twentieth-Century American Literature II: 1945-2000 | 3.00 |
  - ENG 735 Contemporary American Drama | 3.00 |
  - ENG 736 Twenty-First Century Literature | 3.00 |
  - ENG 744 Ibsen, Shaw, Chekhov: Makers of Modern Theatre | 3.00 |
  - ENG 745 African Drama | 3.00 |
  - ENG 747 African-American Literature in the Twentieth Century | 3.00 |
  - ENG 737 Comparative Literature | 3.00 |
  - ENG 746 American Slave Narratives | 3.00 |
  - ENG 747 African-American Literature in the Twentieth Century | 3.00 |
  - ENG 748 Drama in Ireland from the Irish Literary Revival to the Present | 3.00 |
  - ENG 749 Native-American Literature | 3.00 |
  - ENG 750 Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature | 3.00 |
  - ENG 751 Postcolonial Literature and Theory | 3.00 |
  - ENG 733 Twentieth-Century American Literature I: 1900-1945 | 3.00 |
  - ENG 734 Twentieth-Century American Literature II: 1945-2000 | 3.00 |
  - ENG 735 Contemporary American Drama | 3.00 |
  - ENG 745 American Drama | 3.00 |
  - ENG 746 American Slave Narratives | 3.00 |
  - ENG 747 African-American Literature in the Twentieth Century | 3.00 |
### Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 749</td>
<td>Native-American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 761</td>
<td>The Art of Melancholy</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 762</td>
<td>The Poetics of Time and Memory</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 763</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 764</td>
<td>Magic Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 765</td>
<td>Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 766</td>
<td>The Jazz Age: 1920s</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 767</td>
<td>Sex, Drugs and Rock ’n’ Roll: 1950s American Literature and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 768</td>
<td>The Bloomsbury Group</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 769</td>
<td>American Nightmares: Film Noir and the Age of Uncertainty</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 770</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 771</td>
<td>In Cold Blood: Understanding Horror in Art and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 772</td>
<td>English Nonsense Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 773</td>
<td>Erotica</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 774</td>
<td>American Colonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 775</td>
<td>Naturalist Gothic and American Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 700</td>
<td>Drama in the Classroom</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 701</td>
<td>American Literature in the Classroom</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 702</td>
<td>Literature in English in the Classroom</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 703</td>
<td>Composition and Writing Pedagogy</td>
<td>3.00</td>
</tr>
<tr>
<td>PED 704</td>
<td>European, English, and American Literature in the Classroom</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Pedagogy

- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in English Literature
- **B.S. in Childhood Education (Grades 1 to 6)** with Concentration in English Literature
- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in Spanish

### Joint Programs with College of Education, Information and Technology

- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in English Literature
- **B.S. in Childhood Education (Grades 1 to 6)** with Concentration in French

### Credit and GPA Requirements

- Minimum Total Credits: 144
- Minimum Total Undergraduate Credits: 120
- Minimum Graduate Credits: 36
- Minimum Undergraduate Liberal Arts Credits: 60
- Min. Undergraduate English Major GPA: 3.00
- Min. Undergraduate Education Major GPA: 2.75
- Min. Undergraduate Cumulative GPA: 3.00
- Graduate GPA: 3.00

### Pedagogy

- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in English Literature
- **B.S. in Childhood Education (Grades 1 to 6)** with Concentration in English Literature

### Courses

#### Special Topic, Internship and Independent Study Graduate Elective

Special topics, internship and independent study courses may be used to satisfy any of the above requirements. See graduate advisor for more information.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 707</td>
<td>Thesis I: Research</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 708</td>
<td>Thesis II: Writing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### B.S. in Childhood Education (Grades 1 to 6)

- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in French
- **B.S. in Childhood Education (Grades 1 to 6)** with Concentration in French

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in French. This 30-credit concentration consists of courses in French culture, language and literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

### B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Italian

Students pursuing either the B.S. in Childhood Education (Grades 1 to 6) with Concentration in Italian, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

### B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Spanish

Students pursuing either the B.S. in Childhood Education (Grades 1 to 6) with Concentration in Spanish, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

### B.S. in Childhood Education (Grades 1 to 6)

- **B.S. in Early Childhood Education (Birth to Grade 2)** with Concentration in Italian
- **B.S. in Childhood Education (Grades 1 to 6)** with Concentration in Italian

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Italian. This 30-credit concentration consists of courses in Italian culture, language and literature. Courses which are part of this concentration may not be taken on a pass/fail basis.

### B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Spanish

Students pursuing either the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Spanish. This 30-credit concentration consists of courses in Spanish culture, language and literature. Courses which are part of this concentration may not be taken on a pass/fail basis.
**MINORS**

### Minor: English

The 21-credit minor in English is available for those students who wish to develop an interest in English in addition to their major field. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

### Minor in English Requirements

**Required English Literature Courses**

Five courses/fifteen credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 7</td>
<td>World Literature I: From Antiquity to the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8</td>
<td>World Literature II: From the Enlightenment to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 11</td>
<td>British Literature: Survey Medieval, Renaissance, Neo-Classical</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 12</td>
<td>British Literature II: Survey Romantic, Victorian, Modern</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 15</td>
<td>Modern Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 16</td>
<td>The Modern Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 17</td>
<td>Modern Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 19</td>
<td>Early English Literature: From the Beginnings to 1485</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 20</td>
<td>Chaucer</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 21</td>
<td>Shakespeare: Comedies and Histories, Non-Dramatic Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 22</td>
<td>Shakespeare: Tragedies and Romances</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 23</td>
<td>Milton</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 24</td>
<td>Renaissance Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 25</td>
<td>Major Figure</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 32</td>
<td>Contemporary Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 35</td>
<td>Childhood and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 36</td>
<td>Adolescent Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 41</td>
<td>The Art of Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 42</td>
<td>The Art of Autobiography</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 44</td>
<td>Emerging Writers and Popular Traditions</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 47</td>
<td>Literary Forms and Genres</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 48</td>
<td>Ideas and Themes in Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 49</td>
<td>English Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 50</td>
<td>Great Plays</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 52</td>
<td>The Bible as Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 59</td>
<td>Autobiographical Transformations: How a Writer makes Life into Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 62</td>
<td>Love in the Western World</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 63</td>
<td>The Literature of Memory</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 64</td>
<td>Crime, Guilt, and Atonement</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 65</td>
<td>The Other: Strangers and Outsiders</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 66</td>
<td>Growing Up in Another Country</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 67</td>
<td>Classical Literature in Translation</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 69</td>
<td>From Fiction Into Film</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 71</td>
<td>Animate Nature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 78</td>
<td>The English Novel: Nineteenth and Twentieth Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Seminar in English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Literatures of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Irish Literary Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 104</td>
<td>History of Irish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Native American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Postcolonial Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 108</td>
<td>African-American Literature of the Twentieth Century</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 109</td>
<td>American Slave Narratives</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 111</td>
<td>The English Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Modern British Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 113</td>
<td>The Eighteenth-Century English Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 114</td>
<td>The Nineteenth-Century English Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 115</td>
<td>The World Novel in English</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 116</td>
<td>W.B. Yeats: Poet in a Revolutionary Time</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 117</td>
<td>The Literature of Dictatorships in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Small World: Literature of the Academic Life</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 135</td>
<td>Renaissance and Revolution: The Making of the Modern World</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 137</td>
<td>Magic Realism</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 140</td>
<td>The Bloomsbury Group</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 141</td>
<td>The Literature of the Working Class</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 142</td>
<td>Leadership and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 143</td>
<td>Breaking Erotic Boundaries</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 144</td>
<td>Empathy and the Human Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 145</td>
<td>Shakespeare on Leadership and Tyranny</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 146</td>
<td>Conformity and Rebellion in Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 151</td>
<td>Survey of American Writers to the Civil War</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 152</td>
<td>The American Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 153</td>
<td>Contemporary American Drama</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 154</td>
<td>American Poetry</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 156</td>
<td>Irish-American Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 157</td>
<td>American Modernism and the Art of Making it New</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Freak Shows and the Modern American Imagination</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 159</td>
<td>Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 160</td>
<td>Hawthorne and James: From Romance to Realism</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Minor: Writing

The 12-credit minor in Writing is available for those students who wish to develop their writing skills more fully in addition to their major field. The writing minor can add value to your degree and a competitive edge in the job market.

Minor: French

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in French. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

<table>
<thead>
<tr>
<th>Required Writing Courses</th>
<th>Required Creative Writing and Advanced Writing Courses</th>
<th>Required French Area Studies Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 187 Editing and Professional Writing 3.00</td>
<td>ENG 187 Editing and Professional Writing 3.00</td>
<td>FRE 4 Intermediate French II 3.00</td>
</tr>
<tr>
<td>ENG 188 Writing in the Workplace: Professional Communication 3.00</td>
<td>ENG 188 Writing in the Workplace: Professional Communication 3.00</td>
<td>AND Four courses/twelve credits from all FRE courses excluding FRE 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360</td>
</tr>
<tr>
<td>ENG 189 Experimental Fiction Writing 3.00</td>
<td>ENG 189 Experimental Fiction Writing 3.00</td>
<td>Credit and GPA Requirements</td>
</tr>
<tr>
<td>ENG 190 Writing with Sound 3.00</td>
<td>ENG 190 Writing with Sound 3.00</td>
<td>Minimum Total Credits: 18</td>
</tr>
<tr>
<td>ENG 191 Reading and Writing Comics 3.00</td>
<td>ENG 191 Reading and Writing Comics 3.00</td>
<td>Minimum Minor GPA: 2.25</td>
</tr>
<tr>
<td>ENG 192 Technical Writing 3.00</td>
<td>ENG 192 Technical Writing 3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 193 Writing Young Adult Fiction 3.00</td>
<td>ENG 193 Writing Young Adult Fiction 3.00</td>
<td></td>
</tr>
<tr>
<td>Required Rhetoric/English Language Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>ENG 3 Grammar and the Structure of English 3.00</td>
<td>FRE 1 Elementary French I 3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 133 Eighteenth-Century Writers on Writing 3.00</td>
<td>FRE 2 Elementary French II 3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 201 The English Language 3.00</td>
<td>FRE 3 Intermediate French I 3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 202 Varieties of English 3.00</td>
<td>FRE 4 Intermediate French II 3.00</td>
<td></td>
</tr>
<tr>
<td>ENG 203 The Logic of Conversation 3.00</td>
<td>Elective French Area Studies Courses</td>
<td></td>
</tr>
<tr>
<td>ENG 204 Theories of Persuasion: Ancient and Modern 3.00</td>
<td>One course/three credits from the following:</td>
<td></td>
</tr>
</tbody>
</table>

Minor: French Area Studies

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in French Area Studies. Students completing this area studies minor will be able to communicate in French and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of French heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

Minor in French Area Studies Requirements

Required French Area Studies Courses

<table>
<thead>
<tr>
<th>Required French Area Studies Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
</tr>
<tr>
<td>FRE 1 Elementary French I 3.00</td>
</tr>
<tr>
<td>FRE 2 Elementary French II 3.00</td>
</tr>
<tr>
<td>FRE 3 Intermediate French I 3.00</td>
</tr>
<tr>
<td>FRE 4 Intermediate French II 3.00</td>
</tr>
<tr>
<td>Elective French Area Studies Courses*</td>
</tr>
<tr>
<td>One course/three credits from the following:</td>
</tr>
<tr>
<td>ART 70 Modern Art 3.00</td>
</tr>
<tr>
<td>CIN 1 The Art of the Film/1900-1930 3.00</td>
</tr>
<tr>
<td>ECO 41 International Economics 3.00</td>
</tr>
<tr>
<td>FRE 7 Introduction to French Culture 1.50</td>
</tr>
<tr>
<td>FRE 11 Introduction to French Literature I 3.00</td>
</tr>
<tr>
<td>FRE 12 Introduction to French Literature II 3.00</td>
</tr>
<tr>
<td>FRE 23 Advanced French Grammar and Composition I 3.00</td>
</tr>
<tr>
<td>FRE 24 Advanced French Grammar and Composition II 3.00</td>
</tr>
<tr>
<td>FRE 25 Advanced French Conversation and Phonetics 3.00</td>
</tr>
</tbody>
</table>
**Minor: Italian**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Italian.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in Italian Requirements**

*For students initially placed in ITL 1 or above ITL 4:*

- Four courses/twelve credits from all ITL courses excluding ITL 7, 51, 52, 53, 54, 359 and 360

*AND*

- Two courses/six credits from all ITL courses excluding ITL 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

*OR*

*For students initially placed into ITL 3:*

**All of the following:**

- ITL 3 Intermediate Italian I 3.00
- ITL 4 Intermediate Italian II 3.00

*AND*

- Four courses/twelve credits from all ITL courses excluding ITL 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

**Credit and GPA Requirements**

Minimum Total Credits: 15

Minimum Minor GPA: 2.25

**Minor: Italian Area Studies**

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Italian Area Studies. Students completing this area studies minor will be able to communicate in Italian and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of French heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

**Minor in Italian Area Studies Requirements**

**Required Italian Area Studies Courses**

<table>
<thead>
<tr>
<th>Requires</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 26</td>
<td>French Culture and Civilization I</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 27</td>
<td>French Culture and Civilization II</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 30</td>
<td>French Literature of the Middle Ages and the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 32</td>
<td>French Classical Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 33</td>
<td>18th-Century French Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 34</td>
<td>French Poetry of the 19th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 35</td>
<td>19th-Century French Prose</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 36</td>
<td>French Poetry of the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 37</td>
<td>20th-Century Prose Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 38</td>
<td>19th-Century French Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 39</td>
<td>20th-Century French Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE/55</td>
<td>French Literature of the 17th, 18th, and 19th Centuries</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 56</td>
<td>French Literature of the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 70</td>
<td>Contemporary Culture and Civilization of France</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 85</td>
<td>Disciplinary Literacy in French</td>
<td>3.00</td>
</tr>
<tr>
<td>FRE 99</td>
<td>Seminar in French: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 52</td>
<td>Geography of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 304</td>
<td>European History from the French Revolution - Honors Core</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 21</td>
<td>Short Works of French Literature</td>
<td>1.50</td>
</tr>
<tr>
<td>WLT 37</td>
<td>The Making of the Superhero</td>
<td>3.00</td>
</tr>
<tr>
<td>WLT 39</td>
<td>Horror in Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

All of the following:

- ITL 1 Elementary Italian I 3.00
- ITL 2 Elementary Italian II 3.00
- ITL 3 Intermediate Italian I 3.00
- ITL 4 Intermediate Italian II 3.00

**Elective Italian Area Studies Courses**

One course/three credits from the following:

- ART 67 The Art of the Baroque 3.00
- ART 70 Modern Art 3.00
- ECO 41 International Economics 3.00
- GGR 52 Geography of Western Europe 3.00
- HIS 164 History as Film: European Cinema in the 20th Century 3.00
- ITL 7 Introduction to Italian Culture 1.50
- ITL 11 Selected Readings in Early Italian Literature 3.00
- ITL 12 Selected Readings in Modern and Contemporary Italian Literature 3.00
- ITL 23 Advanced Italian Grammar and Composition I 3.00
- ITL 24 Advanced Italian Grammar and Composition II 3.00
- ITL 25 Advanced Italian Conversation 3.00
- ITL 26 Italian Culture and Civilization I 3.00
- ITL 27 Italian Culture and Civilization II 3.00
- ITL 30 Dante, Petrarca (Petrarch), and Boccaccio 3.00
- ITL 31 Italian Literature of the Renaissance and the Baroque Period 3.00
- ITL 32 Italian Literature of the 18th Century 3.00
- ITL 33 The Contemporary Italian Novel 3.00
- ITL 35 The Italian Novel from Manzoni to the Voce Period 3.00
- ITL 36 Pirandello and the Modern Theatre 3.00
- ITL/W 62 The Italian Poetic Heritage 3.00
Minor: Italian for Musicians

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Italian for Musicians. ITL 15, a required course for the minor, provides music majors the tools to master the proper pronunciation of the Italian language. It will focus on speaking, listening, as well as writing and reading skills, using materials selected from the music culture. The minor will prepare students to communicate in Italian with students in another field of study.

Minor in Italian for Musicians Requirements:

One of the following options:

For students placing into ITL 1:

And

Six credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 7</td>
<td>Introduction to Italian Culture</td>
<td>1.50</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Selected Readings in Early Italian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Selected Readings in Modern and Contemporary Italian Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

For students placing into ITL 4:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 4</td>
<td>Intermediate Italian II</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 15</td>
<td>Italian Music Terminology and Conversation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND

Nine credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 7</td>
<td>Introduction to Italian Culture</td>
<td>1.50</td>
</tr>
<tr>
<td>ITL 11</td>
<td>Selected Readings in Early Italian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ITL 12</td>
<td>Selected Readings in Modern and Contemporary Italian Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Minor: Linguistics

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Linguistics. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Linguistics Requirements

Required Linguistics Courses

Six courses/18 credits from all LIN courses

Required English Grammar Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3</td>
<td>Grammar and the Structure of English</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

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

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Spanish.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Spanish Requirements

For students initially placed in SPA 1 or above
SPA 4:
Four courses/twelve credits from all SPA courses excluding SPA 7, 51, 52, 53, 54, 359 and 360

AND

Two courses/six credits from all SPA courses excluding SPA 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

OR

For students initially placed into SPA 3:
All of the following:
SPA 3 Intermediate Spanish I 3.00
SPA 4 Intermediate Spanish II 3.00

AND

Four courses/twelve credits from all SPA courses excluding SPA 1, 2, 3, 4, 7, 51, 52, 53, 54, 359 and 360

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor: Spanish for Business Administration

Minor in Spanish for Business Administration Requirements

One of the following options
Option 1
SPA 1 Elementary Spanish I 3.00
SPA 2 Elementary Spanish II 3.00
SPA 3 Intermediate Spanish I 3.00
SPA 17 Business Culture and Conversation in Spanish 3.00
SPA 18 Business Culture, 3.00
Reading and Writing in Spanish

Option 2
SPA 3 Intermediate Spanish I 3.00
SPA 4 Intermediate Spanish II 3.00
SPA 17 Business Culture and Conversation in Spanish 3.00

SPA 18 Business Culture, 3.00
Reading and Writing in Spanish

AND

Three credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Option 3
SPA 4 Intermediate Spanish II 3.00
SPA 17 Business Culture and Conversation in Spanish 3.00
SPA 18 Business Culture, 3.00
Reading and Writing in Spanish

AND

Six credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Option 4
SPA 17 Business Culture and Conversation in Spanish 3.00
SPA 18 Business Culture, 3.00
Reading and Writing in Spanish

AND

Nine credits from SPA (except for SPA 1, 1C, 2, 2C, 8, 51, 52, 53, 54, 359,360)

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.00

Minor: Spanish for Health Professionals

The program will prepare students to communicate with the Hispanic population to meet the challenges of today’s health care programs and the complexities faced by both providers and patients.

Minor in Spanish for Health Professionals Requirements

For Students Placing into Spanish 1
All of the following:
SPA 1 Elementary Spanish I 3.00
SPA 2 Elementary Spanish II 3.00
SPA 3 Intermediate Spanish I 3.00
SPA 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

For Students Placing into Spanish 3*
All of the following:
SPA 3 Intermediate Spanish I 3.00

SPA 4 Intermediate Spanish II 3.00
SPA 15 Spanish Medical Terminology and Conversation 1 3.00
SPA 16 Spanish Medical Terminology and Conversation 2 3.00

And six credits of the following Spanish area electives:
SPA 7 Introduction to Spanish Culture 1.50
SPA 11 Introduction to Peninsular Literature 3.00
SPA 12 Introduction to Spanish-American Literature 3.00
SPA 23 Advanced Spanish Grammar and Composition I 3.00
SPA 24 Advanced Spanish Grammar and Composition II 3.00
SPA 25 Advanced Spanish Conversation 3.00
SPA 26 Culture and Civilization of Spain 3.00
SPA 27 Culture and Civilization of Hispanic America 3.00
SPA 29 Advanced Grammar and Writing Skills 3.00
SPA 30 The Picaresque Novel 3.00
SPA 31 20th-Century Spanish-American Novel 3.00
SPA 32 Spanish Literature of the Middle Ages and the Renaissance 3.00
SPA 33 Theatre of the Golden Age 3.00
SPA 35 Cervantes 3.00
SPA 36 19th-Century Spanish Literature 3.00
SPA 37 Spanish Literature of the 20th Century 3.00
SPA 38 Spanish-American Literature I 3.00
SPA 39 Spanish-American Literature II 3.00
SPA 40 Seminar in Spanish and Spanish-American Literature 3.00
SPA 41 Applied Linguistics Seminar 3.00
Minor in Hispanic Area Studies

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply elective courses (15 credits) toward a Minor in Hispanic Area Studies. Students completing this area studies minor will be able to communicate in Spanish and gain an awareness and understanding of the influences of that language on business, economics, fine arts, history, literature, and political science that are parts of Hispanic heritage and culture. These minors complement many liberal arts and professional majors whose careers and interests are enhanced by exposure to related cultural elements.

Minor in Hispanic Area Studies

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 27</td>
<td>Culture and Civilization of Hispanic America</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 29</td>
<td>Advanced Grammar and Writing Skills</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 30</td>
<td>The Picaresque Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 31</td>
<td>20th-Century Spanish-American Novel</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 32</td>
<td>Spanish Literature of the Middle Ages and the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 33</td>
<td>Theatre of the Golden Age</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 35</td>
<td>Cervantes</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 36</td>
<td>19th-Century Spanish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 37</td>
<td>Spanish Literature of the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 38</td>
<td>Spanish-American Literature I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 39</td>
<td>Spanish-American Literature II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 40</td>
<td>Seminar in Spanish and Spanish-American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 41</td>
<td>Applied Linguistics Seminar</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 42</td>
<td>Contemporary Spanish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 43</td>
<td>The Contemporary Spanish Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 44</td>
<td>Spanish-American Women Writers</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 45</td>
<td>The New Novel in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 46</td>
<td>Literary Translation (Spanish to English)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Students with demonstrated proficiency in Spanish may be placed in SPA 4 or above. These students will need to complete additional Spanish Area electives to satisfy the minor.

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor in Hispanic Area Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 42</td>
<td>Contemporary Spanish Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 43</td>
<td>The Contemporary Spanish Theatre</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 44</td>
<td>Spanish-American Women Writers</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 45</td>
<td>The New Novel in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 46</td>
<td>Literary Translation (Spanish to English)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Election Spanish Area Studies Courses

Three credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 70</td>
<td>Modern Art</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 45</td>
<td>Geography of Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 52</td>
<td>Geography of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 186</td>
<td>History of Latin America, 1000 A.D. to 1810 A.D.</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 187</td>
<td>History of Modern Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 50</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 58</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latin/o/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 7</td>
<td>Introduction to Spanish Culture</td>
<td>1.50</td>
</tr>
<tr>
<td>SPA 11</td>
<td>Introduction to Iberian Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 12</td>
<td>Introduction to Spanish-American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 23</td>
<td>Advanced Spanish Grammar and Composition I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 24</td>
<td>Advanced Spanish Grammar and Composition II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 25</td>
<td>Advanced Spanish Conversation</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 26</td>
<td>Culture and Civilization of Spain</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Credit and GPA Requirements

Minimum Total Credits: 15  
Minimum Minor GPA: 2.25

### Minor in Philosophy Requirements

**Required Philosophy Courses**  
Two courses/six credits from the following:  
- PHI 25 The Birth of Philosophy in the Ancient World 3.00  
- PHI 26 Origins of Modern Philosophy 3.00  
- PHI 31 19th-Century Philosophy: From the End of History to the Death of God 3.00  
- PHI 32 Recent Philosophy 3.00

**Elective Philosophy Courses**  
At least four courses/twelve credits from all Philosophy (PHI) courses

### Credit and GPA Requirements

Minimum Total Credits: 18  
Minimum Minor GPA: 2.25

### Foreign Language Certificate of Achievement

The Department of Foreign Languages offers a great variety of elective courses for students who wish to continue language study begun on the secondary level and who may need foreign language study for future graduate studies and professional needs. Some academic departments strongly encourage foreign language study for these purposes.

Students desiring first and second year foreign language study that develops skills in speaking, listening, reading and writing normally elect courses numbered 1, 2, 3 and 4.

The Department also offers various courses of literature in translation and culture and civilization given in English for students who wish to fulfill humanities requirements or to include them among their free electives.

Students who study four semesters of a foreign language (French, German, Hebrew, Italian, Japanese, Russian, Spanish) at LIU Post may receive special diploma recognition in the form of transcript notation and a certificate to accompany the diploma.

**Eligibility:**  
- Successfully complete 12 credits at LIU Post in one foreign language  
- Achieve a minimum grade of C in the target language courses

*AP, Life Experience, Critical Languages and transfer credits are not applicable.

### Critical Language Program

This non-degree program includes instruction in languages such as Arabic, Armenian, Chinese, Dutch, Modern Greek, Hindi, Hungarian, Korean, Norwegian, Persian, Polish, Brazilian-Portuguese, Serbo-Croatian, Swahili, Swedish, Turkish, Vietnamese, and Yiddish in a special tutorial program for a limited number of highly motivated undergraduate students. The program is essentially self-instructional, using effective text/technology courses in conjunction with a native speaker of the language who serves as a tutor. These courses cannot be used to make up foreign language entrance deficiencies or to fulfill Core requirements.

Up to three years of instruction in Levels 1, 2, 3, 4, 11 and 12 will be provided (3 credits for each course). These languages are useful for students who are planning specialized studies in the politics, economics, history, business administration, sociology and geography of the areas in which they are spoken. The courses are excellent electives for students of linguistics, comparative language and foreign language.
English Courses

ENG 1 Writing I: Composition and Analysis
English 1 is an introductory writing course that teaches interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations. This course is required Writing I, an introduction to composition, teaches an understanding of writing in various disciplines through the interpretation and analysis of texts. Students will learn conventions of academic writing. Additionally, students will learn how to adapt in response to different rhetorical situations, genres, purposes, audiences, and other issues of context. Writing I is a course that provides the foundation for understanding how to make meaning from texts. This course is required of all students unless exempted by Advanced Placement credit or successful achievement on the SAT examination in writing. Students exempted by assessment or department proficiency examination must take an upper-level English course in substitution after completing ENG 2. Special sections are offered for students in the Program for Academic Success (P sections), for non-native speakers (F sections), and for students identified as needing more personalized attention (S sections). No Pass/Fail option.
Credits: 3
Every Fall, Spring and Summer

ENG 1F Writing I: Composition and Analysis
Same as ENG 1. For international students.
No Pass/Fail option.
Credits: 3
Every Fall and Spring

ENG 1P Writing I: Composition and Analysis
Same as ENG 1. For students in the Program for Academic Success.
No Pass/Fail option.
Four hours lecture/recitation.
Must be in Program for Academic Success.
Credits: 3
Every Fall

ENG 1S Writing I: Composition and Analysis
Same as ENG 1. For students identified as needing more personalized attention.
No Pass/Fail option.
Four hours lecture/recitation.
Credits: 3
Every Fall

ENG 2 Writing II: Research and Argumentation
Writing II, a course in research and argumentation, focuses on scholarly research and the citation of information supporting sustained, rhetorically effective arguments. Building on the work of Writing I, this course addresses sensitivity to complex rhetorical and stylistic choices. Students will learn to use sources and resources effectively and ethically, including library holdings and databases, in service of scholarly arguments grounded in research. This course is required for all students unless exempted by Advanced Placement credit. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). No Pass/Fail option.
Prerequisite of ENG 1 is required.
Credits: 3
Every Fall

ENG 2F Composition Argument and Analysis
Same as ENG 2. For international students.
No Pass/Fail option.
Prerequisite of ENG 1 is required.

ENG 2P Writing II: Research and Argumentation
Same as ENG 2. For students in the Program for Academic Success.
No Pass/Fail option.
Four hours lecture/recitation.
Prerequisite of ENG 1 is required. Student must also be in Program for Academic Success.
Credits: 3
Every Spring

ENG 3 Grammar and the Structure of English
This course will examine the structures of the English language from both descriptive and prescriptive points of view. We will discuss why certain structures have been deemed to be more correct than others that are also in common use, and how correctness differs from grammaticality. We will examine why the use of certain structures constitutes “good” or “bad” grammar, and look into how these standards have emerged and changed over time. Topics will include sentence structure and phrase structure rules, style, word classes, constituency, parts of speech, sentence relatedness, and usage. Special sections are offered for students in the Program for Academic Success (P sections). Prerequisites of ENG 1 and ENG 2 are required.
Annually

ENG 3P Grammar and the Structure of English
Same as ENG 3. For students identified as needing more personalized attention.
No Pass/Fail option.
Four hours lecture/recitation.
Credits: 3
Every Fall

ENG 6 Writing in Business
This course is in-depth instruction in the format and style appropriate for writing in a wide variety of business situations. Writing assignments include letters, memos, resumes, and a substantial formal report involving research.
Prerequisites of ENG 1 and ENG 2 are required.
Credits: 3
On Occasion

ENG 7 World Literature I: From Antiquity to the Renaissance
This course provides an introduction to the foundations of Western culture reflected in a series of literary masterpieces that demonstrate evolutions of thought from Antiquity to the Renaissance. Some sections might also integrate non-Western texts into this survey to enlarge the scope of analysis. The course’s main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perceptions of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are selected both for their stylistic innovations and their insights into basic social issues that still confront us today. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisites of ENG 1 and ENG 2 are required.
Not open to students who have taken ENG 303.
Credits: 3
Every Fall, Spring and Summer

ENG 8 World Literature II: From the Enlightenment to the Present
This course provides an introduction to some of the world’s most brilliant literature from the late eighteenth century to the present. Its scope traditionally includes: the Enlightenment (1660-1770); the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945); and the Contemporary Period (1945-Present). Its purpose is to examine literary masterpieces for their insights into human nature and society. Although texts are primarily drawn from the Western tradition, the course can also feature literary works from non-Western cultures as well, to focus on issues of cultural exchange. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor. This course fulfills the Perspectives On World Cultures thematic cluster requirement in the core curriculum.
Prerequisites of ENG 1 and ENG 2 are required.
Not open to students who have taken ENG 304.
Credits: 3
Every Fall, Spring and Summer

ENG 10 Introduction to Literature
This course is designed to provide an understanding of the ways in which writers employ and respond to the conventions of the major literary genres through the study of significant representative texts. Throughout the semester, works of literature from a wide variety of genres will be read in order to provide a basic knowledge of literary language, techniques and forms. Literary
works will be evaluated through class discussion, oral presentations and written critical essays. While providing a general critical framework for analyzing literature, this course will also furnish students with a vocabulary of critical terms and an overview of the different literary techniques and forms used in various genres. Prerequisites of ENG 1 and ENG 2 are required. Credits: 3 Every Fall and Spring

ENG 11 British Literature I: Survey Medieval, Renaissance, Neo-Classical
The course begins with such Old English works as Beowulf in translation. Middle English selections from Chaucer are taught in the language. Such other medieval works as Sir Gawain and the Green Knight and The Second Shepherds’ Play will be read in the original or in translation as appropriate to the students. Later authors may include Spenser, Sidney, Marlowe, Shakespeare, Jonson, Herbert, the Cavalier Poets, Bunyan, Dryden, Milton, Pope, Swift, and Congreve. All readings will be considered in literary and historical contexts to help students understand the cultural and philosophical influences that shaped them. Same as WLT 11. Prerequisites: ENG 1 and 2 or the equivalent; ENG 10 for students majoring in English or English for Adolescence Education. Credits: 3 Every Fall

ENG 12 British Literature II: Survey Romantic, Victorian, Modern
This survey of British literature from the late eighteenth century to the mid-twentieth century. The course will look at the Romantic rebellion against Neo-Classical norms, then the Victorian recoil from Romantic excess, the Modernist rejection of Victorian strictures, and the way Modernism plants the seeds of the Post-Modern rejection of its self-satisfaction. Representative authors that might be read include Gray, Blake, Austen, the Wordsworths, Coleridge, the Shelleys, Byron, Keats, the Brontës, Carlyle, Dickens, Tennyson, the Brownings, Ruskin, the Rossettis, Wilde, Hardy, Yeats, Eliot, Joyce, Woolf, Auden, Beckett, and Pinter. While the focus of the course will be primarily on close reading of literary texts, the historical, cultural, and philosophical contexts will be discussed with attention to changing ideas about identity, gender, class, and culture during the period. Prerequisites: ENG 1 and 2 or the equivalent; ENG 10 for students majoring in English or English for Adolescence Education. Credits: 3 Every Spring

ENG 13 The Short Story
This course offers an introduction to the short story and its development since the nineteenth century. What are some of the characteristics and conventions of short fiction? How do we understand a short story differently in the context of a collection? What are some of the challenges of this format? These readings will enable us to examine various literary genres as well as several major artistic movements, including Romanticism, Realism, Naturalism, Modernism, Postmodernism, Post-colonialism, and Minimalism. Some possible authors include Hawthorne, Poe, Twain, Flaubert, Chekov, James, Joyce, Lawrence, Mansfield, Faulkner, Kafka, Hemingway, O’Connor, Walker, Beattie, Carver, and Lahiri. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3 On Occasion

ENG 15 Modern Drama
What caused the major revolution in playwriting that occurred in the second half of the nineteenth century? Audiences were both shocked and fascinated to find, instead of watching lavish musical revues and broadly comic farces, they were now peering into the homes of stage characters whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many marriages. Other playwrights from different countries, followed, among them August Strindberg, Oscar Wilde, George Bernard Shaw and Anton Chekhov. Each of them added distinctive elements, each forging his own artistic signature. And the presentation of dramatic situations close to real-life experiences continued to develop through the first half of the twentieth century, expressed in different styles in the works of Eugene O’Neill, Arthur Miller and Tennessee Williams. Readings include the major works of the period as students explore the variety of philosophical approaches and their relationship to the anatomy of the plays, as well as different staging and performance practices. Same as WLT 15. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3 On Occasion

ENG 16 The Modern Novel
First emerging in the unstable and traumatic historical period immediately preceding World War I and following it, the modern novel decidedly broke with the realist genre preceding it through challenging and often breathtaking experiments with narrative form. Frequently presenting the reader with bewildering shifts in time and narrative perspective and exhibiting a preference for the interior psychological landscapes of its characters, modern novels often possess an emotional intensity and haunting lyricism that testifies to the widespread fragmentation and alienation affecting western consciousness in the twentieth century. With the use of pioneering literary techniques like stream of consciousness and fragmented narratives, modern novels defy the expectations generated by traditional narrative even as they give us some of the most memorable characters in literature. Possible authors covered in the class include: Conrad, Joyce, Woolf, Lawrence, Faulkner, Kafka, and Rhys. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3 On Occasion

ENG 17 Modern Poetry
The subject of this course is poetry of the first half of the twentieth century - a literary moment usually referred to as “Modernism.” This was the era of T.S. Eliot, Ezra Pound, Edna Vincent Millay, and e. e. cummings, as well as the period that saw the birth of jazz, the development of cinema, the rise of the American metropolis, and the horrors of two World Wars. It was a time of great literary freedom, and consequently also a period of great literary uniqueness. We could also think of this period as a time of great and deliberate difficulty in literature, and in particularly in poetry. The readings will be motivated by this combination of peculiarity and difficulty. By looking carefully at individual poems we will work to understand the major themes and typical methods of each poet. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. Credits: 3 On Occasion

ENG 19 Early English Literature: From the Beginnings to 1485
The period known to historians of literature as the Middle Ages, approximately 1100-1500, was a time of great artistic innovation in England. In this course, students read the popular types of medieval literature - such as the chivalric romance, the fabliau or erotic comic tale, the beast fable, the lyric poem, the narrative ballad, the debate, and the drama - in terms of the intellectual context of the period. Beliefs about love, sex, marriage, religion, social and political relationships, art, beauty, money, and power affect the way writers of any age express themselves artistically and it will be the work of this course to develop greater understanding of medieval thought processes as reflected in their literature. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
The Winter's Tale) demonstrates the continuing evolution of his drama from the late Elizabethan to Jacobean periods. Its aim is to provide students with a thorough understanding of Shakespeare's plays by closely examining the brilliant nuances of language, characterization, and plot that have secured Shakespeare's unrivaled reputation. Students will also be challenged to explore his richly ambivalent and subtle portrayal of characters confronting with the existential extremes of failure and fulfillment, death and restoration. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 23 Milton
Together with Chaucer and Shakespeare, Milton is one of the three giants of English literature. He is perhaps more challenging than the other two to readers in this century because he deals directly with a wealth of cultural and religious knowledge that is no longer familiar to the educated reader in the way he could expect it to be in his own day. And unlike the other major figures, he addresses an educated audience exclusively. Indeed, he has perhaps scoopted even the biblical heritage in some ways since his vision of the fall of the bad angels has become part of the popular imagination, supplanting the curious surrealism of the Book of Revelation itself. And he is the paramount influence in the subsequent history of poetry in English until Hopkins. Furthermore, he was a practical man of his age intimately involved with the political and religious upheavals of the tumultuous seventeenth century. He is among the earliest advocates of no-fault divorce, and he left a private theological work with a rationalist view of Scripture that is centuries ahead of its time. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 24 Renaissance Drama
From the end of the sixteenth century in England, commercial drama attained a new power, sophistication, and status. It suddenly distinguished itself from the largely anonymous traditions of trade guild production and religious festival in the Middle Ages. A new attention to the interests of its paying audiences sharpened its encounter with contemporary language and life. During this period, despite being condemned as morally corrupting influences, the first permanent theaters were constructed and the entertainment industry was born. Played out against a background of social change and energized by a restless new encounter with the world, theater became - at this crucial moment in Western history - instrumental in shaping the way we view ourselves today. This course provides an introduction to six masterpieces of early modern English drama by a diverse group of playwrights that includes Christopher Marlowe, Thomas Kyd, William Shakespeare, John Marston, Ben Jonson, Thomas Dekker, John Fletcher, Thomas Middleton, and John Webster. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 25 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 26 Milton
Together with Chaucer and Shakespeare, Milton is one of the three giants of English literature. He is perhaps more challenging than the other two to readers in this century because he deals directly with a wealth of cultural and religious knowledge that is no longer familiar to the educated reader in the way he could expect it to be in his own day. And unlike the other major figures, he addresses an educated audience exclusively. Indeed, he has perhaps scoopted even the biblical heritage in some ways since his vision of the fall of the bad angels has become part of the popular imagination, supplanting the curious surrealism of the Book of Revelation itself. And he is the paramount influence in the subsequent history of poetry in English until Hopkins. Furthermore, he was a practical man of his age intimately involved with the political and religious upheavals of the tumultuous seventeenth century. He is among the earliest advocates of no-fault divorce, and he left a private theological work with a rationalist view of Scripture that is centuries ahead of its time. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 27 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 28 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 29 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 30 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 31 Major Figure
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature. May be taken more than once if the topic is different. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 32 Contemporary Literature
Becoming a thoughtful reader of the literature of one's own time is the goal of this course. The reading list will vary, but will in all cases include a variety of critically acclaimed authors whose writing illustrates emerging trends in modern writing. Works read may represent various genres or types of literature, such as poetry, drama, the short story, the novella, the novel, the memoir, and nonfiction prose. The course might also be organized thematically rather than by literary type, exploring ideas which are important to the writers of the late twentieth and early twenty-first centuries, and to their readers as well. In addition to familiarizing students with contemporary classics, a major goal of this course is to stimulate a lifelong interest in discovering new writers. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 33 Contemporary Literature
Becoming a thoughtful reader of the literature of one's own time is the goal of this course. The reading list will vary, but will in all cases include a variety of critically acclaimed authors whose writing illustrates emerging trends in modern writing. Works read may represent various genres or types of literature, such as poetry, drama, the short story, the novella, the novel, the memoir, and nonfiction prose. The course might also be organized thematically rather than by literary type, exploring ideas which are important to the writers of the late twentieth and early twenty-first centuries, and to their readers as well. In addition to familiarizing students with contemporary classics, a major goal of this course is to stimulate a lifelong interest in discovering new writers. Prequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
Every Spring

ENG 34 Contemporary Literature
Becoming a thoughtful reader of the literature of one's own time is the goal of this course. The reading list will vary, but will in all cases include a variety of critically acclaimed authors whose writing illustrates emerging trends in modern writing. Works read may represent various genres or types of literature, such as poetry, drama, the short story, the novella, the novel, the memoir, and nonfiction prose. The course might also be organized thematically rather than by literary type, exploring ideas which are important to the writers of the late twentieth and early twenty-first centuries, and to their readers as well. In addition to familiarizing students with contemporary classics, a major goal of this course is to stimulate a lifelong interest in discovering new writers. Prequisite 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
ENG 36 Adolescent Literature
This course provides an overview of literature written for and about culturally diverse adolescents (young adults) and emphasizes literary, socio-cultural, and psychological approaches to texts, focusing particularly on adolescent identity development. Students will read and analyze adolescent literature in a variety of genres. Class sessions will include lecture, book discussions, and student engagement. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 41 The Art of Poetry
This course inquires into the nature and art of poetry. Why does poetry matter? How does it work? Does poetry do anything? Should it? To conduct this inquiry as poets and critics of poetry do, we will closely read and interpret many poems, across time and genre. We will ask how poets use structural choices, musical tools, and shaping devices to create and convey complex experiences. Students will learn to read with understanding, perception, and enjoyment; to recognize the relationships among a poem’s form, its devices, and its content; and to write clear, meaningful critical explications of poems. This course is a short immersion in a lifelong, sustaining question: How do I read this poem?
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 42 The Art of Autobiography
This course examines the art of autobiography in a comparatist context from its origins in St. Augustine’s Confessions to recent expressions in such a work as the Nigerian writer Wole Soyinka’s Ake: The Years of Childhood. In tracing the landmarks of this genre, the will cover such works as Celmins’s Life, Franklin’s Autobiography, Rousseau’s Confessions, Gosse’s Father and Son, Sartrre’s The Words, and Anais Nin’s early diary Linotte. Literary structures are studied as they emerge in the evolution of the genre. Standards of authenticity and what “they claim” are also evaluated. Various critical approaches are considered with respect to the genre of “life-writing” along with the different cultural contexts which have affected its development.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 44 Emerging Writers and Popular Traditions
This is a special topics course with a focus on new emerging writers and popular genres or traditions. The topic will concern writers whose status as noteworthy or great authors has not yet been established or genres and traditions with a significant overlap with popular culture. Traditions or genres that might be offered under this number include: Science Fiction and Fantasy, Romance, Detective Fiction, the Western, or Literature of Nonsense. This course may be taken more than once if the topic is different. Courses offered under this number automatically fulfill the requirement of a course outside the mainstream of British and American literature specified as part of the early childhood, childhood concentrations in literature.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 47 Literary Forms and Genres
This course is a close analysis of a particular form or genre illustrated by literary works; for example, contemporary poetry, science fiction, the Gothic novel. This course may be taken more than once if topic duplication is avoided.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 48 Ideas and Themes in Literature
This course is a close analysis of a body of literature bound together by a common factor or concern, for example comic literature, literature of the East, the middle class in society, the Industrial Revolution. This course may be taken more than once if topic duplication is avoided.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Requirement in the core curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 51</td>
<td>Greek Drama</td>
<td>The creation of the great Dionysian festival in the fifth century in Athens marks the emergence of the western tradition of drama. Initially providing the context for the performance of tragedy and later comedy, the yearly festival in Athens brought citizens together to witness the dramatization of philosophical, cultural, and political issues crucial in the development of Athenian democracy. Greek drama is characterized by an intense engagement with themes such as the meaning of human and divine justice, the conflict between tyranny and democracy, the subordination of women, the limitations of human knowledge, the problems of interpersonal conflict and war, the nature of wisdom, and human vulnerability to suffering and misfortune. Engaging closely with the fervor generated by the political turmoil, ideological conflict, and cultural crisis that swept through Greece in the latter half of the fifth century, the drama of Aeschylus, Sophocles, Euripides, and Aristophanes forms the foundation for many of the enduring questions reflected upon subsequently in the western literary imagination. The course will cover representative works by each of the authors mentioned above. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 &amp; 2 required for all non-majors.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 52</td>
<td>The Bible as Literature</td>
<td>This course is study of the Bible as a literary masterpiece. The course covers such works as Genesis, Exodus, Job, Psalms, Ecclesiastes, the Song of Solomon, Isaiah, the Gospels, and the Epistles of Paul. Same as WLT 52. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 &amp; 2 required for all non-majors.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 54</td>
<td>Eighteenth-Century Literature and Life</td>
<td>From 1660 to 1800, London was the center of English literature. London was also the largest and busiest city in Europe, a hub of finance and commerce, as well as fashion, culture, aristocratic social life, and theaters and galleries, but it was also home to hundreds of thousands of people living in extreme poverty, often dying of starvation. Perhaps because of this friction, writers, as well as visual and musical artists, produced works of fierce energy: some heatedly passionate, some wildly comic, most of them deeply provocative. Writings include satirical attacks on the establishment, fanciful tales of exotic lands, successful strategies for young lovers, plays glorifying criminals, poems of advice and self-justification and discussions of what constitutes genuine happiness. Readings will include selections from Jonathan Swift, John Gay, Alexander Pope, Susannah Centlivre, and Samuel Johnson. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 &amp; 2 required for all non-majors.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 55</td>
<td>The Romantic Period</td>
<td>This course focuses on the works of seven major writers of the late eighteenth and early nineteenth centuries. Leading colorful lives in a time of revolutionary fervor, the poets William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon Lord Byron, Percy Bysshe Shelley, and John Keats forged a new poetic idiom while working in a variety of new ways. Among prose works of the period, William Blake's prose poem, The Marriage of Heaven and Hell, and Mary Wollstonecraft Shelley's novel Frankenstein provide a new mythology for understanding the relationship of God and humanity. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 &amp; 2 required for all non-majors.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 58</td>
<td>The Victorian Period</td>
<td>Moved by the social and aesthetic concerns of their time, authors of the Victorian period worked to represent in their writing the minuita of what it meant to be alive in 19th-century Britain. Literature moved from the concerns of the Romantics with submission and the apocalypse to a realism interested in such matters as class, money, morals, and manners. In this course the works of the major novelists and poets of the time will be read closely, but they will also be explored in light of the vast and exuberant changes that were influencing these authors' lives and those of everyone around them. This course will revolve around such topics as the modern city and industrialization, gender and sexuality, and religion and science. Authors read will include Tennyon, Browning, Arnold, Hopkins, the Rossetts, George Eliot, Dickens, the Brontis, Conrad, and Wilde. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 &amp; 2 required for all non-majors.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 59</td>
<td>Autobiographical Transformations: How and Why a Writer Makes Life into Art</td>
<td>This course will study the various ways in which literary artists transform the concrete facts of their lives into literary art in England and America. Concentrating on novels written in the twentieth century in English, students will first study the deeply psychological, aesthetically self-conscious self-portraits of authors who write coming-of-age novels in the first quarter of the twentieth century. The course will then jump forward by fifty years to read autobiographical novels that tell the coming-of-age story in the context of social protest in America—works largely written by women and people of color. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 62</td>
<td>Love in the Western World From Homer to Shakespeare</td>
<td>This course will trace the different ways love is expressed in literature from the period of ancient Greece to the Renaissance. The course will address how love is represented as bodily desire, as the intellectual meeting of minds, as spiritual passion, as family devotion, and as comradeship. We will explore the conflict between private passion and public and marital duty in Homer’s The Odyssey and see how philosophers debate the subject of love in Plato’s The Symposium. Male and female perspectives on love, as well as questions of adultery, jealousy, fidelity, and sexual orientation will be examined in Sappho’s poetry, selections of Dante’s Inferno, Tristan and Isold, and Shakespeare’s Othello. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 63</td>
<td>The Literature of Memory</td>
<td>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, Prout’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 Cavara, Andre Breton, Octavio Paz and Jorge Borges in English translation. Efforts will be made to classify the kinds of recollection such writers demonstrate according to categories established by psychologists and neuroscientists. Background material of Freud, Bergson and William James will be presented along with a consideration of current neuroscientific theories from the works of Antonio Damasio, Joseph LeDoux, Daniel Schacter, Robert Stickgold and others. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
<tr>
<td>ENG 64</td>
<td>Crime, Guilt, and Atonement</td>
<td>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</td>
<td>3</td>
<td>On Occasion</td>
<td></td>
</tr>
</tbody>
</table>
imperialism, racism, totalitarianism, classism and/or sexism permeate and warp the hearts of otherwise decent human beings until they themselves commit acts of oppression—acts which cry out for atonement. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 65 The Other: Strangers and Outsiders
Students in this course will read novels and watch films that explore the human tendency to suspect and fear strangers and outsiders. We make of these strangers and outsiders a totally different "Other"—a "barely human" being who should not be here, should not be part of our comfortable and stable community. Sometimes one among us will become the Other, will refuse to live by the laws and conventions we regard as sacred. Sometimes, too, we rise to the challenge of accepting the Other. We will examine a collision of cultures, of ways of being. The texts will range from the Renaissance to Twentieth-Century novels and Twenty-First Century films. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 66 Growing Up in Another Country
In this course, students will explore the lives of children who have been raised in foreign countries or in radically different parts of America. We'll examine the influence of families on the their children but also, crucially, the role that culture plays in shaping the young. Underneath all of the variations in culture and historical periods we will explore elements of difference, in short, the deep substratum of essential familial bonds, emotions, experiences and challenges that all children and adolescents share. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 67 Classical Literature in Translation
Beginning with the Iliad and the Odyssey written during the eighth-century Renaissance in Greece, the classical tradition provides the foundation for many of the pervasive themes found in the western literary tradition. Characterized by an intense engagement with many of the archetypal myths of Greek oral culture that preceded them, Homer's epics had a profound impact upon the tragedies written in the fifth century in Athens and reflected a similar engagement with mythic tradition. By the written in the fifth century in Athens and reflected epics had a profound impact upon the tragedies Greek oral culture that preceded them, Homer's engagement with many of the archetypal myths of literary tradition. Characterized by an intense many of the pervasive themes found in the western classical tradition provides the foundation for Beginning with the Iliad and the Odyssey written

ENG 71 Animate Nature
This course addresses the human connection to animals as expressed in diverse literature, art and culture. Key texts include Aesop's Fables, The Panchatantra, creation myths from various societies and lively animals from the cartoon studios. Important modern works such as Animal Farm, Black Beauty, Life of Pi, Gorillas in the Mist, The Zookeeper's Wife offer endless opportunities for changing the syllabus every year. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 78 The English Novels: Nineteenth and Twentieth Centuries
The novel is an eighteenth-century invention which flourished during the nineteenth and twentieth centuries. In England, the mainstream tradition of the novel is realism: a depiction of life as it really is, with the kinds of details we readers are familiar with as we move through our world today, subject to familial, social, historical, cultural, and economic forces. Many of the works we will read in this course will be realist novels, but we will trace in them influences of Romanticism, the Gothic, and symbolism. We will also explore the "breaking" of form and artistic convention practiced by the Modernist novelists of the early 20th century and their successors. We will examine a number of themes the novels have in common: love of various kinds; the conflict between the individual's needs and desires and those of the family or of society; the place of the past in people's lives; the sexual and social "codes" the characters in these novels must master to succeed in life and achieve happiness; the role of social class and money in shaping the characters' fates and values. Moving outside the relatively comfortable sphere of national territory, we will also explore the mythology and practice of colonialism.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 85 Disciplinary Literacy in English
The course shows students the special ways of looking at humanistic texts and gives them the skills to communicate to others fundamental concepts of reading, writing, listening, and speaking in the humanities. Students will learn such things as how to understand and interpret the presentation of abstract ideas, and to interpret and explain the nature of textual evidence. This course fulfills 3 credits of the Literacy requirement for students in the NY State approved program in English for Adolescence Education. For Senior English majors including those in education programs. Credits: 3
Every Fall and Spring

ENG 90 Readings in English
This course 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
This course involves independent study of directed readings culminating in a substantial writing project. This is not a regular classroom course. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course. Prerequisites of ENG 1 & 2, senior status and permission of Dept are required.
Credits: 1
On Occasion

ENG 95 Independent Study
This independent study research course is taken under the guidance of a professor of English with the approval of the department chairperson. Its purpose is to provide an in-depth exploration of a unique topic, an author or a theme that is not among current course offerings. It may be taken more than once if content is different. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 99 Research in English
This course is a coordinated program of readings, conferences, and research, culminating in a written thesis of approximately 4,000 words. This is not a regular classroom class. A student must arrange through the Department Chair to work with a particular faculty member before registering for this course. Can be combined with ENG 90 for a 3-credit reading course. Prerequisite of Senior standing is required.
Credits: 2
On Occasion

ENG 100 Seminar in English
Small groups of students meet to discuss, analyze, do research on, and report orally and in papers read before the group on selected topics in literature. Topics chosen each term by the instructor. This course may be taken more than once if content is different. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 101 Internship
This is a career-oriented course with placement and supervised work in a professional setting in law, publishing, public relations, or the like to provide direct practical experience in the application of skills from academic course work. This course is not a regular classroom course. A student will usually have completed EEE 1. A student must arrange through the Department Chair to work with a particular faculty member before registering for this course. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.

Credits: 3
Every Fall and Spring

ENG 102 Literatures of Africa
The decolonization of Africa was accompanied by the development of a diverse body of national literatures focused upon the struggle for liberation from European control as well as the problems engendered by political independence. These national literatures frequently address the destructive legacy of colonialism even as they present tangible alternatives for a renewal of African culture and society. Through a close reading of several novels representative of distinct African cultures in confrontation with English, French, and Belgian imperialism, we will explore the struggle of former colonies to rediscover their cultural roots and assess the far-reaching impact of colonial domination on African lives. Issues addressed in the class will include: the impact of colonization on the psyche of Africans, the interrelationship between racist, sexist, and economic forms of oppression, the issue of cultural authenticity as it relates to language and emergent post-colonial identities, the role of political resistance in constructing new cultural forms and communities in the wake of colonialism, and the persistence of various forms of neo-colonialism in African societies. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 103 Irish Literary Renaissance
Writing in the early twentieth century, social and literary critic Douglas Hyde observed that "the Irish race is at present in a most anomalous position, imitating England and yet apparently hating it. How can it produce anything good in literature, art, or institutions as long as it is actuated by motives so contradictory?" The movement now called the Irish Literary Renaissance is an attempt to resolve that contradiction; its goal was to question the influence of English literature on Irish writers, and develop a specifically Irish literature for an independent Irish nation. This course will be a writing intensive study in cultural context of the major Irish writers involved: Lady Augusta Gregory, John Millington Synge, Sean O'Casey, William Butler Yeats, and James Joyce.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 104 History of Irish Literature
"Nothing in Ireland is ever over." Novelist Elizabeth Bowen's words remind readers that, in order to understand the Irish literary present, it is necessary to understand the Irish literary past. While some works of Irish literature are included in British literature anthologies, this course will focus on the ways in which Irish literature is not a subdivision of English literature. Instead, Irish literature can be read as defining the national character as separate from, and often in opposition to, British political power and artistic influence. The course surveys the literature of Ireland from the early myths and sagas of the eighth century, through the poets and balladeers of the seventeenth and eighteenth century, to the dramatists of the Irish Literary Renaissance of the early twentieth century, and concluding with contemporary works of fiction and poetry. We will read representative works of well-known authors such as Jonathan Swift, William Butler Yeats, John Millington Synge, and James Joyce, as well as newer works by twenty-first-century writers.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 105 Native American Literature
This course will examine works by Native Americans from the 1970s to the present. We will look at how writers and artists construct personal and collective identities, how they relate to specific events and general trends in North American history, and how they interact with dominant European-American cultures and other groups. We will also explore what "native" now means and how it coincides with the changing definitions of "nation" and "culture." The class will also look at the changing field of literature in general and how literature and literary study are affected by other media, including film and video, music recording, radio and television, and above all, the internet. The political dimension of the works sometimes seems inescapable, but the results are often unpredictable, well balanced, funny, and remarkably beautiful.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 107 Postcolonial Literature
Through a close reading of both European and non-European literary and theoretical works, this course will explore the central economic, political, and psychological problems left in the wake of the period of decolonization in the third quarter of the twentieth century. Issues addressed in the class will include: the impact of colonialism upon the psyche of colonizer and colonized alike, the representation of colonized cultures in European consciousness along with challenges to those representations, the instrumental role of paradigms of gender in patterns of colonial domination, the interrelationship between racial, sexual, and
economic forms of oppression, and the issue of cultural authenticity as it relates to language and emergent postcolonial identities. 

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

Credits: 3

On Occasion

ENG 108 African-American Literature of the Twentieth Century

For African Americans, the twentieth century began with an exodus from the South in the hopes of finding greater opportunity and freedom. Yet this journey was shaped by an ongoing struggle against racism, violence, and socio-economic disenfranchisement. In part, this course examines the artistic response to the social conditions facing African Americans in the twentieth century. With a specific emphasis on the Harlem Renaissance, the Black Arts Movement, and Black Feminism, this class investigates the impact of African-American literature on American culture more broadly. How do these movements relate to and differ from other artistic and cultural trends at the time? How do African-American writers interrogate notions of race and ethnicity? Through texts, visual arts, and music, these works challenge us to evaluate the role that racism continues to play in contemporary American culture. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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

Credits: 3

On Occasion

ENG 109 American Slave Narratives

An examination of narratives concerning African-American slaves - some autobiographical, some fictional. How, we will ask, did various representations of slaves not only serve abolitionist goals but also address changing attitudes toward race, gender, law, property, and national identity? The course also considers the literary-rhetorical aspects of the writings and analyzes the blending of literary and historical discourse, leading to questions about what role the "construction" of the African-American past plays in acts of collective memory. Readings may include the Following: The Interesting Narrative of the Life of Olaudah Equiano, The Narrative of the Life of Frederick Douglass, Jacobs's Incidents in the Life of a Slave Girl, Stowe's Uncle Tom's Cabin, Melville's Benito Cereno, Twain's Huckleberry Finn, Chesnutt's Conjure Woman tales, and Morrison's Beloved.

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

Credits: 3

On Occasion

ENG 110 The English Renaissance

The early modern period of English culture was a time of unprecedented social change during which the very concepts of the universe, society, and national and personal identity were re-negotiated. Astronomers saw chaos in the stars. Believers murdered each other in the name of religion. Nation states consolidated power and became colonial empires. Individuals, turning inward, confronted with renewed energy the question of what it meant to be human. The purpose of this course is to examine the astounding variety of literary forms (such as lyric poetry, drama, epic, and essay) and philosophical perspectives that were invented during the reigns of Henry VIII, Elizabeth I, and James I. Students will be encouraged to redesign this brave new world of renaissance and revolution in the "golden age" of English literature. To that end, it emphasizes the literary, historical, and cultural contexts for understanding the work of such key authors as Sir Thomas Wyatt, Christopher Marlowe, Sir Walter Raleigh, Edmund Spenser, William Shakespeare, John Donne, Sir Francis Bacon, and Ben Jonson.

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

Credits: 3

On Occasion

ENG 111 Modern British Literature

At the beginning of the twentieth century, Great Britain was the richest and most powerful nation on earth and had experienced remarkable stability and peace for many decades. Yet revolutionary change was coming. England would fight two catastrophic wars within the next twenty-five years, its empire would begin to collapse, its wealth would disintegrate, and its young would question every inherited value, including articles of religious faith, traditional institutions, and customary perspectives. The literature written during this century reflects these changed realities, and it is rich, provocative, challenging and disturbing. It performs distinctly modern experiments with some of the traditional components of literature, the use of myth, the rendering of human consciousness, the operations of narrative point of view, and the reordering of form. This course will explore the value of the past and the collapse of traditional sources of meaning and authority; changing gender roles and family structures; the bitter legacy of World War I (the first war of mass destruction); sex as a liberating - yet sometimes destructive - force; and the brutal exploitation that colonialism and capitalism engendered. We will see the shock of the new in this literature, as well as both the terror and excitement of change.

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

Credits: 3

On Occasion

ENG 112 The Eighteenth-Century English Novel

Often described as the period in which the genre of the novel was created and developed into a dominant form of literature for an educated reading public, the eighteenth century was a turbulent period of struggle between various ideological forces that would transform British society. As a period that gave rise to what would eventually be characterized as the realist novel, the eighteenth century provided its great authors with a focus that enabled them to record the emergence of the individual as a historical entity. In addition to providing early examples of criminal, realist, sentimental, and Gothic novels, the eighteenth century furnished its authors with a wide range of material generated by the emergence of capitalism, travel and exploration, the development of colonialism, religious conflict, and the rise of experimental science. These changes also generated intellectual conflict between conservative, anti-scientific Humanists and utilitarian, profit-oriented Moderns, a conflict that plays a prominent role in much of the fiction generated during the period. Possible authors covered in the class include: Defoe, Swift, Burney, Fielding, Radcliffe, Richardson, Sterne, and Smollett.

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

Credits: 3

On Occasion

ENG 114 The Nineteenth-Century English Novel

In the 19th century the novel reached its fullest and richest development. Readers came to novels to feel empathy for characters much like themselves: who toiled to earn a living, experienced the difficulties of love, found themselves lost in the chaos of cities made newly dangerous by industrialization. Realism came to dominate the form, and this course will be attuned to the way the novel remained vitally connected to the current social world, in particular its exploration of poverty, class, gender roles, and the modern city. But in the beginning of the 19th century other movements were still in force: Romanticism and the Gothic.

Their anti-idealist themes - altered states of consciousness, madness, and the supernatural - thread their way throughout the century, leading one to question the usefulness of the term "Realism." Novelists covered will include Austen, the Brontës, Dickens, George Eliot, Gaskell, Thackeray, Trollope, Collins, Hardy, Conrad, and Wilde.

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

Credits: 3

On Occasion

ENG 115 The World Novel in English

In the second half of the twentieth century, the novel emerged as the preferred form of literary presentation in English-speaking areas apart from the central axis of Britain and the United States.
Writers in Australasia, South and East Asia, Canada, the Caribbean, and Africa stopped "looking back," and instead reoriented the novel to discuss political developments, historical movements, and personal recognitions based upon local materials or regional circumstances. This course will examine six to eight novels from a number of different areas, in many different styles, with a particular focus on the works as expressions of contemporary realities, intentions, and needs; we will look at how the use of English by these authors changes the former imperial language into a supple, useful, and beautiful vehicle for personal expression and group identity.

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

Credits: 3

**On Occasion**

**ENG 116 W.B. Yeats: Poet in a Revolutionary Time**

Many critics assert that William Butler Yeats (1865-1939), Irish poet, statesman, dramatist, mythologist, cultural activist and nationalist, produced the finest poems written in English in the 20th century. While heavily influenced by Celtic (pre-Christian) mythology and folk tales, Yeats' work was also affected by the revolutionary tenor of his times, and in particular, by Ireland's struggle to achieve political independence from England. Many of Yeats' finest poems are political in nature, but there are many other themes which recur in his poetry - his love for the beautiful, ardent revolutionary, Maude Gonne, for example; his admiration for Byzantium (the ancient name for modern-day Istanbul in Turkey) where, according to Yeats, the religious, aesthetic and practical parts of life were harmoniously united; and the conflict between the spirit and the body (or between other dualities) which preoccupied him all his life and which are resolved differently in different poems. We will examine all of these themes. Students will have ample practice in this course in reading and interpreting short poems.

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

Credits: 3

**On Occasion**

**ENG 117 Literature of Dictatorships in Latin America**

Latin America's tragic history of oppressive regimes has provoked an impressive array of literary works that document both the abuses of specific governments and the heroic and creative responses of its citizens. An examination of key texts illustrates how those in power are challenged to contend with citizens who are willing to engage fearlessly to counteract evil in all its myriad forms.

**Prerequisites of ENG 1 and ENG 2 are required.**

Credits: 3

**On Occasion**

**ENG 131 Small Worlds: Literature of the Academic Life**

Borrowed from the title of a novel by David Lodge, the title of this course, "Small World," captures its focus on the college campus as microcosm. The life of the university is often contrasted with "real" life, the world to which students will graduate when they earn their degrees. For professional academics, however, the world of the campus is the real world; and for the students who pass through this world, its reality shapes their life for four years, and possibly for a lifetime. This course examines the academic life as it is depicted in literature. The works chosen will examine the way in which the university setting functions in various literary genres at various periods in history, but with special emphasis on the late twentieth century. The students and professors who populate these pages will enable the students enrolled in the course, and their professor, to engage in a discussion of their common enterprise: living and working, whether for four years or for a whole career, in the little universe of the college.

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

Credits: 3

**On Occasion**

**ENG 135 Renaissance and Revolutions: The Making of the Modern World**

Astounding changes occurred - beginning around 500 years ago - in the social, cultural, and intellectual life of Western Europe and the Americas that have had a lasting impact on our sense of self. Technological advances and theoretical innovations changed the very nature of the way in which individuals came to conceive of themselves and their environment. Copernicus and Galileo transformed our conception of the universe. Magellan helped remap the world. Leonardo DaVinci and Michelangelo produced a more compelling reflection of the material world. Machiavelli redefined politics and Montaigne explored the vagaries of human consciousness. This interdisciplinary course provides an introduction to some of the highlights of Renaissance culture and traces their impact on the literature, philosophy, and theater of the time.

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

Credits: 3

**On Occasion**

**ENG 137 Magic Realism**

The term "magic realism" was originally used by the German art critic Franz Roh to describe painting that exhibited an altered representation of reality but has since come to be associated with literature with fantastic elements that defy rational explanation. Some other qualities of magical realist fiction include: the deadpan presentation of fantastic events, the use of symbolism and sensuous detail, non-linear narratives, and the use of implausible events to provide social and political commentary. Through a close reading of several representative works from the tradition, we will explore the unique blend of realism and fantasy that gives magical realism its distinctive signature. Some major themes addressed in the course will include: problems of human identity caused by the misuse of political power, the presentation of utopian alternatives to oppressive political systems, and the use of the supernatural to represent the inner psychic landscape of human experience. Authors covered in the class will include: Marquez, Rushdie, Okri, Allende, Morrison, Rhys, and Roy.

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

Credits: 3

**On Occasion**

**ENG 138 Gender, Sexuality and Literature**

Gender and sexuality are - and always have been - culturally constructed. This means that our ideas of what a "woman" is, or a "heterosexual," has changed drastically throughout history. Our understanding of these identities has everything to do with forces in our society and next to nothing to do with the bodies we are born in. Literature plays an important role in exploring how gender has been constructed historically, and certain seminal texts have themselves caused cultural shifts in what these terms mean. To serve as a foundation, this course will consider a range of theoretical approaches, from psychoanalysis to queer studies to performance studies and beyond. Works by such authors as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Anais Nin, Jean Genet, Radcliffe Hall, Audre Lorde, Jeannette Winterson and others will also be studied.

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

Credits: 3

**On Occasion**

**ENG 139 Gender and the English Language**

In this course, we will look at the ways in which our use of language reflects and sustains our cultural attitudes about gender. We will begin by looking at how linguistic phenomena are linked to social ones, and go on to consider how gender roles are enacted through our use of and attitudes toward language - for example, in how we organize our conversations, the degree to which we use indirectness or politeness strategies, and the amount of talking time we occupy and how we do so. We will encounter a number of different ways of analyzing and interpreting our data, and debate the merits of each based on our own experiences as English speakers. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

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

Credits: 3

**On Occasion**
majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 140 The Bloomsbury Group
Virginia Woolf wrote that "in or about December 1910, human character changed." Although Woolf was writing about Roger Fry's hugely influential Post-Impressionist art exhibition, she was also thinking of her own literary practice, and of the patterns of behavior exhibited by the artists, writers and lovers who "belonged" to the Bloomsbury Group, that iconoclastic collection of people who lived in and around the Bloomsbury section of London in the early days of the twentieth century. This course will trace the ideas and experiments - visual, literary, sexual - enacted by figures such as Virginia Woolf, Lytton Strachey, E.M. Forster, Roger Fry, Vanessa Bell, Clive Bell, Duncan Grant and some of their many other London and Cambridge associates.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 141 The Literature of the Working Class
Since the invention of capitalism three centuries ago, workers have been writing and telling stories about their experiences. The industrial proletariat, slaves, unskilled workers, and unpaid domestic laborers have generated a rich literature addressing their struggle to live, express themselves and find happiness in economic and social environments that often present challenges to their physical survival and undermine their psychological well-being. Through the examination of a wide range of genres that include fiction, drama, poetry, music, folk tales, memoirs and manifestos, this course will explore the experience of workers in the industrial world across a wide variety of cultures. The treatment of workers' struggles will cut across race, gender, continents and cultures in an effort to identify commonalities of experience shaping the perspectives of manual laborers. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 142 Leadership and Literature
Through its ability to dramatize questions of character as they manifest themselves in moments of crisis, literature illustrates the importance of self-knowledge in fair-minded and effective leadership. By focusing on works of literature that present both negative and positive examples of leadership, this course explores themes such as rigidity and flexibility in decision-making, responsibility, the development and implementation of a vision, ethics, motivating others, the use and abuse of language and the tendency toward narcissism inherent in the exercise of power. What is good leadership? What role does self-knowledge and reflection play in being a successful leader? Each work will be examined for the way it dramatizes leadership in action. Literary texts will be supplemented by readings that explicitly address problems of leadership. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 143 Breaking Erotic Boundaries
This course is an exploration of the stigmatization of eroticism as a lower form of creative work that occurred after the invention of the printing press. It will explore this phenomenon by examining such once scandalous works that now seem perfectly acceptable as John Cleland's Memoirs of a Woman of Pleasure and Gore Vidal's Myra Breckinridge. The growth in sexual explicitness in contemporary literature is another topic of discussion. The course will explore such questions as whether a writer like Philip Roth (in, for example, Portnoy's Complaint) can be funny and erotic at the same time, why feminist critics have failed to criticize Anaïs Nin (in, for example, Delta of Venus) for things that they object to Vladimir Nabakov (in, for example, Lolita), and why it is that works in French (by, for example, the Marquis de Sade and Jean Genet) to a greater extent than works in English have been accorded mainstream acceptance despite depicting specialized sexual practices. The course will also consider whether men like Aaron Travis writing about men erotically for other men and women like Zane and Robbi Sommers writing erotically for other women and writers of other sexual identities like Pat Califia, have an identifiable style. Some attention will be given to poetry. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 144 Empathy and the Human Imagination
The concept of empathy has its origins in the work of the philosopher David Hume; however, evidence of what we now call empathy exists across all time periods and cultures. This course will explore how the literary imagination understands and depicts transformations in the human personality that lead to the development of empathy. We will examine the relationship of such transformations to the effects of political power as well as the conditions under which empathy might flourish. We will explore a number of questions related to empathy including the role that empathy might play in the development of non-hierarchical perspectives on happiness in economic and social environments. Empathy is the transfiguration of being. Through the examination of a wide range of genres that include fiction, drama, poetry, music, folk tales, memoirs and manifestos, this course will explore such questions as whether a writer like Philip Roth (in, for example, Portnoy's Complaint) can be funny and erotic at the same time, why feminist critics have failed to criticize Anaïs Nin (in, for example, Delta of Venus) for things that they object to Vladimir Nabakov (in, for example, Lolita), and why it is that works in French (by, for example, the Marquis de Sade and Jean Genet) to a greater extent than works in English have been accorded mainstream acceptance despite depicting specialized sexual practices. The course will also consider whether men like Aaron Travis writing about men erotically for other men and women like Zane and Robbi Sommers writing erotically for other women and writers of other sexual identities like Pat Califia, have an identifiable style. Some attention will be given to poetry. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 145 Shakespeare on Leadership and Tyranny
One of the most sophisticated interpreters of the nature of leadership, William Shakespeare wrote plays that interrogate the nature of hierarchical control over others. Familiar with the insights of ancient and contemporary political theorists, such as Plutarch and Machiavelli, he added an extensive set of commentaries on Roman and English history that distinguish the virtues and vices by which we are asked to judge the qualities that inform fundamental forms of governance. What kind of human being is equipped to have the vision to lead others in war and peace? How far such leaders go to follow popular consensus or their own unique vision? These questions are as relevant to today's national and corporate leaders as they were when Shakespeare first considered them. Distinguishing the difference between Julius Caesar and Marc Antony, between Richard III and Henry V, between King Hamlet and Claudius, or between Leonides in The Winter's Tale and Prospero in The Tempest should prompt students to ask questions that will inform their judgements for the rest of their lives.
Prerequisites of ENG 1 and ENG 2 are required.
Credits: 3
On Occasion

ENG 146 Conformity and Rebellion in Literature
Students will study literature that raises questions about conformity and rebellion by focusing on characters who break prohibitions or go along with what they are told or expected to do. What goes into the decision to transgress or conform and what are the consequences? When are acts of defiance and disobedience courageous and/or life-affirming, and when are they merely foolish and without personal or social value? Who decides? Who benefits? What are the rewards and penalties, and, ultimately, what do such questions help us understand about the role of the individual in relation to the community/collective and the potential/limits of human agency in maintaining the status quo as well as effecting change. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the Core Curriculum.
Prerequisites of ENG 1 and ENG 2 are required.
Credits: 3
On Occasion

ENG 151 Survey of American Writers to the Civil War
This course examines works representative of various movements within American literary-
intellectual history. We begin with the poetry and personal narratives of the Puritans (Anne Bradstreet, John Winthrop, Jonathan Edwards). From there, we explore the satires and the autobiography of Benjamin Franklin, as well as the slave narrative of Olaudah Equiano, to see how these eighteenth-century Enlightenment thinkers attempted to recreate the American identity, borrowing from but also importantly revising the Puritan point of view. We then address the romantic writings of Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, and Walt Whitman to understand how these writers represented the spirit of Romanticism. Finally, reading works by Washington Irving, Nathaniel Hawthorne, Frederick Douglass, Edgar Allan Poe, Herman Melville, and Emily Dickinson will help us see how American writers used Gothic motifs to represent their ambivalent or outright critical attitudes toward some of the earlier literary, philosophical, religious, social, and political traditions.

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

Credits: 3  
Every Fall

ENG 152 The American Novel
This course traces the development of the novel in America from the late eighteenth century to the present. In addition to examining different types of fiction, such as sentimental, realistic, modernist, and postmodernist, we will also explore how these novels were shaped by and contributed to some of the social and cultural forces of their day. What makes these works "American?" How do they portray social, economic, and ethnic hierarchies in the United States? How do they wrestle with the failures of America's promise to offer all its citizens freedom and equality? After considering some of the earliest examples of American novels, we will study writers such as James Fenimore Cooper, Herman Melville, Harriet Beecher Stowe, Henry James, William Faulkner, Vladimir Nabokov, Ralph Ellison, Toni Morrison, Don DeLillo, and Philip Roth.

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

Credits: 3  
On Occasion

ENG 154 American Poetry
This course will present a relatively broad and fairly rapid survey of major American poets. We will dwell mainly on three large historical periods: the nineteenth century of Emily Dickinson and Walt Whitman; the early twentieth century of Robert Frost, Hart Crane, Marianne Moore, and Wallace Stevens; and the contemporary period (today), when there are more American poets being published than ever before. (These twenty-first century poets will probably be represented by figures like Robert Pinsky and Louise Glück.) In order even to begin grasping this historical range and poetic diversity, we'll need to move at a pace of about one poet per week, but we'll hope to sustain a fairly serious engagement with each of our poets in turn, while thinking about how each of them imagines (or re-imagines) the idea of America and American discourse.

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

Credits: 3  
On Occasion

ENG 156 Irish-American Fiction
Beginning with the mid-nineteenth-century wave of emigration due to the Great Famine in Ireland, the Irish became a formidable presence in American life and in American fiction as well. We will read representative samples of nineteenth- and early twentieth-century fiction as a foundation for the major focus of the course, which is the contemporary novel of the Irish American experience. For our purposes, we will define Irish American fiction not by the ethnicity of the novelist but rather as fiction which examines the connections between Ireland and America, the influence of the Irish past in the lives of the American characters, the search for a precarious balance between being Irish and being American. Possible authors include Tom McHale, J. P. Donleavy, John Gregory Dunne, Mary Gordon, Alice McDermott, William Kennedy, and Pete Hamill. 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 157 American Modernism and the Art of Making it New
Something radical happened in the early twentieth century. Painters moved toward abstraction. Composers embraced atonality. And writers created a new literary aesthetic through fragmentation, stream of consciousness, and other experiments with language. So what were some of the social, cultural, and political forces that brought about these changes? How were twentieth-century artists rejecting the practices of the Victorian era? How were they responding to drastic changes in technology and science? And how were they challenging audiences to be new readers, viewers, and listeners? This class will examine this period (1907-1929) in American literature, art, and culture. We will read fiction, poetry, and drama, study visual art (Duchamp, Balla, Boccioni, Picasso, Matisse, Cézanne), listen to music (Ravel, Stravinsky, Schoenberg, Ellington), and do research on historical and social context, including topics such as lynching memorabilia, nineteenth- and twentieth-century etiquette manuals, World War I propaganda, and Diaghilev's Les Ballets Russes. This interdisciplinary approach will not only provide a richer understanding of the writings of Gertrude Stein, Eugene O'Neill, Ernest Hemingway, Willa Cather, T. S. Eliot, Jean Toomer, Nella Larsen, e. e. cummings, Wallace Stevens, William Carlos Williams, Ezra Pound, H. D., William Faulkner, and F. Scott Fitzgerald, for example, but it will also challenge us to think critically about the social and cultural changes shaping modernism.

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

Credits: 3  
On Occasion

ENG 158 Freak Shows and the Modern American Imagination
The freak show was one of the most popular forms of entertainment in American culture between 1840 and 1940. Audiences clambered to see human exhibits featuring dogfaced boys, Siamese Twins, giants, dwarfs, hermaphrodites, and savage cannibals. Today, only remnants of these shows can be found in museums and state fairs, yet the freak show continues to have a powerful impact on contemporary literature and art. Why? How do these texts use freak shows and the freakish body to address social anxieties about difference? How do these images critique racial hierarchies and heterogeneous norms in American culture? As spectators, what is our role in the othering of certain individuals and groups?

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

Credits: 3
On Occasion

ENG 159 Bodias on Display: Perspectives on the Body in American Culture from the 19th Century to the Present

This course seeks to explore some of the rich historical materials treating aspects of the human body as it has been viewed, exhibited, analyzed, and objectified in the nineteenth and twentieth centuries. We will examine some key primary works, fiction, film, photography, and a selection of interpretive studies that consider the social and cultural construction of bodies in America. The readings in this course are intended not to add up to some neat thesis but to raise questions of interpretation and meaning. From the history of freak shows and blackface minstrelsy to more contemporary displays of female and male bodies, these readings - both primary and secondary - will challenge us to think about some of the forces that have shaped - and continue to shape - the ways in which we think about the body.

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

Credits: 3
On Occasion

ENG 160 Hawthorne and James: From Romance to Realism

A concentrated analysis of the points of contact between two major American writers, Nathaniel Hawthorne and Henry James. Two representative works that speak to each other - Rappaccini's Daughter and Daisy Miller - are introduced to show the difference between Hawthornian romance and Jamesian realism. After examining Hawthorne's Puritan-oriented works (such as "Young Goodman Brown" and The Scarlet Letter), as well as his novel about transcendentalism, The Blithedale Romance, the course examines how James' more realistic novels, such as Washington Square and The Portrait of a Lady, take up where Hawthorne left off. We see how they represent not only the "deeper psychology," but also issues related to nineteenth-century feminism and consumer capitalism. The moral, social, and aesthetic views of both writers are explored, and James' novellas such as The Beast in the Jungle and The Aspern Papers are read in order to demonstrate the intersecting interests of the writers: how the realist and cosmopolitan literature James produced never escaped the influence of Hawthorne's more provincial romances.

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

Credits: 3
On Occasion

ENG 161 Melville and Power

Covering Melville's exotic travel narrative about the South Seas (Typee), his famous novel about the pursuit of a great whale (Moby-Dick), his gothic urban novel Pierre, his story of convicts on the Mississippi (The Confidence Man), as well as his shorter works such as "Bartleby the Scrivener," Benito Cereno, and Billy Budd, this course examines Herman Melville's journey as a writer interested in "forms" of all kinds: aesthetic, novelistic, social, cultural, legal, and historical. We will analyze Melville's experiments in narrative construction, and will relate this to the ideological implications of history writing and to the power structures such writing serves. In addition, we will consider other aspects of the work: Melville's view of race and non-Western culture; the connections between slavery in the South and the economic conditions in the industrial North; nature's law and man's law; national identity and the notion of a national literature for America. Melville will be also be discussed in relation to his contemporaries: Emerson, Poe, and Hawthorne. This course fulfills the Power, Institutions, and Structures thematic 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 162 American Autobiography

An exploration of autobiographies and quasi-autobiographies that tell the story of Americans from the early colonial period right up to the twentieth century. Discussions will revolve around the aesthetics of autobiography, the mixture of fiction and fact, and the construction of different "selves" that typify various strains of American intellectual thought as well as various cultural and social circumstances within different eras of American history. Approximately six works are chosen from such autobiographies as the following: Mary Rowlandson's History of Captivity, Benjamin Franklin's Autobiography, Harriet Jacobs's Incidents in the Life of a Slave Girl, Henry David Thoreau's Walden, Mark Twain's Life on the Mississippi, Adams' The Education of Henry Adams, Gertrude Stein's Autobiography of Alice B. Toklas, Ernest Hemingway's Moveable Feast, Henry Miller's Tropic of Capricorn, Malcolm X's Autobiography, and Paul Auster's The Invention of Solitude.

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

Credits: 3
On Occasion

ENG 163 Literature of New York

An examination of literary works set in New York that explore the city as the site of material ambition, romance, cultural diversity, wealth, poverty, and alienation. Discussions will revolve around the way the literature invites sociological as well as psychological analysis of the city's impact on human lives. Among the five or six works to be read in the course are such New York stories as the following: Melville's "Bartleby: A Story of Wall Street," James' Washington Square, Riih's How the Other Half Lives, Cahun's The Rise of David Levinsky (or R. Hot's Call It Sleep), Wharton's House of Mirth, Dreiser's Sister Carrie, Fitzgerald's The Great Gatsby, Salinger's Catcher in the Rye, Austen's City of Glass, Wolfe's Bonfire of the Vanities, Delillo's Cosmopolis, P. Roth's The Dying Animal, and Morrison's Jazz.

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

Credits: 3
On Occasion

ENG 164 American Drama

The course will focus on the distinctly American essence of the plays that have shaped our dramatic tradition. Viewing American drama from its eighteenth-century origins to the mid-twentieth century, we will trace the American playwright's ability to create native characters, to address topics of particular national interest, and to present themes particularly relevant to the American psyche, while simultaneously sharing in the lively currents of international theatre. Consideration will be given to the cultural and historical forces that fostered the creation of new genres, including vaudeville and tent shows. These and sparkling comedies of manners, sensational melodramas, and domestic dramas all contributed to the development of American drama during the first century and a half of its existence. With the emergence of Eugene O'Neill, Arthur Miller, and Tennessee Williams in the twentieth century, American drama attained and continues to hold a highly respected position on the world stage.

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

Credits: 3
On Occasion

ENG 165 American Colonial Literature

This course examines writing in America before 1800 (roughly the period between the European "discovery" and the first products of an officially independent United States). We will examine the written evidence to find who the settlers were, what they expected or wanted or demanded, how they reacted to what they found, and what models of expression they developed to record their experiences. Readings will emphasize the variety of viewpoints that described America life and the terrific energy that writers brought to their tasks. We will also examine critical models of interpretation in both historical and contemporary forms.

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

Credits: 3
On Occasion
ENG 166 Rebels, Riots, and Resistance in America
This course offers students an opportunity to consider the ways social, economic, and political power have shaped American life since the mid-nineteenth century. Beginning with the emphasis on social reform among Transcendentalists, we will examine various forms of resistance to prevailing power structures in the United States. Thoreau’s “Resistance to Civil Government” became a touchstone for the ways Americans—such as Suffragettes, Depression era labor unions, and Civil Rights activists—fought oppressive social and economic systems. Through a diverse range of materials, this class will consider some of the rebels that changed American culture through protest. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 168 The Jazz Age: 1920’s American Literature and Culture
The course examines the “Jazz Age,” a term coined by F. Scott Fitzgerald to designate the 1920s as a rowdy decade of parties, social rebellion, sexual freedom, and creative energy. Gender roles and sexuality became more fluid. African-American culture achieved greater prominence as a result of the Harlem Renaissance. And technology—from mass produced automobiles to kitchen appliances—radically transformed daily life in the United States. Literature participated in and responded to these changes as well, providing rich insight into a decade marked by the achievement of women’s suffrage, National Prohibition, and a burst of prosperity that, despite its cultural prominence, did not reach all American citizens and could not compensate for post-World War I trauma. Fictional readings will be supplemented by historical material such as advertisements, jazz lyrics, and films as well as contemporary arguments on bobbed hair, consumerism, and birth control. This course fulfills the Self, Society and Ethics thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ENG 182 Introduction to Creative Writing
This course introduces students to a variety of literary genres, including short fiction, poetry, drama, and screwwriting, and helps them develop the analytical and technical skills to be better readers, writers, and critics. The lecture/workshop format of the course is designed to help students recognize that good writing and reading is a process. Students will be given numerous exercises (on character, dialogue, plot, etc.) and will distribute one scene and one longer work to the class for constructive feedback. By studying established writers, reading student work, and receiving lots of feedback from the instructor and peers, students will develop proficiency in various literary techniques and style. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 183 Creative Non-Fiction
This workshop, in which students present their original writing and learn how to give and receive feedback on their work, explores nonfiction genres such as biography, autobiography and memoir, travel writing, and journal writing but particular emphasizes the essay and its elastic form governed by an aesthetic and epistemology distinct from traditional academic writing and argument. Academic writing often teaches students to defend assertions through logical appeal and to establish authority by eliminating the word “I.” The creative nonfiction essay, on the other hand, relies on the subjectivity of an enquiring persona that tentatively explores questions and ideas. In this class, we will consider the value of this latter sensibility and how to cultivate it in our writing as well as the history that enabled the theory that explains this genre. We will also give attention to the role/form of creative nonfiction in the evolving Web 2.0 environment. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 184 Writing and Healing
"Be kind, for everyone you meet is fighting a great battle." This quote, often attributed to Philo of Alexandria, points to the commonality of suffering and the importance of empathy in human interaction. How do we cope with and make sense of the painful dimensions of our existences? This creative nonfiction class uses the recent scholarship examining the connection between psychological/social/physical healing and the creation of meaning that occurs through the writing process to help students explore the therapeutic dimension of storytelling for both writer and audience and to craft narratives in which painful experiences, including physical illness, become meaningful on both personal and social levels. Emphasis is placed on fostering a supportive but critical writing community to aid the creative meaning-making process of shaping private stories into public ones. This course is appropriate for those earnestly interested in effecting healing through writing about personal experiences and sharing their stories with others. This course fulfills the Self, Society, and Ethics thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 185 Theories of Writing and Composing
This course will acquaint students with the history of writing studies and introduce some of the theoretical strands, including overlaps and controversies, that inform the contemporary practice of teaching writing. The course will also treat practical implementation of composing theory and help students become aware of their own writing process and writing standards as well as the political and ethical dimensions of teaching and assessing writing and communication. Some of the topics that may be covered are the origin and history of composition and rhetoric and the process and post-process movements, including the influence of rhetoric, WAC, ESL and linguistics, collaborative learning, expressionism, cognitivism, social constructivism, social epistemical, critical pedagogy, new media/digital literacy, and assessment.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 186 Writing in a Digital Age Multimodal Rhetoric and Composition
What counts as writing? From an early age we are taught to view writing in a certain way, perhaps as words on a page. However, for many people the so-called “digital age” has changed this definition because suddenly we are able to more easily combine images, sounds, colors, and gestures alongside our words. But how are these combinations different in online and digital writing from previous writing genres like the book, maps, or sheet music? This course will explore the theories of multimodality and give students experience composing in online, digital, and multimodal...
environments. Throughout, students put into practice ideas of rhetorical choice, audience, adaptability, access, and authorship by designing projects such as multimodal instructions, accessible webtext, or multichannel advocacy projects. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 187 Editing and Professional Writing
This course in professional writing and editing will explore the options for making writing accessible to an audience by exploring a number of genres for publication, as well as what makes writing professional, rhetorically effective, and publishable. The emphasis of the course will be on experiential learning and "real world" publishing contexts. Students will be introduced to technologies, options, and processes of copyediting with an emphasis on rhetorical choice, as well as strategies in document format and design. The course will follow a workshop format and will guide students through the process of taking one significant piece of writing through all the stages of design to copy-editing and publication. Additionally, all students will be required to engage in an on-campus publishing context by submitting an article to the LIU Post student newspaper, The Pioneer.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 188 Writing in the Workplace: The Rhetoric of Professional Communication
Students will learn the differences as well as overlaps between academic writing and writing in the workplace as well as rhetorical principles of purpose, audience, and context in communication. With these considerations in mind, students will learn and practice "professional" and "business" writing and analyze and discuss the rhetorical principles that seem to govern these genres. Our assumption will be that rather than a simple, dry matter of adhering to static rules, producing such writing involves a creative and complex negotiation of language. In particular, students will study the way ethos is established through word choice and/or document design and the importance of this principle in effective communication. Students will learn and demonstrate their understanding of this rhetoric by composing in a variety of "professional" genres, such as emails, memos, resumes, reports, and brochures, and by critiquing and analyzing these genres through discussion and other collaborative classroom activities designed to promote such analysis and discussion, including reading journals, threaded discussion, and collaborative work and research. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 189 Experimental Fiction Writing
With the rise of digital humanities and the popularity of graphic novels as vehicles of fiction and memoir, fiction writing continues to push on the boundary of what it means to tell a story. This course will continue to foreground the important of character, conflict, and the craft of fiction writing, while simultaneously opening up a space for experimentation with form, hyperlinking, and the inclusion of sound and image. Students will spend the beginning of the course engaging in smaller projects of experimentation before developing a longer piece through a series of workshops and revisions. Students' final portfolios should include their fully-developed revised pieces, as well as the inclusion of at least one other piece developed from one of the earlier exercises, a proposal for a future experimental piece, and a plan for future publication/analysis of publication venues. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 190 Writing with Sound
This course is divided into three sections. The first involves the use of sound in the writing process, in stages of invention, composing/drafting, and revision. In the second section of the course, student will take a critical, cultural approach to artifacts of sound, research and understanding ways in which a single sound, like airplane engines, sirens, or silences, influence people, practices, and spaces. Finally, the last section of the course will ask students to compose two projects using sound, such as text-to-sound translation, sound design installation, or audio-essay. In addition to taking a critical and design approach to this course will ask students to investigate assumptions, differences, and idiiosyncratic ways of "knowing" their world through sound. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 191 Reading and Writing Comics
Comics can be traced back to hieroglyphics and some of the earliest combinations of pictures and writing systems. This course will explore some of that history as well as introduce terms theorists and comic creators use for understanding, analyzing, and discussing different comics and graphic novels. Finally, the course will allow students to engage in two projects for making their own comics—a memoir/memory comic strip sequence and a more in-depth piece of short fiction, memoir, or translation of a technical piece of writing.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 192 Technical Writing
Technical writing and technical communication are sometimes defined as acts of writing that accomplish a specific task whether that task involves composing a tutorial or set of instructions, redesigning a website, reporting on data collected about a problem, or describing an art exhibition to the public. Technical writing involves a heightened sense of audience, rhetorical purpose, design usability/accessibility, and style. In this course students will practice composing for different situations, audiences, and modes of delivery, as well as assessing popular examples of technical writing.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 193 The Young Adult Novel
The young adult novel has emerged as a dominant force in twenty-first century publishing. With the help of highly successful film adaptations, these books have both captivated teenage audiences and muscled their way into the adult reading market. What explains this immense popularity? How does teen fiction differ from adult fiction in terms of theme, characterization, and content? And what skills and writerly techniques can we use to work most effectively within this genre? By considering market trends, researching teenage audiences, and reading several novels, we will explore young adult fiction with the goal of producing our own work in this genre. We will craft plots, write scenes, experiment with voice, develop effective dialogue, and do a range of exercises to tap into our inner teen. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 194 Videogame Narratives
Storytelling within a videogame can vary drastically from other forms of short fiction. In this course
ENG 201 The English Language
Many of us are unfamiliar with fundamental aspects of the English language that we use for everyday communication as well as in our academic and creative work. In this course, the English language will take center stage as we investigate the structures, sounds, history, variation and use of the English language. We will look into the unique history of English as well as its affinities with languages such as German, Dutch and French. We will examine the differences between the varieties of English that exist within the U.S. and around the world, the so-called Global Englishes. We will also consider English in diverse contexts of use to see how speakers draw inferences in conversation and how our use of the language speaks to our attitudes toward class, gender and other sociocultural variables. Finally, the course will consider the ways in which specialized knowledge of the English language can be drawn upon by educators, creative writers and scholars of literature. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Pre requisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 202 Varieties of English
This course will look into the ways in which varieties of the English language differ and will consider the reasons for these differences. Using Standard American English as a starting point, we will look at the important differences in structure, sound and vocabulary between American English and varieties such as Black English, Appalachian English, Standard British English, Belfast English, Singapore English, Australian English, South African English and others. As we go, we will address important questions such as: Is one variety of English “better” than the others? How do different varieties come into existence? What have been the effects of the gradual spread of English on indigenous languages? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Pre requisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 203 The Logic of Conversation
Inspired by the philosopher Paul Grice's seminal work of the same title, this course is an introduction to the logic of conversation. From the initial premise that speakers are cooperative in conversation, we will see how Grice's and other's theories explain the way we interact and interpret conversation in context. In doing so, we will see how speakers calculate irony, correctly interpret nonliteral uses of language such as metaphor and simile, deal with misunderstandings and mistakes, as well as draw presuppositions, implicatures and other inferences in the context of conversation. We will also see how an analysis of conversation can be applied to literary texts to yield nuanced interpretations of dialogue and to reveal effects created against the backdrop of our basic expectations about how conversation works.
Pre requisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 204 Theories of Persuasion: Ancient and Modern
This course examines the different theories of persuasion from ancient times to early twentieth century. Throughout the semester students learn how to write persuasively using the ethical and emotional techniques of classical Greece, the psychological techniques of the Enlightenment, and the stylistic and grammatical techniques of the early twentieth century.
Pre requisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

ENG 205 Theories of Academic Literacy
This seminar focuses on alternative theories of reading, writing, and literacy to prepare writing tutors. This course will also examine definitions of intellectual work in various disciplines as well as the literacy needs of students from a range of cultures, language backgrounds, and life experience. Pass/No Pass grading only.
Pre requisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 0
Every Fall and Spring

ENG 251 American Writers Since the Civil War
After the Civil War, realist depictions of upper- and middle-class life in American literature soon gave way to a darker, more fragmented vision of the world. How did American writing move from the fiction of William Dean Howells, who was celebrated as the greatest living writer at his seventy-
through moved readings. This course may be taken more than once if the topic is different. 
Prerequisites of ENG 1, 2, & 182 are required. 
Credits: 3 
On Occasion

ENG 285 Screenwriting
Some sections of this course will focus on television writing (in both sixty- and thirty-minute formats), and other sections will deal primarily with writing feature-length films. In either case, this course will help students understand the format, structure, and stylistic conventions of screenplay writing. They will learn how to develop characters and offer a rich visual landscape through dialogue. As with any advanced writing course, it will use a lecture/workshop format, and we will study current film and television writing as models. This course may be taken more than once if the topic is different. 
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors. 
Credits: 3 
On Occasion

ENG 303 World Literature I - Honors Core
This course is an Honors version of the same material covered in ENG 7 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination. After taking ENG 303 and 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or any of the foreign language courses normally used for this requirement. Students who have taken ENG 303 may not take ENG 7. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. 
Student must be in Honors College. 
Not open to students who have taken ENG 8. 
Credits: 3 
Every Fall

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

ENG 359 Adaptive Mystery
Murder mysteries are told in several genres, but successful works always observe a number of conventions of playing fair with the reader or viewer. We will identify these conventions. In particular, the course will explore successful mysteries (particularly of the golden age in the thirties and forties) in novels, plays, and films. The focus will be on changes made when a story is adapted from one genre to another: changes that are conventional, changes that were good or bad ideas for improvement, and changes required by format change. Sometimes we will deal with the full work in more than one genre. At other times, we will consider one full version and selections or clips from another. 
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required. 
Credits: 3 
On Occasion

ENG 360 Introduction to Hispanic Women Writers
This course presents the writings (in English translation) of a select group of prominent female authors from Latin America with the goal of understanding and appreciating their works for their literary value and for the concerns they express within the context of a patriarchal culture. Included are several key pieces by major women writers outside of the Hispanic world who have influenced the authors under consideration. Finally, an examination of the evolution of the ideas presented is meant to determine what, if anything, has changed since the seventeenth century Mexican nun, Sor Juana Inés de la Cruz, found herself forced to justify to her superiors her own as well as other women’s rights to intellectual freedom. 
Prerequisites of at least Sophomore status, Honors College, and ENG 1 & 2 are required. 
Credits: 3 
On Occasion

ENG 421 Writing in the Workplace: the Rhetoric of Professional Communication
Much of the writing we do in college is modeled on academic writing, which often privileges complexity and inquiry and presupposes an intellectual detachment from practical communication. This description of academic writing is not meant to be pejorative, nor is it meant to imply an invidious comparison with workplace writing. Quite the contrary. A rhetorical space free from quotidian concerns that fosters the free play of ideas and intellectual development is arguably the cornerstone of the university education. But writing that is steeped in true communication with real audiences to produce concrete effects may look very different and require different considerations than writing that privileges the demonstration of intellectual development. As such, the study of professional writing provides a rich opportunity to discover the relevance and power of rhetoric. This course will focus on exploring the differences as well as overlaps between academic writing and writing in the workplace in order for us to become more attuned generally to the rhetorical principles of purpose, audience, and context in communication. With these considerations in mind, we will practice ‘professional’ or ‘business’ writing and analyze and discuss the rhetorical principles that seem to govern these genres. 
For students in Interdisciplinary Studies B.S., following ‘Critical Issues for 21st-Century Professionals Track' (Business, Health Care Admin, and Liberal Arts) ONLY. 
Credits: 3 
On Occasion

ENG 422 Dorothy L Sayers: From Detective Mysteries to Mysteries of Faith
Dorothy L Sayers is a major, influential British writer of the earlier twentieth century. First coming to prominence as the creator of the detective Lord Peter Wimsey, she also worked as a dramatist, theorist, and verse translator. Her writings illustrate the importance of work as creative activity (for women as well as for men), the development of deeper themes in detective fiction, the modern failure to understand sin, and techniques of adaptation and translation. Probable texts include early and late mystery novels, the philosophical work The Mind of the Maker, secular and religious plays, and part of Sayers's translation of Dante. Focusing on connections among poetry, fiction, drama, philosophy, theology, translation, history, and related studies, this course gives students a broad understanding of how humanists think and write, the sort of knowledge that broadens understanding and helps students devise creative solutions to many problems in the real world. 
For students in Interdisciplinary Studies B.S., following ‘Critical Issues for 21st-Century Professionals Track' (Business, Health Care Admin, and Liberal Arts) ONLY. 
Credits: 3 
On Occasion

SST 1 Reading and Interpretation
This course helps students develop reading comprehension and academic writing with emphasis on the writing process, library research, and accessing newer forms of information technology. Not for English major credit. There are special sections for non-native speakers. 
Pass/No Pass option is not available. 
Credits: 3 
Every Fall and Spring

SST 1F Reading and Interpretation
Armenian Courses

AMN 1 Elementary Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Fall and Spring

AMN 2 Elementary Armenian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

AMN 3 Intermediate Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

AMN 4 Intermediate Armenian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

AMN 11 Advanced Armenian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

AMN 12 Advanced Armenian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

Arabic Courses

ARA 1 Elementary Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

ARA 2 Elementary Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

ARA 3 Intermediate Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

ARA 4 Intermediate Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

ARA 11 Advanced Arabic I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

ARA 12 Advanced Arabic II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

Chinese Courses

CHN 1 Elementary Chinese I
This course covers the essentials of Chinese structure, simple oral expressions and writing. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Fall

CHN 2 Elementary Chinese II
This course is a continuation of CHN 1. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Spring

CHN 3 Intermediate Chinese I
This course is a structural review, practice in oral expression and writing in addition to selected readings. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Spring
### Dutch Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUT 1 Elementary Dutch I</strong></td>
<td>3</td>
<td>Every Semester</td>
<td>Prerequisite of DUT 1 is required.</td>
</tr>
<tr>
<td><strong>DUT 2 Elementary Dutch II</strong></td>
<td>3</td>
<td>Every Semester</td>
<td>Prerequisite of DUT 1 is required.</td>
</tr>
<tr>
<td><strong>DUT 3 Intermediate Dutch I</strong></td>
<td>3</td>
<td>Every Semester</td>
<td>Prerequisite of DUT 2 is required.</td>
</tr>
<tr>
<td><strong>DUT 4 Intermediate Dutch II</strong></td>
<td>3</td>
<td>Every Semester</td>
<td>Prerequisite of DUT 3 is required.</td>
</tr>
</tbody>
</table>

### French Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRE 1 Introductory French I</strong></td>
<td>1.50</td>
<td>On Occasion</td>
<td>Given in English.</td>
</tr>
<tr>
<td><strong>FRE 2 Advanced French II</strong></td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of FRE 1 with a C- or better or the equivalent is required.</td>
</tr>
<tr>
<td><strong>FRE 3 Intermediate French I</strong></td>
<td>3</td>
<td>Every Fall</td>
<td>Prerequisite of FRE 2 with a C- or better or the equivalent is required.</td>
</tr>
<tr>
<td><strong>FRE 4 Intermediate French II</strong></td>
<td>3</td>
<td>Every semester</td>
<td>Prerequisite of FRE 3 with a C- or better or the equivalent is required.</td>
</tr>
<tr>
<td><strong>FRE 5 French for Travelers</strong></td>
<td>3</td>
<td>Every Semester</td>
<td>Given in French.</td>
</tr>
<tr>
<td><strong>FRE 1 Introduction to French Culture</strong></td>
<td>1.50</td>
<td>On Occasion</td>
<td>Given in English.</td>
</tr>
<tr>
<td><strong>FRE 8 Introductory French Conversation</strong></td>
<td>1.50</td>
<td>On Occasion</td>
<td>Given in English.</td>
</tr>
</tbody>
</table>
FRE 11 Introduction to French Literature I
This course is a survey of the literature of France from the Middle Ages to the present day. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 12 Introduction to French Literature II
This course is a survey of the literature of France from the Middle Ages to the present day. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 23 Advanced French Grammar and Composition I
This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. Companion course for French 24.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 24 Advanced French Grammar and Composition II
This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. French 24 may be taken before French 23.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
Annually

FRE 25 Advanced French Conversation and Phonetics
This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 26 French Culture and Civilization I
This course presents an analysis of social, political, philosophic and aesthetic movements in France from the Middle Ages through the Great Revolution. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 27 French Culture and Civilization II
This course is a survey of intellectual, political, social, aesthetic and philosophical currents in 19th- and 20th-century France. French 27 may be taken before French 26. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 28 French Culture and Civilization III
This course is a survey of intellectual, political, social, aesthetic and philosophic movements in France from the Middle Ages through the Great Revolution. This course is a survey of intellectual, political, social, aesthetic and philosophic movements in France from the Middle Ages through the Great Revolution.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 29 French Culture and Civilization IV
This course is a survey of intellectual, political, social, aesthetic and philosophic movements in France from the Middle Ages through the Great Revolution. This course is a survey of intellectual, political, social, aesthetic and philosophic movements in France from the Middle Ages through the Great Revolution.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 30 French Literature of the Middle Ages and the Renaissance
This course is a survey of literary genres, including chanson de geste, lai, roman courtois, forms of troubadour poetry, lyric poetry of the late Middle Ages, and the Pleiade.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 31 15th-Century French Literature
This course covers the readings of major prose works from 15th-century France. The writings of Christine de Pisan, Jean Froissart and others are analyzed.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 32 French Classical Theatre
This course is a study of the sources and development of French theatre in the 17th century. Emphasis is on the works of Corneille, Racine and Moliere.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 33 18th-Century French Literature
This course covers readings of major prose works from 18th-century France. The writings of Voltaire, Diderot and others are analyzed.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 34 French Poetry of the 19th Century
This course is a study of Romantic, Symbolist and Parnassian poetry.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 35 19th-Century French Prose
This course covers readings from the novel and short story in 19th-century French literature with an analysis of the main writers, works from Balzac to Zola.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 36 French Poetry of the 20th Century
This course covers the readings and is an analyses of the French poetry of the 20th century from Francis Jammes and Guillaume Apollinaire to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 37 20th-Century Prose Literature
This course is a study of the novelists and short-story writers from Anatole France to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 38 19th-Century French Theatre
This course is a study of the Romantic, Realist, Naturalist and Post-Romantic French theatre.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 39 20th-Century French Theatre
This course covers the readings and is an analyses of the works of the major playwrights from Claudel to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 40 20th-Century French Poetry
This course covers an analysis of the major poets of France from the early 20th century to the present.
Prerequisite or corequisite of FRE 24 or the equivalent is required.
Credits: 3
On Occasion

FRE 41 Introduction to French Language and Literature
This course is a study of French language and literature from the Middle Ages to the present. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 42 Intermediate French Conversation and Comprehension
This course provides conversational adequacy in French for frequently encountered social, everyday situations and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 24 is required.
Credits: 3
On Occasion

FRE 43 Intermediate French Conversation and Comprehension II
This course provides conversational adequacy in French for frequently encountered social, everyday situations and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 24 is required.
Credits: 3
On Occasion

FRE 44 French Language and Civilization I
This course is an introduction to French language and civilization from the Middle Ages to the present. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 45 French Language and Civilization II
This course is an introduction to French language and civilization from the Middle Ages to the present. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion

FRE 46 Advanced French Conversation and Writing
This course is an intensive oral practice and expression in French, including frequent oral reports and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 24 is required.
Credits: 3
On Occasion

FRE 47 Advanced French Conversation and Writing II
This course is an intensive oral practice and expression in French, including frequent oral reports and a knowledge of basic vocabulary a student needs for conversation.
Prerequisite of FRE 24 is required.
Credits: 3
On Occasion

FRE 48 French Language and Civilization III
This course is an introduction to French language and civilization from the Middle Ages to the present. Given in French.
Prerequisite of FRE 4 with a C- or better is required.
Credits: 3
On Occasion
FRE 55 French Literature of the 17th, 18th, and 19th Centuries
This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire. Same as WLT 55. Given in English. Credits: 3
On Occasion

FRE 56 French Literature of the 20th Century
This course surveys French literature and its development in the 20th century. Lectures and readings include major trends and authors such as Gide, Mauriac, Ionesco, Beckett, Malraux, Proust, Anouilh, Sartre and Camus. Same as WLT 56. Given in English. Credits: 3
On Occasion

FRE 70 Contemporary Culture and Civilization of France
This course is a panoramic view of French life, thought and the arts with respective historical, social and economic backgrounds, national character and regional differences. A free elective for all majors. Given in English. Credits: 3
On Occasion

FRE 85 Disciplinary Literacy in French
The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in French. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural. Prerequisite or corequisite of FRE 24 or the equivalent is required. Credits: 3
Every Fall

FRE 99 Seminar in French Literature Special Topics
Study of a major author, genre, or literary movement, as determined by the instructor. Course may be taken more than once if topic is different. Prerequisite of FRE 4 with a C- or better is required. Credits: 3

Every Fall

German Courses

GER 1 Elementary German I
This course covers the reading of simple texts and elements of oral expression. Credits: 3
Every Fall

GER 1C German for Travelers I
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German speaking countries. Limited to students with little or no German-speaking ability. Given in German.

GER 2 Elementary German II
This course is a continuation of German I. Intensive reading and building of active vocabulary. Prerequisite of GER 1 with a C- or better grade or the equivalent is required. Credits: 3
Every Spring

GER 2C German for Travelers II
This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German-speaking countries. Limited to students with some German-speaking ability. Given in German. Prerequisite of GER 1C with a C- or better grade or the equivalent is required.

GER 3 Intermediate German I
This course is a structural review. It includes readings on German culture and contemporary trends. Prerequisite of GER 2 with a C- or better grade or the equivalent is required. Credits: 3
Every Fall

GER 4 Intermediate German II
This course is a review of major problems of structure especially as syntax applies to. Prerequisite of GER 3 with a C- or better grade or the equivalent is required. Credits: 3
Every Spring

GER 7 Introduction to German Culture
This course presents the basic elements of German culture through an introduction to German language, literature, music, theater, and history. Given in English. Credits: 1.50
On Occasion

GER 8 Reading German Fluently
This course is intended for students who wish to acquire a thorough reading knowledge of German in order to pass master’s or doctoral language qualifying examinations or to read German texts. A thorough introduction to German grammar is presented. Credits: 3
On Occasion

GER 11 Introduction to German Literature
A course designed to give the student a first opportunity to read, in the original, sizeable excerpts from great works of German literature. Prerequisite of GER 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

GER 12 Survey of German Literature
This course is the reading and discussion of complete texts of representative works of German poetry, drama and narrative fiction. Prerequisite of GER 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

GER 23 Advanced German Grammar and Composition I
This course is a complete review of German grammar, practice in essay writing and a detailed study of idioms and style. Companion course for German 24. Prerequisite of GER 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

GER 24 Advanced German Grammar and Composition II
This course is a complete review of German grammar, practice in essay writing and a detailed study of idioms and style. Companion course for German 23. Prerequisite of GER 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

GER 25 Advanced German Conversation
This course is intensive oral practice and expression. Credits: 3
On Occasion

GER 26 German Culture and Civilization I
This course is an analysis of social, political and cultural movements in German and Austrian history from the Middle Ages through 1848. German 27 may be taken before German 26. Prerequisite of GER 4 with a C- or better grade or the equivalent is required. Credits: 3
On Occasion

GER 27 German Culture and Civilization II
This course is a study of modern Germany from the Bismarck era to the present with a special focus on a reunited Germany and its new role in European and world affairs. A parallel study of Austria from

Page 231
the final years of Hapsburg rule to the present is included.

**Prerequisite of GER 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 32 18th-Century German Literature**

In this course, representative works of Lessing, Goethe, Schiller, and other contemporaries leads to an understanding of the periods of Enlightenment, Storm and Stress, Classicism and the beginning of Romanticism.

**Prerequisite or co-requisite of GER 24 or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 33 19th-Century German Literature**

This course covers the Romantic movement, its works and aesthetic ideas in addition to the transition to Realism. Representative works of such writers as Kleist, Novalis, E.T.A. Hoffmann, Eichendorff, Heine, Grillparzer, Buchner, Hebbel, Keller are studied.

**Prerequisite or co-requisite of GER 24 or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 34 Twentieth-Century German Literature**

Twentieth-century German writers and literary movements are studied. The authors studied include Brecht, Weiss, Durrenmatt, Frisch, Hesse, Kafka and Boll. Recent developments in German culture and ideas are discussed and emphasized by reading related material.

**Prerequisite or co-requisite of GER 24 or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 35 Goethe**

A study and analysis of Goethe's major works includes an emphasis on his plays and poetry.

**Prerequisite or co-requisite of GER 24 or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 37 German Lyric Poetry**

This course is a detailed analysis of outstanding poems from the Middle Ages to the present.

**Prerequisite or co-requisite of GER 24 or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 39 Advanced Scientific German**

Syntax patterns and terminology characteristic of the German used in scientific and technical works and periodicals is studied. Assignments are adapted to the student's special field.

**Prerequisite of GER 4 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**On Occasion**

**GER 41 Applied Linguistics Seminar**

Application of linguistic science to the German language is studied along with advanced structural analysis and an introduction to etymology and semasiology. If possible, should be preceded by Linguistics 12. Required of prospective German teachers.

**Credits: 3**

**On Occasion**

**GER 51 Beginning German Conversation I**

This course is designed for the student to be expressive in social and everyday situations.

**Credits: 1.50**

**On Occasion**

**GER 52 Beginning German Conversation II**

This course is a continuation of GER 51. The course provides intensive oral practice.

**Prerequisite of GER 52 is required.**

**Credits: 3**

**On Occasion**

**GER 53 Intermediate German Conversation I**

This course is a continuation of GER 52. The course provides intensive oral practice.

**Prerequisite of GER 53 is required.**

**Credits: 3**

**On Occasion**

**GER 54 Intermediate German Conversation II**

This course is a continuation of GER 53. The course provides intensive oral practice.

**Prerequisite of GER 53 is required.**

**Credits: 3**

**On Occasion**

**GER 55 The German Novel in the 20th Century**

This course covers the reading and analyses of important novelists of the last century; e.g. Mann, Hesse, Kafka, Rilke, Doehlin, Musil, Brock, Grass, Boell, Kant, Seghers.

Same as WLT 65.

**Credits: 3**

**On Occasion**

**GER 70 Contemporary Culture and Civilization in Germany & Austria**

This course examines Germany and Austria today: historical, political, social background, national character, regional differences, art and folklore. A special focus is on a reunited Germany and the “new” Europe. Ample use of audiovisual materials. A free elective for all majors.

**Credits: 3**

**On Occasion**

**Greek Courses**

**GRK 1 Elementary Classical Greek I**

This course covers the foundations of Greek grammar, stressing vocabulary, simple sentence building and the reading of elementary prose.

**Greek cultural heritage in language and literature is considered.**

**Credits: 3**

**On Occasion**

**GRK 2 Elementary Classical Greek II**

Greek grammar, more complicated sentence structure, broadening of vocabulary and reading of graded text of Xenophon's Anabasis. Antiquities are covered.

**Prerequisite of GRK 1 is required.**

**Credits: 3**

**On Occasion**

**Hebrew Courses**

**HEB 1 Elementary Modern Hebrew I**

The fundamentals of modern Hebrew grammar and basic language patterns are covered in this course. No previous knowledge of Hebrew is required.

**Credits: 3**

**Every Fall**

**HEB 1C Hebrew for Travelers I**

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in Israel. Limited to students with little or no Hebrew-speaking ability.

**Given in Hebrew.**

**HEB 2 Elementary Modern Hebrew II**

This course is a continuation of Hebrew 1 with selected readings. **Prerequisite of HEB 1 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Spring**

**HEB 2C Hebrew for Travelers II**

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in Israel. Limited to students with some Hebrew-speaking ability.

**Given in Hebrew.**

**Prerequisite of HEB 1C with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Fall**

**HEB 3 Intermediate Modern Hebrew I**

This course is a structural review with practice in oral expression and writing in addition to selected readings of short works. **Prerequisite of HEB 2 with a C- or better grade or the equivalent is required.**

**Credits: 3**

**Every Fall**

**HEB 4 Intermediate Modern Hebrew II**

This course is a review of major structural problems, composition, continued practice in oral expression, readings in culture and literature of contemporary Israel.

**Prerequisite of HEB 3 with a C- or better grade or the equivalent is required.**

**Credits: 3**
HEB 35 Advanced Conversational Hebrew I
This course is intensive in oral practice and expression, oral reports on assigned topics, vocabulary expansion, and a study of the basic phonetics of Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 36 Old Testament Literature
A reading and discussion of two books of the Old Testament, Esther and Ruth, along with a critical study of these Hebrew texts from the standpoint of language, history and content are covered in this course.
Given in Hebrew.
Prerequisite of HEB 4 with a C- or better grade is required.
Credits: 3
On Occasion

HEB 40 Jewish Culture in America
In this course, the modern American Jew is seen through the works of contemporary writers. An examination of writings explores the role of Jews in America, their relationship to the majority group and the resolutions of their anomalies. The works are approached topically: the immigrant culture, the literature of conflict and the alien as presented by authors Kazin, Bellow, Malamud and Roth.
Given in English.
Credits: 3
On Occasion

HEB 41 Holocaust Literature
The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. The course is a critical study of the literature from the standpoint of language and history.
Given in English.
Credits: 3
On Occasion

HEB 42 Contemporary Hebrew Literature
The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. This course is a critical study of the literature from the standpoint of language and history.
Same as WLT 42.
Given in English.
Credits: 3
On Occasion

HEB 49 Jewish Mysticism and Hasidism
This course is a study of the Jewish mystical tradition and its writings with special emphasis on the Zohar, Kabbalah and the mystical teachings of the Hasidic masters.
Given in English.
Credits: 3
On Occasion

HEB 57 The Book of Genesis
This course is a concentrated study of Genesis against the background of ancient Near Eastern narrative, law and custom. Also included is a discussion of the major themes and concepts in Genesis: God, creation, the world, humankind and the Hebrew people.
Given in English.
Credits: 3
On Occasion

HEB 60 Family Patterns in Contemporary Israel: A Sociological and Literary Approach
This course is organized around an analysis of social change and its impact on the traditional Jewish family, the Moslem and the Oriental Jew in Israel. The consequences of these changes are examined in Hebrew literature such as the Israeli authors Handel, Shamir, and Megged and in sociological works by Patai, Bettleheim, Rockwell Smith and others.
Credits: 3
On Occasion

Hindi Courses

HIN 1 Elementary Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

HIN 2 Elementary Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 1 is required.
Credits: 3
Every Semester
HIN 3 Intermediate Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 2 is required.
Credits: 3
Every Semester

HIN 4 Intermediate Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 3 is required.
Credits: 3
Every Semester

HIN 11 Advanced Hindi I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 4 is required.
Credits: 3
Every Semester

HIN 12 Advanced Hindi II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HIN 4 is required.
Credits: 3
Every Semester

HUN 2 Elementary Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 1 is required.
Credits: 3
Every Semester

HUN 3 Intermediate Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 2 is required.
Credits: 3
Every Semester

HUN 4 Intermediate Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 3 is required.
Credits: 3
Every Semester

HUN 11 Advanced Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

HUN 12 Advanced Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

Hungarian Courses

HUN 1 Elementary Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3

HUN 2 Elementary Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 1 is required.
Credits: 3
Every Semester

HUN 3 Intermediate Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 2 is required.
Credits: 3
Every Semester

HUN 4 Intermediate Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 3 is required.
Credits: 3
Every Semester

HUN 11 Advanced Hungarian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

HUN 12 Advanced Hungarian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of HUN 4 is required.
Credits: 3
Every Semester

Italian Courses

ITAL 1 Elementary Italian I
This course covers the essentials of Italian structure, simple oral expressions, and writing. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall, Spring and Summer

ITAL 1C Italian for Travelers I
This course introduces students to vocabulary, expressions and oral practice needed for practical situations in Italy. Limited to students with little or no Italian-speaking ability.
Given in Italian.

ITAL 2 Elementary Italian II
This course is a continuation of Italian I. Selected readings are from simple texts. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of ITL 1 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall, Spring and Summer

ITAL 2C Italian for Travelers II
This course continues vocabulary, expressions and oral practice needed to deal with practical situations in Italy. Limited to students with some Italian-speaking ability.
Given in Italian.
Prerequisite of ITL 1C with a C- or better grade or the equivalent is required.

ITAL 3 Intermediate Italian I
This course is a review of structure, practice in oral expression, writing and select readings of short works from modern authors. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of ITL 2 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

ITAL 4 Intermediate Italian II
This course emphasizes reading Italian original prose and reviewing major problems in structure, composition, intensified oral expression. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of ITL 3 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

ITAL 5 Special Intensive Italian
Primarily for premedical students, this is an
intensive course in the essentials of grammar, reading, translation and conversation.
Credits: 4
On Occasion

**ITL 6 Scientific Readings in Italian**
This course concentrates on specialized readings in Italian that are selected from medical texts.
Credits: 3
On Occasion

**ITL 7 Introduction to Italian Culture**
This course presents the basic elements of Italian culture through an introduction to Italian language, music, theatre and history. Given in English.
Credits: 1.50
On Occasion

**ITL 8 Beginning Italian Conversation I**
These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed frequently for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.
Credits: 1.50
On Occasion

**ITL 11 Selected Readings in Early Italian Literature**
This is a course designed to give the student an introduction to the outstanding early works of Italian literature through the reading of sizeable excerpts or brief selections. Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 12 Selected Readings in Modern and Contemporary Italian Literature**
This course is devoted to readings of complete texts of selected novels and plays from the last two centuries of Italian literature. Some poetic excerpts are included. ITL 12 may be taken before ITL 11. Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 15 Italian Music Terminology and Conversation**
This course provides music majors the tools to master the proper pronunciation of the Italian Language. It will focus on speaking, listening, as well as writing and reading skills, using materials selected from the music culture. A prerequisite of ITL 3 is required.
Credits: 3
On Occasion

**ITL 18 Contemporary Culture and Civilization in Italy**
This seminar explores Italy's contemporary culture through the lens of the Italian Cinematographic

Comedy, a genre that is deeply ingrained in the country's cultural history. From the Middle Ages to the twenty-first century, Italians have displayed an uncanny talent for narrating the comic aspects of life through short stories, novels, plays, and films. The Italian comedic genius thrives when it deals with situations that in most cultures would be treated as tragedies. However, despite their irreverent approach to the facts of life, Italian comedies aim at very serious goals. By showing how laughing and crying so often go hand in hand, they unveil the contradictions hidden in human existence. Italian cinema, in particular, utilizes the comic style in order to deal with social issues of the utmost importance: war and peace, economic booms and crises, Italian laws, the condition of women, the class struggle, mafia’s ruthless power, and so on.
Credits: 3
On Occasion

**ITL 23 Advanced Italian Grammar and Composition I**
This course is an in-depth review of Italian grammar and syntax focusing on review exercises, writing and composition. Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 24 Advanced Italian Grammar and Composition II**
This course is an in-depth review of grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structures, stylistics and composition. ITL 24 may be taken before ITL 23. Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 25 Advanced Italian Conversation**
This course covers intensive oral practice and expression, oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Italian.
Credits: 3
On Occasion

**ITL 26 Italian Culture and Civilization I**
Outstanding moments in the geographical, intellectual, historical, political and aesthetic developments of Northern Italy and the Italian Peninsula until the end of the 18th century are studied. Given in Italian. Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 27 Italian Culture and Civilization II**
This course covers the political, social, educational, economic and spiritual aspects and problems of 19th and 20th century Italy. ITL 27 may be taken before ITL 26. Given in Italian.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

**ITL 30 Dante, Petrarcha (Petrarch), and Boccaccio**
This course is a biographical and historical introduction to the three masters. Selected readings are from Dante’s Vita Nuova and La Divina Comedia, Petrarcha’s Canzoniere, and Boccaccio’s Decameron.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

**ITL 31 Italian Literature of the Renaissance and the Baroque Period**
Major writers from the 15th through the 17th centuries are studied with special emphasis on the work of Ariosto and Tasso. Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

**ITL 32 Italian Literature of the 18th Century**
Selected readings from the works of Goldoni, Parini, and Alfieri are studied.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

**ITL 33 The Contemporary Italian Novel**
This course is a study of major contemporary novelists including Moravia, Bassani, Lampedusa, and Bevilacqua.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

**ITL 35 The Italian Novel from Manzoni to the Voce Period**
After analysis and evaluation of the impact of Manzoni’s Promessi Sposi, the course concentrates on a study of the novels of Verga, D’Annunzio and selected major figures of the Voce movement.
Prerequisite or co-requisite of ITL 24 or the equivalent is required.
Credits: 3
On Occasion

**ITL 36 Pirandello and the Modern Theatre**
This course is a study of the works of the major playwrights of the novecento from Pirandello to the present including Chiarelli, Ugo Betti, Buzzati, and Diego Fabbric.
Credits: 3
On Occasion
ITL 51 Beginning Italian Conversation I
These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.
Credits: 3
On Occasion

ITL 52 Beginning Italian Conversation II
These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.
Prerequisite of ITL 51 is required.
Credits: 3
On Occasion

ITL 53 Intermediate Italian Conversation I
These courses are designed primarily for the non-language major. These courses provide intensive oral practice in Italian through the use of dramatizations, both impromptu and prepared, class discussions and oral reports.
Prerequisite of ITL 52 is required.
Credits: 3
On Occasion

ITL 54 Intermediate Italian Conversation II
These courses are designed primarily for the non-language major. These courses provide intensive oral practice in Italian through the use of dramatizations, both impromptu and prepared, class discussions and oral reports.
Prerequisite of ITL 53 is required.
Credits: 3
On Occasion

ITL 62 The Italian Poetic Heritage
This course covers a selection of the best in Italy's vast poetic heritage with a special emphasis on Dante, Petrarch, Boccaccio, Ariosto, Tasso, and Leopardi. Same as WLT 62.
Given in English.
Credits: 3
On Occasion

ITL 70 Contemporary Culture and Civilization in Italy
This course surveys Italian life, thought, folklore, and art; historical, social, and economic backgrounds; and analyzes the national character by focusing on regional differences. Ample use of audiovisual materials. A free elective for all majors.
Given in English.
Credits: 3
On Occasion

ITL 71 Nature and Culture in Italo Calvino’s Our Ancestors
The course examines Calvino’s views about the relationships among nature, culture and humans. It evaluates his ecological ideas about the intrinsic values of the natural world and its importance for us. Students will also scrutinize Calvino’s thinking about the value of culture for the environment and for us, and reflect upon his views about a selfish and unapproachable approach to the natural world.
This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ITL 72 Contemporary Italian Art and Media Through the Lens of Fashion
This course approaches the study of Italian Art and Media through the lens of fashion. Fashion is a field in which the Italian creativity has achieved stunning results; results that have been acknowledged throughout the world. Because of its ability to affect various areas of the Italian cultural experience, Italian fashion represents an effective tool for studying different aspects of Italy’s culture in their historical development. This course takes into consideration the history of Italian fashion, Italian fashion policies, Italian fashion and cinema, Italian fashion as business, and Italian fashion and organized crime. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

ITL 73 Disciplinary Literacy in Italian
The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in Italian. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural.
Prerequisite of ITL 4 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

Japanese Courses

JPN 1C Japanese for Travelers I
This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with little or no Japanese-speaking ability.
Given in Japanese.

JPN 2C Japanese for Travelers II
This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with some Japanese-speaking ability.
Given in Japanese.

JPN 3 Intermediate Japanese I
This course is a review of structure, practice in oral expression, writing and selected readings. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of JPN 2 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

JPN 4 Intermediate Japanese II
This course emphasizes readings in Japanese civilization and culture and includes a review of major problems in structure and composition in addition to intensified oral expression. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of JPN 3 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall
Korean Courses

KOR 1 Elementary Korean I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of KOR 1 is required.
Credits: 3
Every Semester

KOR 2 Elementary Korean II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of KOR 1 is required.
Credits: 3
Every Semester

KOR 3 Intermediate Korean I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of KOR 2 is required.
Credits: 3
Every Semester

KOR 4 Intermediate Korean II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of KOR 3 is required.
Credits: 3
Every Semester

KOR 11 Advanced Korean I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of KOR 4 is required.
Credits: 3
Every Semester

Latin Courses

LAT 1 Elementary Latin I
This course covers the fundamentals of Latin grammar and syntax. This course stresses vocabulary building, Latin borrowings in English and reading simple Latin prose. 
Credits: 3
On Occasion

LAT 2 Elementary Latin II
This course is a continuation of Latin 1. The course includes more intensive reading and an introduction to Roman civilization. 
Prerequisite of LAT 1 or the equivalent is required.
Credits: 3
On Occasion

LAT 3 Intermediate Latin I
This course is a review of Latin grammar and syntax and stresses advanced sentence structure. The readings are from Cornelius Nepos, Cicero, Pliny, Phaedrus, and Catullus in addition to an overview of the foundations of Roman civilization. 
Prerequisite of LAT 2 or the equivalent is required.
Credits: 3
On Occasion

LAT 4 Intermediate Latin II
This course is a continuation of LAT 3 with the addition of selections from medieval Latin. 
Prerequisite of LAT 3 or the equivalent is required.
Credits: 3
On Occasion

LIN 11 Comparative Linguistics
This course is an introduction to both historical and descriptive linguistics and the evolution and distribution of the Indo-European group. Included is an analysis of languages more familiar to Western society such as Latin, German, French and a comparison with languages less familiar to Western society such as Chinese, Nahuatl and Tahitian. 
Credits: 3
On Occasion

LIN 15 Sociolinguistics
This course is an introduction to sociolinguistic concepts: the study of language variation due to social variables such as dialects, registers, sociolects, ideals of language by emphasizing English. Also, this course covers bilingualism, diglossia and languages in contact. 
Credits: 3
On Occasion

LIN 21 Middle Egyptian
This course is an introduction to Middle Egyptian, which was the language spoken by the ancient Egyptians during the Middle Kingdom (2240-1740 B.C.). The course emphasizes written language. Students learn to write hieroglyphs as well as how to translate hieroglyphic inscriptions. 
Credits: 3
On Occasion

LIN 40 Applied Linguistics I
This course is a study of the application of modern linguistic science to English. Study includes
Modern Greek Courses

MGR 1 Elementary Modern Greek I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of MGR 1 is required. Credits: 3 Every Semester

MGR 2 Elementary Modern Greek II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of MGR 2 is required. Credits: 3 Every Semester

MGR 3 Intermediate Modern Greek I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of MGR 2 is required. Credits: 3 Every Semester

MGR 4 Intermediate Modern Greek II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of MGR 1 is required. Credits: 3 Every Semester

NOR 3 Intermediate Norwegian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of NOR 2 is required. Credits: 3 Every Semester

NOR 4 Intermediate Norwegian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of NOR 3 is required. Credits: 3 Every Semester

NOR 11 Advanced Norwegian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of NOR 4 is required. Credits: 3 Every Semester

NOR 12 Advanced Norwegian II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of NOR 4 is required. Credits: 3 Every Semester

Persian Courses

PER 1 Elementary Persian I
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements. 
Prerequisite of NOR 1 is required. Credits: 3 Every Semester

PER 2 Elementary Persian II
### Polish Courses

**PLH 1 Elementary Polish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PER 1 is required.*  
*Credits: 3*  
*Every Semester*

**PLH 2 Elementary Polish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PER 2 is required.*  
*Credits: 3*  
*Every Semester*

**PLH 3 Intermediate Polish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PLH 1 is required.*  
*Credits: 3*  
*Every Semester*

**PLH 4 Intermediate Polish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PLH 3 is required.*  
*Credits: 3*  
*Every Semester*

**PLH 11 Advanced Polish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PLH 4 is required.*  
*Credits: 3*  
*Every Semester*

**PLH 12 Advanced Polish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PLH 4 is required.*  
*Credits: 3*  
*Every Semester*

---

### Portuguese Courses

**PRT 1 Elementary Portuguese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PRT 1 is required.*  
*Credits: 3*  
*Every Semester*

**PRT 2 Elementary Portuguese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PRT 2 is required.*  
*Credits: 3*  
*Every Semester*

**PRT 3 Intermediate Portuguese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PRT 2 is required.*  
*Credits: 3*  
*Every Semester*

**PRT 4 Intermediate Portuguese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
*Prerequisite of PRT 4 is required.*  
*Credits: 3*  
*Every Semester*
Prerequisite of PRT 3 is required.
Credits: 3
Every Semester

PRT 11 Advanced Portuguese I
This course is part of Critical Languages Program.
Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 4 is required.
Credits: 3
Every Semester

PRT 12 Advanced Portuguese II
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of PRT 4 is required.
Credits: 3
Every Semester

PRT 21 Portuguese for Speakers of Spanish
This Portuguese course is a linguistic introduction that utilizes the techniques of applied linguistics. A good working knowledge of Spanish (or fluency in Spanish) can transfer to an equivalent knowledge of Portuguese.
Credits: 1
On Occasion

Russian Courses

RUS 1 Elementary Russian I
This course covers the essentials of Russian for a knowledge of reading, conversation and an appreciation of culture. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

RUS 1C Russian for Travelers I
In order to be understood in Russian-speaking countries, this course covers vocabulary, expressions and the oral practice needed for practical situations. Limited to students with little or no Russian-speaking ability.
Given in Russian.

RUS 2 Elementary Russian II
This course is a continuation of Russian 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of RUS 1 or the equivalent is required.

Credits: 3
Every Spring

RUS 2C Russian for Travelers II
Vocabulary, expressions and the oral practice necessary for practical situations in Russian-speaking countries are covered in this course. Limited to students with some Russian-speaking ability.
Given in Russian.
Prerequisite of RUS 1C or the equivalent is required.

RUS 3 Intermediate Russian I
This course is a review of structure, practice in oral expression and writing and selected readings. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of RUS 2 or the equivalent is required.
Credits: 3
Every Fall

RUS 4 Intermediate Russian II
This course is a continuation of Russian 3. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Prerequisite of RUS 3 or the equivalent is required.
Credits: 3
Every Spring

RUS 7 Introduction to Russian Culture
This course presents the basic elements of Russian language through an introduction to Russian language, music, theatre and history.
Given in English.
Credits: 1.50
On Occasion

RUS 8 Introductory Russian Conversation
This course covers vocabulary, expressions and oral practice needed to deal with practical situations in Russian speaking countries. Limited to students with no Russian-speaking ability.
Credits: 1.50
On Occasion

RUS 24 Intensive Conversation and Creative Writing I
In this course, the emphasis is to acquire fluency in speaking and reading Russian. Prerequisite of RUS 2 or the equivalent is required.
Credits: 3
On Occasion

RUS 25 Intensive Conversation and Creative Writing II
This course is a continuation of Russian 24. Prerequisite of RUS 3 or 24 are required.
Credits: 3
On Occasion

RUS 30 Russian Culture and Civilization (Ancient-1917)
This course emphasizes the philosophical movements that have influenced the character of Russian culture and civilization.
Given in English.
Credits: 3
On Occasion

RUS 31 Russian Culture and Civilization (1917 to Present)
This course is a topical study of the former USSR: its system, people, culture, and the development of civilization in the region.
Credits: 3
On Occasion

RUS 38 New Voices in Russian Literature
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoyevsky, and Chekhov.
Same as WLT 38.
Given in English.
Credits: 3
On Occasion

RUS 46 Russian Literature from 1800-1917
This course covers Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoyevsky, and Chekhov.
Same as WLT 46.
Given in English.
Credits: 3
On Occasion

RUS 48 Dostoevsky
This course is an analysis of Dostoevsky's works on a structural and thematic basis that includes the author's theories on art, literature, philosophy, and religion. A free elective for all majors.
Same as WLT 47.
Given in English.
Credits: 3
On Occasion

RUS 49 Tolstoy
This course is an analysis of Tolstoy's works on a structural and thematic basis that includes the author's theories on art, literature, history, philosophy and religion. A free elective for all majors.
Same as WLT 48.
Given in English.
Credits: 3
On Occasion

RUS 66 Russian Culture and Civilization: The Russian Experience
This course is a topical study of the former USSR: its system, people, culture, and the development of civilization in the region.
Given in English.
Credits: 3
On Occasion

RUS 67 Russian Literature Since Stalin
This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.
Same as WLT 47.
Given in English.
Credits: 3
On Occasion

RUS 80 Russian Literature (Ancient-1917)
This course surveys Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoyevsky, and Chekhov.
Same as WLT 46.
Given in English.
Credits: 3
On Occasion

RUS 88 Russian Literature Since Stalin
This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.
Same as WLT 47.
Given in English.
Credits: 3
On Occasion

RUS 92 Russian Literature Since 1917
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major authors such as Blok, Mayakovsky, Babel, Bulgakov, Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voevodeski, and Solzhenitsyn.
Same as WLT 47.
Given in English.
Credits: 3
On Occasion

RUS 93 Russian Literature Since 1917
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major authors such as Blok, Mayakovsky, Babel, Bulgakov, Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voevodeski, and Solzhenitsyn.
Same as WLT 47.
Given in English.
Credits: 3
On Occasion
majors.  
Same as WLT 49.  
Given in English.  
Credits: 3  
On Occasion

RUS 70 Contemporary Culture and Civilization in Russia
This course covers Russian life, thought, and the arts by emphasizing the historical, political, social, religious and philosophical background, the national character and the regional differences. The course emphasizes the “new” Russia and its roots. A free elective for all majors.  
Given in English.  
Credits: 3  
On Occasion

Serbo-Croatian Courses

SER 1 Elementary Serbo-Croatian I
This course is part of Critical Languages Program.  
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SER 1 is required.  
Credits: 3  
Every Semester

SER 2 Elementary Serbo-Croatian II
This course is part of Critical Languages Program.  
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SER 2 is required.  
Credits: 3  
Every Semester

SER 3 Intermediate Serbo-Croatian I
This course is part of Critical Languages Program.  
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SER 2 is required.  
Credits: 3  
Every Semester

SER 4 Intermediate Serbo-Croatian II
This course is part of Critical Languages Program.  
Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SER 4 is required.  
Credits: 3  
Every Semester

Spanish Courses

SPA 1 Elementary Spanish I
This course covers the essentials of Spanish structure, simple oral expression, and writing. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.  
Credits: 3  
Every Fall, Spring and Summer

SPA 1C Spanish for Travelers I
This course covers vocabulary, expressions and oral practice necessary for practical situations in Spanish-speaking countries. The course is limited to students with little or no Spanish-speaking ability.  
Given in Spanish.  
Prerequisite of SPA 1C with a C- or better grade or the equivalent is required.  
Credits: 3  
Every Fall and Spring

SPA 2 Elementary Spanish II
This course is a review of Spanish I. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.  
Prerequisite of SPA 1 with a C- or better grade or the equivalent is required.  
Credits: 3  
On Occasion

SPA 3 Intermediate Spanish I
This course is a review of structure, a practice in oral expression and writing, selected readings of short works from modern authors. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.  
Prerequisite of SPA 2 with a C- or better grade or the equivalent is required.  
Credits: 3  
Every Fall and Spring

SPA 4 Intermediate Spanish II
This course has an emphasis on readings in Hispanic civilization and culture and a review of major problems of structure, composition and intense oral expression. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.  
Prerequisite of SPA 3 with a C- or better grade or the equivalent is required.  
Credits: 3  
Every Fall and Spring

SPA 7 Introduction to Spanish Culture
This course presents the basic elements of Spanish culture through an introduction to Spanish language, music, theatre and history.  
Given in English.  
Credits: 1.50  
On Occasion

SPA 8 Introductory Spanish Conversation
This course covers vocabulary, expressions and oral practice needed to deal with practical situations in Spanish-speaking countries. Limited to students with no Spanish-speaking ability.  
Credits: 1.50  
On Occasion

SPA 11 Introduction to Peninsular Literature
This course emphasizes the readings of several works by Spanish authors. Stress is placed on vocabulary building, oral expression and comprehension.  
Given in Spanish.  
Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.  
Credits: 3  
On Occasion

SPA 12 Introduction to Spanish-American Literature
This course emphasizes the readings of several works by Spanish American authors. Vocabulary building, oral expression and comprehension are stressed. SPA 12 may be taken before SPA 11.  
Given in Spanish.  
Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.
This course integrates interpretation of literary texts and the development of writing skills in order to produce analytical papers in literature courses. The course will focus on effective prose, stylistic devices and structure of texts and essays.

6 units of WAC Spanish courses are required.

CREDITS: 3

On Occasion

SPA 30 The Picaresque Novel
This course is a study of the novels of such 20th-century authors as Azuela, Asturias, Rulfo, Gallegos, Guiraldes, Icaza, Algria, Barrios, Borges and Cortazar.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

CREDITS: 3

On Occasion

SPA 31 20th-Century Spanish-American Novel
This course studies the development of Spanish literature from the Middle Ages through the 16th century with an emphasis on El Poema del Cid, La Celestina and the poetry of Garcilaso de la Vega.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

CREDITS: 3

On Occasion

SPA 32 Spanish Literature of the Middle Ages and the Renaissance
This course studies the development of Spanish literature from the Middle Ages through the 16th century with an emphasis on El Poema del Cid, La Celestina and the poetry of Garcilaso de la Vega.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

CREDITS: 3

On Occasion

SPA 33 Theatre of the Golden Age
This course is a study of the novels of such 20th-century authors as Azuela, Asturias, Rulfo, Gallegos, Guiraldes, Icaza, Algria, Barrios, Borges and Cortazar.

Given in Spanish.

Prerequisite or corequisite of SPA 23 and/or 24 is required.

CREDITS: 3

On Occasion

SPA 34 Evolution of the Short Story in Hispanic America
The course explores tendencies, themes, literary periods, and major writers and works which define and characterize the short story in Hispanic America. The course includes writers such as Hotacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortazar, Garcia Marquez, Rosario Ferre and Luisa Valenzuela.

Prerequisite of SPA 4 is required.

CREDITS: 3

On Occasion
SPA 35 Cervantes
This course is a brief introduction to the life and work of Cervantes with an emphasis on the more important parts of the two books of Don Quixote. Given in Spanish. 
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 36 19th-Century Spanish Literature
This course is an introduction to the major Spanish authors of the Romantic period and 19th-century Realism. Given in Spanish.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 37 Spanish Literature of the 20th Century
This course is an introduction to the major authors of Spanish literature from the Generation of 1898 to the Spanish Civil War. The authors studied are Antonio Machado, Juan Roman Jimenez, Valle-Inclan, Baroja, Unamuno, among others and the most representative writers of the Civil War period. Given in Spanish.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 38 Spanish-American Literature I
This course is a study of narrative prose, essays, theatre and poetry from the Colonial period to the Modernist movement. The themes of literature in the Baroque, Enlightenment, Romantic, Realist and Naturalist periods are analyzed.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 39 Spanish-American Literature II
The themes of the prose, poetry, essays, and theatre of this literature from the Modernist movement to the present are analyzed in this course. Given in Spanish.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 40 Seminar in Spanish and Spanish-American Literature
These seminars and guided research are designed to complete the students, knowledge of the development of Spanish literature and to develop skills in critical analysis. This course is conducted by a research director who schedules independent conferences.
Credits: 3
On Occasion

SPA 41 Applied Linguistics Seminar
This course is required of prospective Spanish teachers. The application of modern linguistic science to the Spanish language is examined. The course covers advanced structural analysis and practice in phonemic and morphemic contrast. If possible, this course should be preceded by Linguistics 12.
Credits: 3
On Occasion

SPA 42 Contemporary Spanish Literature
This course is a study of the different trends in Spanish literature from 1936-39 to the present. The course analyzes the world of the most representative authors: the novelists Cela, Laforet, Delibes, Zanunequi; the poets Jorge Guillen, Pedro Salinas, Miguel Hernandez, Jose Hierro and Blas Otero. Some literary essays are included. Given in Spanish.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 43 The Contemporary Spanish Theatre
This course covers the development of the contemporary Spanish theater from Garcia Lorca to the works of Casona, Bueno Vallejo, Lopez Rubio, Jardiel Pondeca, Mihuura, Sautre and others. Given in Spanish.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 44 Spanish-American Women Writers
From the Colonial period to the present, this course is an overview of the major female authors in Spanish America.
Prerequisite or corequisite of SPA 23 and/or 24 is required.
Credits: 3
On Occasion

SPA 45 The New Novel in Latin America
A study of the major works and writers of the 1970s and 1980s. To include writers such as Manuel Puig, Mario Vargas Llosa, Isabel Allende and Rosario Ferre. Given in Spanish.
Credits: 3
On Occasion

SPA 46 Literary Translation (Spanish to English)
This course is a study of the theory and practice of the art of translation. Presented in this course are strategies available to the translator to convey the essence of a work of fiction or poetry from one literary culture to another.
Credits: 3
On Occasion

SPA 47 Latin-American Women Poets
This course introduces students to the feminist discourse of women poets in Latin America from 1900 to 1940. Students will interpret and apply gender theory in order to analyze critically the development of a new feminist voice in poetry. The topics include social construction of gender, patriarchy, traditional views versus new woman, motherhood, and sexuality. Students will also learn how to decode poetry and language devices, and how to integrate both approaches in writing. The course studies poets such as Delmira Agustini, Gabriela Mistral, Alfonso Storni, Juana de Ibarbourou, Clara Lain and Julia de Brugos.
Credits: 3
On Occasion

SPA 48 Latino Literature in America
This course introduces students to Latino writers who portray biculturalism as a statement of Latino identity in the United States. Students apply Latino theory to analyze the development of new voices of writers whose cultural and political agenda attempts to represent the Latino communities in literature. Topics include Immigration, bilingualism, Latinos as foreigners, assimilation, old and new country roots, social mobility, generational differences, national pride, the American dream, and contribution to America. Representative authors include: Richard Rodriguez, Julia Alvarez, Sandra Cisneros, Esmeralda Santiago, Junot Diaz, Nilo Cruz, Cristina Garcia, Rodolfo Anaya.
Prerequisites of SPA 23 and 24 are required.
Credits: 3
On Occasion

SPA 49 Hispanic Caribbean Literature
The course studies trends, themes, literary periods, and major writers and works which represent the literature of Cuba, Dominican Republic and Puerto Rico from the 20th century to the present day. The course focuses on literature and its relationship to colonialism, dictatorships, popular culture, immigration and gender identity.
Prerequisite of SPA 11 or above is required.
Credits: 3
On Occasion

SPA 50 Beginning Spanish Conversation for Non-Majors I
This course is recommended for students in nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
Credits: 3
On Occasion

SPA 51 Beginning Spanish Conversation for Non-Majors II
This course is a continuation of Spanish 51. This course is recommended for students (who have some knowledge of Spanish) in the fields of
nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.

Credits: 3

On Occasion

SPA 53 Intermediate Spanish Conversation for Non-Majors I

Through the use of dialogues, impromptu and prepared class discussions and oral reports, this course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. Spanish majors may take only as an elective course.

Prerequisite of SPA 52 or 2 with a C- or better grade or the equivalent are required.

Credits: 3

On Occasion

SPA 54 Intermediate Spanish Conversation for Non-Majors II

Through the use of dialogues, impromptu and prepared class discussions and oral reports, this course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. Spanish majors may take only as an elective course.

Prerequisite of SPA 52 or 2 with a C- or better grade or the equivalent are required.

Credits: 3

On Occasion

SPA 70 Contemporary Culture and Civilization in Spain

This course is an examination of Spanish: life, thought, folklore and art; historical, social, and economic backgrounds; an analysis of the salient features of the national character and a focus on regional differences. Ample use of audiovisual materials. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

SPA 71 Contemporary Culture and Civilization in Latin America

This course examines Latin America: life, thought, folklore, art and history; social, cultural, and economic backgrounds; regional similarities and contrasts. Ample use of audiovisual materials. A free elective for all majors.

Given in English.

Credits: 3

On Occasion

SPA 72 Spanish Literature from Middle Ages to the 19th Century

This course examines the masterpieces of Iberian and Spanish-American literature in English translation such as the Poem of the Cid, picaresque novels, Golden Age drama (Lope de Vega and Calderon) and the 19th century novel. Spanish-American figures such as Sarmiento, Jose Marti and Ruben Dario are also presented.

Same as WLT 72.

Given in English.

Credits: 3

On Occasion

SPA 73 Hispanic Literature of the 20th Century

This course examines masterpieces of Spanish and Spanish-American literature in English translation. The course emphasizes major authors such as Unamuno, Ortega y Gasset, Garcia Lorca, Borges, Neruda, Garcia-Marquez.

Same as WLT 73.

Given in English.

Credits: 3

On Occasion

SPA 85 Disciplinary Literacy in Spanish

The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in Spanish. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literacy criticism. Applications will pertain to original works, inherently multicultural.

Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.

Credits: 3

Every Fall

SPA 99 Seminar in Spanish Literatures Special Topics

Study of a major author, genre, or literary movement, as determined by the instructor. Course may be taken more than once if topic is different.

Prerequisite of SPA 4 with a C- or better grade or the equivalent is required.

Credits: 3

On Occasion

Swahili Courses

SWA 1 Elementary Swahili I

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of SWA 2 or the equivalent is required.

Credits: 3

Every Semester

SWA 2 Intermediate Swahili II

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of SWA 1 or the equivalent is required.

Credits: 3

Every Semester

SWA 3 Intermediate Swahili I

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of SWA 2 or the equivalent is required.

Credits: 3

Every Semester

SWA 4 Intermediate Swahili II

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of SWA 3 or the equivalent is required.

Credits: 3

Every Semester

SWA 11 Advanced Swahili I

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of SWA 4 or the equivalent is required.

Credits: 3

Every Semester

SWA 12 Advanced Swahili II

This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite of SWA 4 or the equivalent is required.  
Credits: 3 
Every Semester  

**Swedish Courses**

**SWE 1 Elementary Swedish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 1 or the equivalent is required.  
Credits: 3  
Every Semester

**SWE 2 Elementary Swedish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 1 or the equivalent is required.  
Credits: 3  
Every Semester

**SWE 3 Intermediate Swedish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 2 or the equivalent is required.  
Credits: 3  
Every Semester

**SWE 4 Intermediate Swedish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 3 or the equivalent is required.  
Credits: 3  
Every Semester

**SWE 11 Advanced Swedish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 4 or the equivalent is required.  
Credits: 3  
Every Semester

**SWE 12 Advanced Swedish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of SWE 4 or the equivalent is required.  
Credits: 3  
Every Semester

**Turkish Courses**

**TUR 1 Elementary Turkish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of TUR 1 or the equivalent is required.  
Credits: 3  
Every Semester

**TUR 2 Elementary Turkish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of TUR 1 or the equivalent is required.  
Credits: 3  
Every Semester

**TUR 3 Intermediate Turkish I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of TUR 2 or the equivalent is required.  
Credits: 3  
Every Semester

**TUR 4 Intermediate Turkish II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of TUR 2 or the equivalent is required.  
Credits: 3  
Every Semester

**Vietnamese Courses**

**VIE 1 Elementary Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of VIE 1 or the equivalent is required.  
Credits: 3  
Every Semester

**VIE 2 Elementary Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of VIE 1 or the equivalent is required.  
Credits: 3  
Every Semester

**VIE 3 Intermediate Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.  
Prerequisite of VIE 1 or the equivalent is required.  
Credits: 3  
Every Semester
Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 2 or the equivalent is required.**  
**Credits: 3**  
**Every Semester**

**VIE 4 Intermediate Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 3 or the equivalent is required.**  
**Credits: 3**  
**Every Semester**

**VIE 11 Advanced Vietnamese I**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 4 or the equivalent is required.**  
**Credits: 3**  
**Every Semester**

**VIE 12 Advanced Vietnamese II**  
This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

**Prerequisite of VIE 4 or the equivalent is required.**  
**Credits: 3**  
**Every Semester**

**World Literature Courses**

**WLT 5 Contemporary Literature**  
This course examines readings from England, America and foreign literary works of the contemporary period since 1950.  
**Credits: 3**  
**On Occasion**

**WLT 7 World Literature I: From Antiquity to the Renaissance**  
This course is an introduction to the foundations of Western culture reflected in a series of literary masterpieces written during Antiquity, the Middle Ages, and the Renaissance. Its main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perception of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are not only selected for their interest as major cultural documents of the Western world and for their stylistic innovations, but also for their insights into basic social problems that still confront us today. Selected works from non-Western cultures might be introduced for comparison. Students who complete both ENG 7 and ENG 8 fulfill the Core requirement in literature or language.  
**Same as ENG 7.**  
**Prerequisites of ENG 1 and ENG 2 are required.**  
**Not open to students who have taken ENG 303.**  
**Credits: 3**  
**Every Fall, Spring and Summer**

**WLT 8 World Literature II: From the Enlightenment to the Present**  
This course provides an introduction to some of the most brilliant writing in the Western world from the late seventeenth century to the present. Its purpose is to examine a set of literary masterpieces by such writers as Molière, Voltaire, Mary Shelley, Flaubert, Dostoyevsky, Conrad, Joyce, and Beckett for their insights into human nature and society. Its list of readings is drawn from the five intellectual movements that begin after the Renaissance andculminate in our own time. These include: the Enlightenment (1660-1770), the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945), and the Contemporary Period (1945-the present). Texts will be examined in the context of the intellectual, social, literary, and political contexts in which they developed. Selected works from non-Western cultures might be introduced for comparison. Students who complete both ENG 7 and ENG 8 fulfill the Core Requirement in literature or language.  
**Same as ENG 8.**  
**Prerequisites of ENG 1 and ENG 2 are required.**  
**Not open to students who have taken ENG 304.**  
**Credits: 3**  
**Every Fall, Spring and Summer**

**WLT 10 World Literature: Anglo-Saxon Period to Early Modern**  
This course will look back to the very beginnings of British literature and language to trace the birth of literary forms and ideas that still preoccupy and excite today: the memoir, the novel, the love story, the narrative of pilgrimage. The survey will begin with such foundational texts as Beowulf and Sir Gawain and the Green Knight and continue through to the early modern period in the 17th century, taking in masterworks by writers such as Chaucer, Spenser, Marlowe, Shakespeare, Donne, Milton, and Congreve. All of the readings will be considered in a literary and historical context so that the student will gain an understanding of the cultural and philosophical influences that shaped the texts.  
**Same as ENG 11.**  
**Prerequisite of ENG 10 required for all English majors.**  
**Prerequisite of ENG 1 & 2 required for all non-majors.**  
**Credits: 3**  
**Every Fall**

**WLT 13 The Short Story**  
This course offers an introduction to the short story and its development since the nineteenth century. What are some of the characteristics and conventions of short fiction? How do we understand a short story differently in the context of a collection? What are some of the challenges of this format? These readings will enable us to examine various literary genres as well as several major artistic movements, including Romanticism, Realism, Naturalism, Modernism, Postmodernism, Postcolonialism, and Minimalism. Some possible authors include Hawthorne, Poe, Twain, Flaubert, Chekhov, James, Joyce, Lawrence, Mansfield, Faulkner, Kafka, Hemingway, O’Connor, Walker, Beattie, Carver, and Lahiri.  
**Same as ENG 13.**  
**Prerequisite of ENG 10 required for all English majors.**  
**Prerequisite of ENG 1 & 2 required for all non-majors.**  
**Credits: 3**  
**On Occasion**

**WLT 15 Modern Drama**  
What caused the major revolution in playwriting that occurred in the second half of the nineteenth century? Audiences were both shocked and fascinated to find that, instead of watching lavish musical revues and broadly comic farces, they were now peering into the homes of stage characters whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many marriages. Other playwrights from different countries, followed, among them August Strindberg, Oscar Wilde, George Bernard Shaw and Anton Chekhov. Each of them added distinctive elements, each forging his own artistic signature. And the presentation of dramatic situations close to real-life experiences continued to develop through the first half of the twentieth century, expressed in different styles in the works of Eugene O’Neill, Arthur Miller and Tennessee Williams. Readings include the major works of the period as students explore the variety of philosophical approaches and their relationship to the anatomy of the plays, as well as different staging and performance practices.  
**Same as ENG 15.**  
**Prerequisite of ENG 10 required for all English majors.**
majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

WLT 16 The Modern Novel
First emerging in the unstable and traumatic historical period immediately preceding World War I and following it, the modern novel decidedly broke with the realist genre preceding it through challenging and often breathtaking experiments with narrative form. Frequently presenting the reader with bewildering shifts in time and narrative perspective and exhibiting a preference for the interior psychological landscapes of its characters, modern novels often possess an emotional intensity and haunting lyricism that testifies to the widespread fragmentation and alienation afflicting western consciousness in the twentieth century. With the use of pioneering literary techniques like stream of consciousness and fragmented narratives, modern novels defy the expectations generated by traditional narrative even as they give us some of the most memorable characters in literature. Possible authors covered in the class include: Conrad, Joyce, Woolf, Lawrence, Faulkner, Kafka, and Ryhs.
Same as ENG 16.
Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.
Credits: 3
On Occasion

WLT 20 Short Works of Russian Literature
This course analyzes short readings by major Russian authors such as Pushkin, Tolstoy, Dostoevsky and Solzhenitsyn with emphasis on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 21 Short Works of French Literature
This course analyzes short readings by major French authors such as Balzac, de Maupassant, Moliere and Camus with emphasis on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 22 Short Works of Italian Literature
This course analyzes short readings by major Italian authors such as Calvino, Levi, Lampedusa and Bedini with emphasis on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 23 Short Works of Spanish Literature
This course analyzes short readings by major Spanish authors such as Allende, Quiroga, Borges and Marquez with emphasis on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 24 Short Works of German Literature
This course analyzes short readings by major German authors such as Goethe, Grass, Hoffmann, Mann and Tieck with emphasis on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 37 The Making of the Superhero
This course is an analysis of the development of the superhero in world literature. The course focuses on heroes from ancient times and futuristic worlds who embody the values and aspirations of his or her respective cultures. Literature and film are emphasized as vehicles for expressing societal ideals. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 38 New Voices in Russian Literature
This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.
Same as RUS 38.
Given in English.
Credits: 3
On Occasion

WLT 39 Horror in Literature
This course is an analysis of the development of horror in world literature. The course focuses on discussion of horror as a pervasive element, expressing the values and aspirations of many cultures from ancient times to the present. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 40 The Literary Origins of Putin’s Russia
The course examines the development of artistic, political, economic, social, religious and historical influences through close reading of texts by major Russian literary figures from Tolstoy, Dostoevsky and Chekhov through Bulgakov and Pasternak to Solzhenitsyn and his successors, Babchenko, Senchin and Glukhovsky. The "new realists" of today reflect the influence of their predecessors in their approach to the depiction of Putin's Russia in their literary works. This course fulfills the Power, Institutions and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

WLT 41 Contemporary Hebrew Literature
The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. This course is a critical study of the literature from the standpoint of language and history. Same as HEB 42.
Given in English.
Credits: 3
On Occasion

WLT 42 Hebrew Medieval Literature
This course studies the development of Hebrew literature from the Golden Age of Mendele Moykheier Sforim, Sholem Aleichem and I.L. Peretz to the present. The major works of Eastern European cultural centers and the United States are covered. Hebrew literature is included under a Hebrew major. Same as HEB 43.
Given in English.
Credits: 3
On Occasion

WLT 43 Masterpieces of Yiddish Literature
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Same as RUS 46.
Given in English.
Credits: 3
On Occasion

WLT 44 Russian Literature from 1800-1917
This course is an analysis of the development of the modern novel in world literature. The course focuses on how foreign language influences literature and culture. Given in English.
Credits: 1.50
On Occasion

WLT 45 Hebrew Medieval Literature
This course surveys Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Same as RUS 46.
Given in English.
Credits: 3
On Occasion

WLT 46 Russian Literature from 1800-1917
This course surveys Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Same as RUS 46.
Given in English.
Credits: 3
On Occasion

WLT 47 Russian Literature from 1917-Present
This course surveys Russian literature and its development in the 20th century. Lectures and readings include major authors such as Blok, Mayakovsky, Babel, Bulgakov, Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voznesenski, and Solzhenitsyn.
Same as RUS 47.
Given in English.
Credits: 3
On Occasion

WLT 48 Dostoevsky
This course is an analysis of Dostoevsky's work on a structural and thematic basis that includes the author's theories on art, literature, philosophy, and religion. A free elective for all majors.
Same as RUS 48.
Given in English.
Given in English.
Credits: 3
On Occasion

**WLT 56 French Literature of the 20th Century**
This course surveys French literature and its development in the 20th century. Lectures and readings include major trends and authors such as Gide, Mauriac, Ionesco, Beckett, Malraux, Proust, Anouilh, Sarre and Camus.
Same as FRE 56.
Given in English.
Credits: 3
On Occasion

**WLT 62 The Italian Poetic Heritage**
This course covers a selection of the best in Italy's vast poetic heritage with a special emphasis on Dante, Petrarch, Boccaccio, Ariosto, Tasso, and Leopardi.
Same as ITL 62.
Given in English.
Credits: 3
On Occasion

**WLT 65 The German Novel in the 20th Century**
This course covers the reading and analyses of important novelists of the last century; e.g. Mann, Hesse, Kafka, Rilke, Doeblin, Musil, Brock, Grass, Boell, Kant, Seghers.
Same as GER 65.
Credits: 3
On Occasion

**WLT 72 Spanish Literature from the Middle Ages to the 19th Century**
This course examines the masterpieces of Peninsular and Spanish-American literature in English translation such as the Poem of the Cid, picaresque novels, Golden Age drama (Lope de Vega and Calderon) and the 19th-century novel. Spanish-American figures such as Sarmiento, Jose Marti and Ruben Dario are also presented.
Same as SPA 72.
Given in English.
Credits: 3
On Occasion

**WLT 73 Hispanic Literature of the 20th Century**
This course examines masterpieces of Spanish and Spanish-American literature in English translation. The course emphasizes major authors such as Unamuno, Ortega y Gasset, Garcia Lorca, Borges, Neruda, Garcia-Marquez.
Same as SPA 73.
Given in English.
Credits: 3
On Occasion

**WLT 74 Living the “vida loca”: Insights into Latin American Culture**
By viewing films, and reading short stories and essays by important artists and writers, this course is intended to be an entry into understanding the diverse and complex world of Latin American culture. Due to its geographical proximity, this region could not be more important to our own country in providing profound and complex perspectives on political oppression, class conflicts, and social consciousness that although quite different share some commonalities with our own country. Ultimately, students will learn how human beings can survive with their dignity intact under the most challenging conditions. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

**Yiddish Courses**

**YID 1 Elementary Yiddish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Credits: 3
Every Semester

**YID 2 Elementary Yiddish II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite YID 1 or the equivalent is required.
Credits: 3
Every Semester

**YID 3 Intermediate Yiddish I**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite YID 2 or the equivalent is required.
Credits: 3
Every Semester

**YID 4 Intermediate Yiddish II**
This course is part of Critical Languages Program. Course work includes at least thirty hours of in-class tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.
Prerequisite YID 3 or the equivalent is required.
trustworthiness, respect, and good citizenship. This exemplifies such virtues as responsibility, both can and must do business in a manner that timely examples, this course demonstrates that we of doing business in a global economy, and using for cheap labor. Taking account of the complexities communities, and exploiting disadvantages people products, dumping toxic waste in close proximity to concealing the risks of dangerous or defective risk of scandal, harm sales, and worsen productivity. Why is business ethics important? Studies have PHI 9 Business Ethics

Why is business ethics important? Studies have shown that unethical business practices increase the risk of scandal, harm sales, and worsen productivity. But these only give us purely self-interested reasons to business ethically. In fact, the key question here is: what responsibilities or duties do companies and their employees have to society as a whole? Trying to separate our obligations to the job from our obligations to humanity often causes otherwise decent people to do indecent things — such as concealing the risks of dangerous or defective products, dumping toxic waste in close proximity to communities, and exploiting disadvantages people for cheap labor. Taking account of the complexities of doing business in a global economy, and using timely examples, this course demonstrates that we both can and must do business in a manner that exemplifies such virtues as responsibility, trustworthiness, respect, and good citizenship. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Semester

YID 11 Advanced Yiddish I

This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of YID 4 or the equivalent is required.

Credits: 3

Every Semester

YID 12 Advanced Yiddish II

This course is part of Critical Languages Program. Course work includes at least thirty hours of inclass tutoring in the target language by a heritage speaker and successful completion of a final examination administered by a different heritage speaker. This course cannot be used to satisfy foreign language entrance deficiencies or to fulfill Core requirements.

Prerequisite of YID 4 or the equivalent is required.

Credits: 3

Every Semester

Philosophy Courses

PHI 8 Introduction to Philosophy

Philosophy asks fundamental questions about the meaning and purpose of life, truth, morality, social justice, the existence of God, the nature of beauty, etc. This course introduces students to such questions through an encounter with the ideas of some of the greatest philosophers in history. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall, Spring and Summer

PHI 9 Business Ethics

Why is business ethics important? Studies have shown that unethical business practices increase the risk of scandal, harm sales, and worsen productivity. But these only give us purely self-interested reasons to business ethically. In fact, the key question here is: what responsibilities or duties do companies and their employees have to society as a whole? Trying to separate our obligations to the job from our obligations to humanity often causes otherwise decent people to do indecent things — such as concealing the risks of dangerous or defective products, dumping toxic waste in close proximity to communities, and exploiting disadvantages people for cheap labor. Taking account of the complexities of doing business in a global economy, and using timely examples, this course demonstrates that we both can and must do business in a manner that exemplifies such virtues as responsibility, trustworthiness, respect, and good citizenship. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 11 Ethics, War, and Terrorism

Is it possible to fight a just war, or does war always involve us in immorality? Is lasting peace possible, or is conflict a necessary (and possibly beneficial) feature of the human condition? What kinds of ethical issues are raised by contemporary war technology (unmanned drones, for example)? What are the criteria for calling someone a terrorist? Can terrorism ever be justified? Is a "war on terrorism" a war without end? This course examines these and other philosophical questions, in relation to recent events. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 13 Ethics and Society

What does it mean to be a good person? What are our ethical obligations to other individuals and to society as a whole? Is there such a thing as moral truth, or is morality "relative" to individuals or societies? This course is an introduction to ethics, the branch of philosophy that addresses such questions. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 14 Introduction to Critical Reasoning

This is a course in how to reason well, and think critically. Students will learn to identify arguments in actual sources, such as newspapers, magazines, and scientific, legal and philosophical texts. Substantial attention will be devoted to methods of critiquing arguments, and constructing sound arguments. Students will learn how to spot and to avoid common reasoning fallacies. The course treats the basic elements of both deductive and inductive reasoning, as well as topics as reasoning about causality, using statistics in argument, and constructing definitions.

Credits: 3

On Occasion

PHI 16 Aesthetics: The Philosophy of Art and Beauty

What is art and why do human beings feel the need to create it? Is the nature of beauty timeless, or relative to cultures or historical periods? What do we mean by creativity in the arts? What is the relationship between art and technology? Are there objective standards of taste and of art criticism? This course introduces students to aesthetics, the branch of philosophy concerned with these questions, through an exploration of both the ideas of major philosophers, and of different art forms (via audio-visual media) including music, dance, painting, and sculpture. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 18 Social and Political Philosophy

This course examines the central issues of social and political philosophy. Topics may include the legitimacy of the state, political power and personal freedom, peace and social justice, the concept of human rights, civil disobedience, and revolution. Representative authors include Aristotle, Alfarabi, Locke, Rousseau, Marx, Dewey, Camus, Rawls. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 19 Biomedical Ethics

This course explores philosophical issues raised by modern medical technology and practice such as abortion, euthanasia, experiments on humans and animals, genetic engineering, transplants, the responsibility of the hospital to the community, decisions about who gets limited medical resources, the issues surrounding AIDS, mental illness and behavioral control, and patient rights (which includes the right to know the truth). This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 20 Faith, Reason, and Spirituality

Many people today describe themselves as “spiritual, but not religious.” But what is the meaning of “spirituality,” and how is it different from being religious? And what is it that has caused so many today to turn away from the religions they were raised in? Can these religions be reinvigorated, perhaps through what is now being called spirituality? Does science have to conflict with spirituality? Or are some people right in dismissing it as New Age irrationalism? This course raises these and other questions, exploring the varieties of religious and spiritual experience. Students will be introduced to multiple traditions and movements, and the philosophical issues they raise. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

PHI 21 Literature as Philosophy

Can literature be philosophy? This course deals with how different literary works – short stories, poems, plays, and novels – convey philosophical ideas about life and the human condition. In addition, students will explore the different literary forms that have used by great philosophers: e.g., poetry (Parmenides, Empedocles, and Heidegger), the dialogue (Plato and Hume), aphorism (Heraclitus, Lao-Tzu, and Nietzsche), drama and the novel (Sartre and Camus). Reading selections are both classical and contemporary.
PHI 23 The Problem of Evil

What is evil? We are often willing to call someone (or their actions) “bad,” but when does moral failure rise to the level of “evil”? How does someone become evil? Is evil purely and simply a property of human beings, or is it something that exists in the world around us? Does it make sense to speak of “physical evil” (such as disease, natural disasters, and human calamities)? If a just and loving God exists, why does he permit evil? The course considers multiple philosophical and theological treatments of the problem of evil.

Credits: 3
Not Set

PHI 24 Medieval Philosophy: The Jewish, Christian, and Islamic Traditions

The central concern of philosophy in the middle ages (roughly, fifth to fifteenth centuries A.D.) is the relation of philosophy to biblical religion. Which should be the supreme authority, reason and results of rational inquiry, or faith and religious revelation (as communicated in the Hebrew Bible, Christian New Testament, and the Muslim Koran)? This problem is still with us today, in such conflicts as evolution verses creationism, and the secular West verses radical Islam. Course introduces students to the ideas of Jewish, Christian, and Muslim philosophers, such as Maimonides, St. Augustine, St. Thomas Aquinas, and Averroes.

Credits: 3
On Occasion

PHI 25 The Birth of Philosophy in the Ancient World

An introduction to classical Greek philosophy: the pre-Socratics, Plato, Aristotle, and others. The ideas of these thinkers are among the most exciting in the history of philosophy, and lie at the foundation of Western culture itself. This course demonstrates that their writings are as relevant to life today as they were two thousand years ago. The philosophers studied in this course challenge our commonsense perceptions of reality, and our views about the good life and the good society. This course makes an ideal historical introduction to philosophy. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall

PHI 26 Origins of Modern Philosophy

This course explores the roots of modern thought, through an encounter with philosophers such as Descartes, Leibniz, Hume, and Kant. The attitudes we find in today’s world have their roots in the ideas of early modern philosophers. Many of these authors exhibit an optimistic faith in reason and “progress” – a faith that still reigns supreme in the West, especially in America. In studying modern philosophy, therefore, we are really seeking to understand ourselves. The purpose of this course is to discover the origins of modern ideas – and to gain some critical distance from them. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall

PHI 27 Philosophy of History

Is history just a contingent series of events, or does it exhibit a rational order? What moves history? Is it economics, or the clash of belief systems, or the actions of great individuals? Can we predict the course of history? Is history moving toward some kind of ultimate goal? This course examines these and other questions through an encounter with philosophers such as Augustine, Vico, Kant, Hegel, Marx, and Nietzsche.

Credits: 3
On Occasion

PHI 28 Environmental Philosophy

Environmental philosophy challenges the fundamental assumptions modern people have made about nature, and their relationship to nature. Representative topics include western and non-western views of nature, beneficial vs. exploitative uses of technology, conservation ethics, obligations to future generations and animal rights. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

PHI 29 Dreams and the Philosophy of the Unconscious

Do our dreams reveal important truths to us, in symbolic form? Are they messages from the unconscious telling us something about problems in our lives, repressed desires, and the path to self-knowledge? And what is the unconscious? Is there both a personal unconscious, and a collective unconscious shared by all of mankind? How can we interpret our dreams? Can dreams predict the future? Is it possible to manipulate our dreams while they are happening? Course covers the ideas of Western and non-Western thinkers, but centers on the philosophical psychologies of Freud and Jung and their philosophical critics. Special attention is devoted to the great impact that dreams and dream imagery have had on the arts, including poetry, painting (e.g., surrealism), film, and music. This course fulfills the Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

PHI 30 Existentialism: Philosophy in the Age of Anxiety

We live in an age in which belief in God and moral absolutes has declined dramatically. Where can we look for meaning in life today? Existentialism teaches that there is no meaning to life as such, and that it is up to us to give life meaning. This is a hard truth, which some people simply cannot face, but Existentialism tells us that an authentic life is one in which we accept the responsibility of being free to choose. Existentialist thinkers of the nineteenth and twentieth centuries expressed their ideas in short stories, novels, plays, and philosophical treatises. And their ideas had an enormous influence on art, film, psychology, and politics. This course introduces students to such thinkers as Kierkegaard, Nietzsche, Sartre, Camus, and Simone de Beauvoir.

Credits: 3
On Occasion

PHI 31 19th-Century Philosophy: From the End of History to the Death of God

Is reality a construction of our minds? Can we know how things really are, or only how they appear to us? Has history run its course with the achievement, in our own time, of the highest stage of human development? Or are we moving toward a revolution in human society? Is God dead? The philosophers of the nineteenth century asked these and other provocative questions. Course covers such thinkers as Hegel, Schopenhauer, Nietzsche, and Marx. The ideas of these authors shaped such modern movements as Communism, Nazism, Existentialism, and Neo-Conservatism. You cannot understand the world today without studying its roots in nineteenth-century philosophy.

Credits: 3
On Occasion

PHI 32 Recent Philosophy

This course surveys a number of exciting areas of twentieth-first century philosophy, and their roots in the philosophical movements of the last century. Representative topics include: philosophy of consciousness, philosophy of neuroscience, feminism, philosophy of the body, so-called “post-modern” philosophy,” neo-pragmatism, and the phenomenological movement. These and other recent philosophical trends continue to have a major impact on politics and public policy, literature, film, fiction, and the social sciences. This course places students at the cutting edge of philosophy today.

Credits: 3
On Occasion

PHI 33 Philosophy and Film

This course introduces students to philosophical issues through the medium of film. Throughout the semester, students will watch a number of films which deliberately raise provocative philosophical questions, or which can be interpreted philosophically. Short readings by important philosophers will be assigned in conjunction with each film. Attention will be devoted to how films can convey ideas through such means as dialogue, cinematography, and set design. Of particular interest to film majors and other students in the visual and performing arts. This course fulfills the
Creativity, Media, and the Arts thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

PHI 34 Philosophies of Love and Sex
Why is romantic love depicted as so desirable, when in fact it is often tragic and painful? Why is it that so many relationships today fail to last? Is it possible to truly love someone in a culture like ours, which emphasizes individualism, hedonism, and self-interest? Why is sexual orientation central to our personal identity? Why is modern culture sex-obsessed – and why are so many of sexually dissatisfied? Can there be true love without sex? This course examines the nature and meaning of love and human sexuality. It covers the ideas of major philosophers, as well as psychoanalysts, writers, film-makers, and artists. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

PHI 35 Justice
What does it mean to speak of a “just society”? Does justice entail equality, or are some social inequalities both necessary and beneficial? Does social justice demand the redistribution of wealth? Is justice the same thing as “fairness”? What are rights, and how do we know that we have them? What is law, and how are laws justified? Is it right for the state to execute those who commit murder or other crimes? Can torture ever be justified? This course explores these and other issues, touching on current controversies and perennial questions. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

PHI 36 Renaissance Philosophy: Humanism, Paganism, and Magic
This course focuses upon the philosophies inspired by the rediscovery of classical Greek and Latin learning in the Renaissance (roughly, late fourteenth through sixteenth centuries A.D.). This was the period that followed the Middle Ages, when the dogmatism of the Church often had a stifling effect upon science and philosophy. In essence, the Renaissance constituted a “pagan revival,” in which philosophers and artist sought to meld pagan and Christian ideas and images—some even coming dangerously close to advocating a return to pagan gods. This course covers the humanist movement, as well as the “Hermetic” movement inspired by the rediscovery (in 1460) of the ancient “Hermetica,” a collection of philosophical and magical texts.
Credits: 3
On Occasion

PHI 37 Pragmatism: The American Philosophical Revolution
In today’s world, being “pragmatic” is often taken to mean a kind of cynical, ruthless opportunism. But this represents a complete distortion of what the term originally meant. This course focuses on the pragmatist movement, America’s greatest contribution to philosophy, from its first formations (C.S. Peirce, William James, John Dewey) to its most recent and creative reformulations (Cornel West, Richard Rorty). Pragmatism emphasizes experience over doctrine or dogma, and concrete results and consequences over fixed principles or theories. Pragmatism has played a vital role in almost every area of American intellectual and culture life. This course explores such questions as: what is uniquely American about pragmatism? What is the so-called pragmatic method and how can it be used to solve problems? What is the pragmatic theory of truth?
Credits: 3
On Occasion

PHI 38 Zen Buddhism and Mindfulness
The mindfulness movement has grown from its base in Buddhism to its inclusion in training workshops for health care workers, teachers, therapists, and business professionals. Courses in Mindfulness Based Stress Reduction (MBSR) are now offered in hundreds of locations across the United States. This course will explore different forms of mindfulness practices in Zen and Buddhist philosophy, their historical origins in China and Japan, and how they might be effective in improving both our professional and personal lives. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

PHI 39 Buddhism, Happiness, and the Compassionate Heart
Buddhist teachers state that everything comes from the mind, and if we train the mind properly, happiness will be the result. Recent research in neuroscience seems to support this claim and suggests that small daily exercises can change the way your mind works and have a profound and positive effect on your well-being. Drawing from both Buddhist philosophy and modern research, this course will explore the cultivation of happiness and compassion through Buddhist philosophical texts and short practical exercises. By the end of the course all students will have numerous tools they can draw from to lead a happier and more compassionate life.
Credits: 3
On Occasion

PHI 40 The Tao of Health, Sex, and Longevity: Chinese Philosophy in Daily Life
The Chinese philosophy of Taoism is a 5,000-year-old tradition which integrates all aspects of daily life, including diet, breathing, exercise, healing – and even sex. Through a study of basic concepts such as yin and yang, the five elements, and the twelve meridian, this course will explore a completely different understanding of what it means to be a human being and how to lead a good life.
Credits: 3
On Occasion

PHI 41 Philosophy of Science
Philosophy of Science deals with fundamental issues surrounding the very nature of science itself. These include the logic and ethics of scientific method and discovery; the difference between science and pseudo-science; the nature of scientific revolution; the role of paradigms and models in science; the justification of induction; the role of confirmation and disconfirmation in scientific research; the relationship between theory and observation. Course covers both classical and contemporary thinkers. Of special interest to any students majoring in the natural and social sciences.
Credits: 3
On Occasion

PHI 42 The American Religious Imagination
This course explores the central religious ideas of the American philosophical and theological traditions, from the Puritan experience of the seventeenth century to the present. The many American religious offshoots and experimental, countercultural religious communities pose a challenge to establish religious thought and practice. These communities included a multitude of backwoods utopias which flooded America, especially in the nineteenth century, and which pictured themselves as “heavens on earth.” Attention will also be given to the challenges posed by multiculturalism, including the Native American and African-American traditions. The role of literature and the arts (especially music, painting, and film) in the development of the American religious imagination will also be discussed. Other topics include: traditions of unbelief, the relationship between science and religion; and the major spiritual voices of the contemporary United States.
Credits: 3
On Occasion

PHI 43 Knowledge and Truth
What is truth? Is there such a thing as absolute truth, or is everything “relative”? Are there different kinds of truth – for example religious truth, artistic truth, political truth? Are there different ways of knowing, or is scientific method the only valid approach to attaining genuine knowledge? Is the mind “pre-programmed” with certain ideas, or does all knowledge come from experience? Is certainty possible? These and other questions are raised by the area of philosophy known as epistemology. Both classical and contemporary philosophers are covered.
Credits: 3
On Occasion
PHI 44 Metaphysics: God, Freedom, and Immortality

Does God exist? Is there a purpose to the cosmos; a reason for being? Are our action free, or are they determined by factors beyond our control? Is the mind the same thing as the brain, or is it something far more mysterious? Is there life after death? And what is the meaning of life? This course introduces students to these and other questions raised by the branch of philosophy called metaphysics, the study of the fundamental nature of reality. Metaphysics considers the most profound questions that can be asked in life.

Credits: 3
On Occasion

PHI 45 Secret Teachings: The Mystical Dimension of World Religion

Mysticism claims to be the inner truth of religion, accessible only to the very few. Typically, the mystics teach us that everything is one – and that in our innermost selves we are one with God, thought we do not realize it. Our task is to awaken to this truth, though most people are content to live as if they were asleep. Remarkably, while the orthodox teachings of different religions often put them in opposition, their mystical teachings convey similar messages. This course covers four mystical traditions: the Hindu, Jewish, Christian, and Islamic. Each is treated philosophically – as, in effect, alternative forms in which philosophical truths are conveyed, and the philosophical life can be lived. Selections from the Hindu Upanishads; writings of the Jewish Kabbalist; Christian mystics such as Meister Eckhart; writing of the Muslim Sufis.

Credits: 3
On Occasion

PHI 46 Moral Philosophy

This course is an examination of the major topics in traditional and contemporary moral philosophy. Topics include: the logic of moral reasoning, the idea of the good life, vices and virtues, the objectivity of moral judgments, the nature of moral obligation, rights, and duties, the legal enforcement of morality, the relations between science, religion and ethics, the role of morals in society and history. Representative selections from the major works in traditional and contemporary moral philosophy are read. Prerequisite of 6 units of PHI (Philosophy) or permission of chair are required.

Credits: 3
On Occasion

PHI 47 Philosophy of Mythology

Mythology has been defined as “other people’s religion.” We tend not to think of our own religious traditions as mythology, but a myth is not the same thing as a lie. It is a way of making sense of the world and finding meaning in life. Many myths have ceased to be told and no longer resonate with us, but their meaning can be discerned through interpretation and philosophical reflection. This course examines a number of different mythological traditions – e.g., the Indian, Greek, and Germanic – and attempts to uncover the ideas encoded within them. The course also raises provocative philosophical questions about the nature of myth itself: Were myths consciously invented? If so, why did people believe in them? Were the minds of ancient myth-makers radically different from our own? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

PHI 63 Symbolic Logic

This introduction to modern deductive logic covers truth tables, rules of inference, formal proofs of the validity or invalidity of arguments, and first order predicate logic. The course is particularly useful for students interested in computer science and the foundations of mathematics, or who plan to study philosophy at the graduate level. Prerequisite of PHI 14 is required.

Credits: 3
On Occasion

PHI 81 Advanced Tutorial in Philosophy

This course is an in-depth study of the major works of one or more important philosophers, or of a particular movement in the history of philosophy. It is an opportunity for students to, in effect, “design their own course”: under the guidance of a professor, students will select the author(s) and readings to be covered. The class is offered to a relatively small number of students each semester, as a tutorial offering students a greater degree of individualized instruction than they would normally in other classes. May be taken more than once if topics are different. Prerequisite of 6 units of PHI or RPHL are required.

Credits: 3
Annually

PHI 100 Philosophical Issues

Each time this course is offered, it will concern itself with a different topic chosen by the instructor and announced in the Schedule of Classes. Specific course descriptions will be available from the Philosophy Department. This course may be repeated for credit only with the express approval of the chair.

Credits: 3
On Occasion

PHI 303 History of Ancient Philosophy - Honors Core

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

Credits: 3
Every Fall

PHI 422 Critical Reasoning

This course introduces students to the universal rules of critical thinking. The skills learned in this course will prove useful in all future courses, regardless of discipline, as well as in life outside the classroom. The course analyzes issues drawn from contemporary news reports, editorials, political speeches, and scientific discussions for valid and invalid forms of argumentation.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

PHI 423 Formation of the Western Mind

This course introduces students to three formative periods in the history of Western thought - ancient, medieval, and modern. These phases of the West’s philosophical history involved important differences in the areas of philosophy, politics, religion, and science. We will begin by examining the Greek foundations of the West, including both its philosophical and political traditions. From this foundation, we’ll turn to reason’s confrontation...
with revelation in the Middle Ages. The impact on modern times will be highlighted through the under-appreciated medieval synthesis of reason and religion. We'll conclude with the modern period, focusing on the introduction of the scientific method, consequent scientific revolution, and its relation to the rise of modern liberalism.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion

**PHI 424 Introduction to Ethics**

This course introduces students to various ethical perspectives. And since ethical questions pervade other spheres of human existence, we will also explore the social, political, and religious dimensions of ethical life. Some major perspectives that will be investigated include natural law theory, virtue ethics, deontology, and utilitarianism. Such approaches attempt to address problems that are central to the human condition: Should one be ethical? If so, how can one justify one's ethical stance? Finally, how can one apply these theories to one's way of life?

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.
Credits: 3
On Occasion
INTERDISCIPLINARY STUDIES PROGRAM

Phone: 516-299-2233
Fax: 516-299-4140

Director: Pereyra (Associate Dean)

Students who have special interests and needs that cannot be met by present departmental majors or combined majors and minors may develop an individual interdisciplinary major in consultation with appropriate academic counselors. Interdisciplinary Studies (majors, programs, courses) incorporates courses from all academic units of the campus. Both the B.A. and B.S. in Interdisciplinary Studies are offered. For either degree, the proposed plan of study is formulated by the student and is submitted to the advisor for the Interdisciplinary Studies (IDS) Program and the Committee on Interdisciplinary Studies for approval. Students must demonstrate the coherence of the combinations selected. All students who apply to the IDS program, including transfer students, must have completed at least 12 credits at LIU Post with a 3.0 or better cumulative average. Students cannot apply toward graduation more than 90 credits completed prior to entry into an approved IDS program. Once enrolled in the IDS program, they must maintain a 2.0 cumulative average. The usual graduation requirements apply: college core, 120 credits of total course work and, for this major, a concentration in at least two different disciplines. Courses are selected from appropriate offerings at LIU Post in the Liberal Arts and Sciences, Visual and Performing Arts, Education, and Business, Public Administration and Accountancy. The IDS program requires a 3-credit thesis or project (IDS 99) for which the student develops a topic that incorporates the subject matter and interpretive methods of at least two different disciplines.

In addition to the individualized plan as described above, students may also choose predetermined plans in Earth Systems Science (B.A.), Environmental Sustainability (B.A.) or Environmental Science (B.S.).

MINORS

Minor: Gender and Sexuality

This fifteen-credit minor examines gender from an interdisciplinary perspective. Drawing on scholarship from sociology, literature, psychological and history, students will gain an understanding of how gender and sexual norms have been constructed and are reproduced through narratives and social institutions. It will explore the range of sexualities and gender systems as well as their intersections with race and class. Many of the courses cover the challenges that have emerged to dominant categories of gender identity and the social changes that have resulted from such challenges.

**Minor in Gender and Sexuality Requirements**

Students will choose 15 credits from the following and take no more than two from one discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality, and Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 139</td>
<td>Gender and the English Language</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 40</td>
<td>Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 24</td>
<td>Youth and Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 60</td>
<td>Sociology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 62</td>
<td>The Sociology of Human Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 12</td>
<td>Roots of the Modern World: Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 44</td>
<td>Spanish-American Women Writers</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 34</td>
<td>Philosophies of Love and Sex</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor: Narrative Medicine

Training in narrative medicine focuses on the ability to remain empathetic and allow one’s emotions to ground the human relationships critical to health care. The first step in appreciating the stories of others lies in understanding the structure of narratives that appear in medical settings. In order to appreciate patient’s stories, one must learn to hear the significance of every word. Patients’ stories reveal not merely the history and context of their illnesses, but also the details of their physical exams, and the nuances of their referrals and diagnostic tests, as well as what remains unspoken. The fifteen-credit minor in Narrative Medicine includes courses that provide an overview of the health care profession, the U.S. healthcare system, basic modes of health care delivery, medical ethics and the different roles played by health care professionals. The minor will allow students to explore literature and art related to developing medical narratives, develop observational skills to deepen an understanding of the human condition. Students will choose from the courses below and take no more than two from one discipline.

**Minor in Narrative Medicine Requirements**

***Required Classes:***

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101</td>
<td>Introduction to the Health Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 102/S</td>
<td>Interdisciplinary Helping</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One course/three credits from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 184</td>
<td>Writing and Healing</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 72</td>
<td>People in Crisis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following English writing and literature courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 10</td>
<td>Introduction to Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 13</td>
<td>The Short Story</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 68</td>
<td>Mythology</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 138</td>
<td>Gender, Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 158</td>
<td>Freak Shows and Modern American Literature</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 183</td>
<td>Creative Non-Fiction</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following art history or studio courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>Introduction to Visual Arts</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 5</td>
<td>Introduction to Drawing</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 11</td>
<td>Life Drawing I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 59</td>
<td>Survey of World Art I</td>
<td>3.00</td>
</tr>
<tr>
<td>ART 60</td>
<td>Survey of World Art II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

Minor: Race and Ethnicity

This fifteen-credit minor explores race and ethnicity and other categories of difference through the lenses of sociology, literature, history, art and music. By examining how such categories were constructed and are reproduced through narratives, politics, and public policies, students will gain insight into the sources of inequalities and the ways they are regulated and enforced by institutions and social practice. The courses in this minor pay close attention to how these forms of social identity have changed over time and the political movements and cultural forms that have
emerged in struggles for equality. Students will choose from the courses below and take no more than two from one discipline.

**Minor in Race and Ethnicity Requirements**

Students will choose from the courses below and take no more than two from one discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 11</td>
<td>3.00</td>
<td>Sociology</td>
<td>Cities, Towns &amp; Suburbs</td>
</tr>
<tr>
<td>SOC 25</td>
<td>3.00</td>
<td>Sociology</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>SOC 26</td>
<td>3.00</td>
<td>Race and Ethnicity</td>
<td>Gender, Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 29</td>
<td>3.00</td>
<td>Latinx</td>
<td>Sociology of Latina/o</td>
</tr>
<tr>
<td>SOC 31</td>
<td>3.00</td>
<td>Social Movements</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 36</td>
<td>3.00</td>
<td>Sociology</td>
<td>Sociology of Genocide</td>
</tr>
<tr>
<td>SOC 66</td>
<td>3.00</td>
<td>African-American Experience</td>
<td>The African-American Experience</td>
</tr>
<tr>
<td>SOC 68</td>
<td>3.00</td>
<td>Asian-Americans</td>
<td>Sociology of Asian Americans</td>
</tr>
<tr>
<td>SOC 69</td>
<td>3.00</td>
<td>Race and Ethnicity</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 70</td>
<td>3.00</td>
<td>Poverty</td>
<td>Poverty</td>
</tr>
<tr>
<td>SOC 71</td>
<td>3.00</td>
<td>Globalization</td>
<td>Globalization</td>
</tr>
<tr>
<td>ENG 102</td>
<td>3.00</td>
<td>Literature</td>
<td>African Postcolonial Literature</td>
</tr>
<tr>
<td>ENG 105</td>
<td>3.00</td>
<td>Literature</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 107</td>
<td>3.00</td>
<td>Literature</td>
<td>Postcolonial Literature</td>
</tr>
<tr>
<td>ENG 108</td>
<td>3.00</td>
<td>Literature</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 109</td>
<td>3.00</td>
<td>Narratives</td>
<td>American Slave Narratives</td>
</tr>
<tr>
<td>ENG 110</td>
<td>3.00</td>
<td>Literature</td>
<td>The Black Diaspora: African American Literature in Context</td>
</tr>
<tr>
<td>ENG 156</td>
<td>3.00</td>
<td>Fiction</td>
<td>Irish American Fiction</td>
</tr>
<tr>
<td>HIS 115</td>
<td>3.00</td>
<td>Reconstruction</td>
<td>The Era of Civil War &amp;</td>
</tr>
<tr>
<td>HIS 120</td>
<td>3.00</td>
<td>History</td>
<td>African-American History</td>
</tr>
<tr>
<td>HIS 122</td>
<td>3.00</td>
<td>History</td>
<td>American Urban History</td>
</tr>
<tr>
<td>HIS 182</td>
<td>3.00</td>
<td>Film</td>
<td>Latin American History</td>
</tr>
<tr>
<td>HIS 187</td>
<td>3.00</td>
<td>Latin America</td>
<td>History of Modern Latin America</td>
</tr>
<tr>
<td>MUS 28</td>
<td>3.00</td>
<td>History</td>
<td>History of Jazz</td>
</tr>
<tr>
<td>POL 31</td>
<td>3.00</td>
<td>Law</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>SPA 48</td>
<td>3.00</td>
<td>Literature</td>
<td>Latino Literature in America</td>
</tr>
<tr>
<td>WLT 37</td>
<td>3.00</td>
<td>Literature</td>
<td>Hispanic Literature of the</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15  
Minimum Minor GPA:  2.25

---

**Minor in Peace, Conflict and Social Justice**

This fifteen-credit minor will explore the struggles for social and economic justice within the context of capitalist societies from sociological, philosophical, historical and literary perspectives. It focuses upon the theory and ideals of social and economic justice, the history of labor struggles, and the realities of injustice as well as practical solutions to these problems. The minor also explores social movements that have played a role in advancing the interests of workers and improving their condition. Students will choose from the courses below and take no more than two from any particular discipline.

**Minor in Peace, Conflict and Social Justice Requirements**

All courses selected from the following: no more than two courses may be taken from any discipline:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 141</td>
<td>3.00</td>
<td>Literature</td>
<td>Literature of the Working Class</td>
</tr>
<tr>
<td>ENG 102</td>
<td>3.00</td>
<td>Postcolonial Literature</td>
<td>African Postcolonial Literature</td>
</tr>
<tr>
<td>ENG 107</td>
<td>3.00</td>
<td>Literature</td>
<td>Postcolonial Literature</td>
</tr>
<tr>
<td>PHI 18</td>
<td>3.00</td>
<td>Philosophy</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PHI 27</td>
<td>3.00</td>
<td>Philosophy</td>
<td>Philosophy of History</td>
</tr>
<tr>
<td>PHI 35</td>
<td>3.00</td>
<td>Philosophy</td>
<td>Justice</td>
</tr>
<tr>
<td>SOC 15</td>
<td>3.00</td>
<td>Social Change</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 18</td>
<td>3.00</td>
<td>Prestige</td>
<td>Power, Privilege and Prestige</td>
</tr>
<tr>
<td>SOC 19</td>
<td>3.00</td>
<td>Sociology</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SOC 31</td>
<td>3.00</td>
<td>Social Movements</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 32</td>
<td>3.00</td>
<td>Sociology</td>
<td>Justice and Society</td>
</tr>
<tr>
<td>SOC 36</td>
<td>3.00</td>
<td>Sociology</td>
<td>Sociology of Genocide</td>
</tr>
<tr>
<td>SOC 37</td>
<td>3.00</td>
<td>Sociology</td>
<td>Conflict and Society</td>
</tr>
<tr>
<td>SOC 45</td>
<td>3.00</td>
<td>Sociology</td>
<td>Industrial Sociology</td>
</tr>
<tr>
<td>SOC 47</td>
<td>3.00</td>
<td>Sociology</td>
<td>Sociology of Work and Occupations</td>
</tr>
<tr>
<td>SOC 61</td>
<td>3.00</td>
<td>Sociology</td>
<td>Feminism and Social Change</td>
</tr>
<tr>
<td>SOC 70</td>
<td>3.00</td>
<td>Sociology</td>
<td>Sociology of Poverty</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15  
Minimum Minor GPA:  2.25

---

**Minor in Science, Society, and Technology**

This fifteen-credit minor explores the technical and social aspects of science and technology. The minor includes technical courses in which students practice science and technology as well as courses that examine their social and historical contexts. In exploring both the practical and theoretical aspects of the connections among science, technology and society, students engage with critical questions concerning the impact of technology and science on society and the ethical, political, and global implications of this impact. Students will choose from the courses below and take no more than two from any particular discipline.

**Minor in Science, Society, and Technology Requirements**

Six to eight credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>4.00</td>
<td>Weather</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>ERS 2</td>
<td>4.00</td>
<td>Planet Earth</td>
<td>Planet Earth</td>
</tr>
<tr>
<td>GLY 1</td>
<td>4.00</td>
<td>The Dynamic Earth</td>
<td>The Dynamic Earth</td>
</tr>
<tr>
<td>GLY 2</td>
<td>4.00</td>
<td>History of the Earth</td>
<td>History of the Earth</td>
</tr>
<tr>
<td>GLY 29</td>
<td>3.00</td>
<td>Global Climate Change</td>
<td>Global Climate Change</td>
</tr>
<tr>
<td>GGR/ ERS 11</td>
<td>3.00</td>
<td>Environmental Sustainability</td>
<td>Introduction to Environmental Sustainability</td>
</tr>
<tr>
<td>GGR/ 17 ERS</td>
<td>3.00</td>
<td>Geographic Information Systems</td>
<td>Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td>BIO 121</td>
<td>3.00</td>
<td>Health</td>
<td>Human Genetics in Health and Disease</td>
</tr>
</tbody>
</table>

The remaining seven to nine credits of the
following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG  44</td>
<td>Science Fiction</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG  48</td>
<td>Science and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG  192</td>
<td>Technical Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC  221</td>
<td>Topics in Human Genetics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG  186</td>
<td>Writing in a Digital Age</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI  41</td>
<td>Philosophy of Science</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC  45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC  56</td>
<td>Computers, Technology and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC  73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR  1</td>
<td>The Geography of Sustainable Development</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR  2</td>
<td>Geography and the Global Citizen</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR  29</td>
<td>Human Dimension of Climate Change</td>
<td>3.00</td>
</tr>
<tr>
<td>CLA  11</td>
<td>Computer Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>CS   237</td>
<td>Human-Computer Interaction</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.25

**ID 899 Thesis/Final Project**

The student develops a topic under the supervision of a faculty member that incorporates the subject matter and interpretive methods of at least two different disciplines. The course culminates in a thesis or final project. A thesis or project is required of all interdisciplinary studies majors.

Credits: 3

On Demand

**ID 421 Capstone Project**

Under the supervision of a faculty member, students will critically examine and analyze a complex issue or problem using an interdisciplinary approach. The topic will be drawn from the student's intellectual interests and career path. The goal of the project is for students to find connections across disciplines and, in doing so, to be able to draw conclusions that are multi-faceted. In addition to a written project summary, students will present an oral presentation of their projects.

For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 4

Every Fall, Spring and Summer
DEPARTMENT OF PSYCHOLOGY

Phone: 516-299-2377  
Fax: 516-299-3105  
Chair: Professor Frye  
Professors: Feindler, Keisner, Knafo, Rathus, Rossi  
Associate Professors: Campbell, Diener, Goodman, Neill, Ortiz, Tepper, Vidair (Director, Clinical Psychology Doctoral Program)  
Assistant Professors: Alonso-Alvarez (Graduate Director)  
Affiliated Faculty: Dornisch

The Department of Psychology offers a B.A. and B.S. in Psychology. In conjunction with the College of Education, Information and Technology, a concentration in Psychology is offered for students pursuing the B.S. in Early Childhood Education (Birth to Grade 2) and the B.S. in Childhood Education (Grades 1 to 6). A minor in Psychology is also available to students in other majors.

Undergraduate courses encompass child and adult psychology, abnormal behavior, therapy and psychological testing. The curricula explores the sciences of psychology – learning, perception, behavioral neuroscience, developmental processes, and normal and abnormal processes – and their practical applications.

The faculty's expertise spans many areas, including marriage and family, adolescent behavior, neuroscience, psychotherapy, developmental disabilities and learning and memory.

Many psychology students become psychologists or enter related professions, but many others work in unrelated fields. Their knowledge of human behavior and development, learned as part of a broad-based liberal arts education, makes them excellent candidates for careers in a wide range of fields such as business, education and government.

B.A. in Psychology

The 120-credit Bachelor of Arts in Psychology is a popular and versatile undergraduate degree. It can be applied to almost any area of work, including social services, law, human resources, business and government. Courses in this program explore the nature of personality, how people learn, how gender affects development and the different ways in which people interact. Elective courses will introduce you to interesting and relevant topics including forensic psychology, psychosomatics, neuroscience, social psychology, and developmental psychology.

As a psychology major, you will undertake a survey of current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such knowledge is obtained, and be given the opportunity to study basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge. Our faculty's expertise spans many areas, including neuroscience, social psychology, educational psychology, developmental disabilities and learning and memory.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. in Psychology

(Program Code: 07074) (HEGIS: 2001.0)

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

Major Requirements

Required Introductory Psychology Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 102</td>
<td>Principles of Psychology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Required Psychology Courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 211</td>
<td>Experimental Psychology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 412</td>
<td>Experimental Psychology</td>
<td>4.00</td>
</tr>
<tr>
<td>OR PSY 413</td>
<td>Experimental Psychology</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 414</td>
<td>Experimental Psychology</td>
<td>4.00</td>
</tr>
<tr>
<td>OR PSY 416</td>
<td>Experimental Psychology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Foundational Psychology Courses

At least 12 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 120</td>
<td>Developmental Psychology: Childhood</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 121</td>
<td>Human growth and development</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 130</td>
<td>Neuroscience</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 131</td>
<td>Sensation and Perception</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 150</td>
<td>Cognitive Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 160</td>
<td>Learning and Memory</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 170</td>
<td>Abnormal Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Psychology Courses

If PSY 101 is taken, nine credits of the following are required. If PSY 102 is taken, eight credits of the following are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 212</td>
<td>Psychological Tests and Measurements</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 213</td>
<td>Psychological Statistics II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 214</td>
<td>Comparative Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Developmental Psychology: Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 221</td>
<td>Play and Play Therapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Assessment of Stress and Coping in Children and Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 223</td>
<td>Developmental Psychology: Adulthood and Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 230</td>
<td>Psychopharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Human Neuropsychology</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 240</td>
<td>Personality: Research and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>OR PSY 260</td>
<td>Animal Language and Cognition</td>
<td>3.00</td>
</tr>
</tbody>
</table>
PSY 261 Applied Behavior Analysis 3.00
PSY 270 Developmental Disabilities 3.00
PSY 271 Trauma and Disaster 3.00
PSY 272 Systems and Theories of Psychotherapy 3.00
PSY 273 Humanistic Psychology 3.00
PSY 281 Forensic Psychology: The Law and Human Behavior 3.00
PSY 282 Industrial and Organizational Psychology 3.00
PSY 283 Psychosomatics: Bodily Protest 3.00
PSY 284 Behavioral Economics 3.00
PSY 285 Environmental Psychology 3.00
PSY 324 Field Study of Wild Dolphin Social Behavior 3.00
PSY 359 Honors Advanced Elective 3.00
PSY 385 Honors Tutorial 3.00
PSY 386 Honors Tutorial 3.00
PSY 389 Honors Thesis 3.00
PSY 390 Honors Thesis 3.00
PSY 410 Problems in Psychological Research I 3.00
PSY 418 Field Student in Psychology 3.00
PSY 419 Problems in Psychological Research II 3.00
PSY 430 Differential Diagnosis of Central Nervous System Disorders 3.00
PSY 440 Advanced Issues in Social Psychology 3.00
PSY 460 Advanced Issues in Applied Behavior Analysis 3.00
PSY 480 Practicum in Psychology I 3.00
PSY 481 Practicum in Psychology II 3.00
PSY 490 Special Topics in Psychology (may only be taken once to satisfy this requirement) 1.00-
PSY 491 Historical Foundations of Contemporary Psychology 3.00
PSY 492 Practicum in Teaching of Psychology I 3.00
PSY 493 Practicum in Teaching of Psychology II 3.00

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. in Psychology
The Bachelor of Science in Psychology is designed specifically for students who intend to continue their study of psychology at the graduate level, either in research or clinical programs. This comprehensive degree program also is a suitable major for pre-medical students. You will study general and experimental psychology, neuroscience and psychological statistics, and have access to a wide range of fascinating electives to satisfy your psychology course requirements. In addition, the 120-credit program includes required courses in mathematics, biology and chemistry and electives from the fields of political science, economics, sociology, geography, anthropology and fine arts.

As a psychology major, you will undertake a survey of current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such knowledge is obtained, and be given the opportunity to study in greater depth basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge.

ADMISSION REQUIREMENTS
- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. in Psychology  [Program Code: 06449] [HEGIS: 2001.0]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Psychology must satisfy all core curriculum requirements as follows:
LIU Post Thematic Core Curriculum (32-33 credits)
POST 101 First-Year Seminar 1 credit
First-Year Seminar 3 credits

Writing I 3 credits
Writing II 3 credits
Quantitative Reasoning (must take MTH 7) 3 credits
Scientific Inquiry & the Natural World (must take BIO 103 4 credits
Creativity, Media & the Arts 3 credits
Perspectives on World Cultures 3 credits
Self, Society & Ethics 3 credits
Power, Institutions & Structures 3 credits
Additional course from one 3-4 credits cluster (must take BIO 104)

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

Major Requirements
Required Introductory Psychology Sequence
PSY 101 General Psychology 3.00
OR
PSY 102 Principles of Psychology 4.00

Required Psychology Courses
Taken within the first 9 credits in the major, with a required grade of at least C-
PSY 110 Psychological Statistics I 4.00
Taken within the first 15 credits in the major, with a required grade of at least C-
PSY 211 Experimental Psychology I 4.00

Advanced Statistics:
PSY 213 Psychological Statistics II 3.00

One of the following:
PSY 412 Experimental Psychology II 4.00
PSY 413 Experimental Psychology II 4.00
PSY 414 Experimental Psychology II 4.00
PSY 416 Experimental Psychology II 4.00

Foundational Psychology Courses
At least 12 credits of the following:
PSY 120 Developmental Psychology: Childhood 3.00
PSY 121 Human growth and development 3.00
PSY 130 Neuroscience 3.00
PSY 131 Sensation and Perception 3.00
PSY 140 Social Psychology 3.00
PSY 150 Cognitive Psychology 3.00
PSY 160 Learning and Memory 3.00
Elective Psychology Courses

If PSY 101 is taken, six credits of the following are required. If PSY 102 is taken, five credits of the following are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 212</td>
<td>Psychological Tests and Measurements</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 214</td>
<td>Comparative Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Developmental Psychology: Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 221</td>
<td>Play and Play Therapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Assessment of Stress and Coping in Children and Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 223</td>
<td>Developmental Psychology: Adulthood and Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Psychopharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Human Neuropsychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Personality: Research and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Animal Language and Cognition</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 261</td>
<td>Applied Behavior Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Developmental Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 271</td>
<td>Trauma and Disaster</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 272</td>
<td>Systems and Theories of Psychotherapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 273</td>
<td>Humanistic Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Forensic Psychology: The Law and Human Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 282</td>
<td>Industrial and Organizational Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 283</td>
<td>Psychosomatics: Bodily Protest</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 284</td>
<td>Behavioral Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Environmental Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Field Study of Wild Dolphin Social Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 359</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Problems in Psychological Research I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 418</td>
<td>Field Student in Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 419</td>
<td>Problems in Psychological Research II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Differential Diagnosis of Central Nervous System Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Advanced Issues in Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 460</td>
<td>Advanced Issues in Applied Behavior Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Practicum in Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 481</td>
<td>Practicum in Psychology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Special Topics in Psychology (may only be taken once to satisfy this requirement)</td>
<td>1.00-3.00</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Historical Foundations of Contemporary Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 492</td>
<td>Practicum in Teaching of Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 493</td>
<td>Practicum in Teaching of Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
</tbody>
</table>

AND one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 3S</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

Joint Programs with College of

Education, Information and Technology

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Psychology
B.S. in Childhood Education (Grades 1 to 6) with Concentration in Psychology

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Psychology. This 30- to 32-credit program consists of courses in introductory Psychology and electives from all areas of Psychology. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Psychology, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

MINORS

Minor in Psychology

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Psychology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Psychology Requirements

Required Introductory Psychology Sequence

One of the following courses:

- PSY 101 General Psychology 3.00
- PSY 102 Principles of Psychology 4.00

Foundational Psychology Courses

Six credits of the following are required.

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

Elective Psychology Courses

If PSY 101 is taken, nine credits of the following
are required. If PSY 102 is taken, eight credits of the following are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Psychological Statistics I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 120</td>
<td>Developmental Psychology: Childhood</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 121</td>
<td>Human growth and development</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 130</td>
<td>Neuroscience</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 131</td>
<td>Sensation and perception</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Cognitive Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 160</td>
<td>Learning and Memory</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 170</td>
<td>Abnormal Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Experimental Psychology I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 213</td>
<td>Psychological Statistics II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 284</td>
<td>Behavioral Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Psychological Tests and Measurements</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 214</td>
<td>Comparative Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Developmental Psychology: Adolescence</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 221</td>
<td>Play and Play Therapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 222</td>
<td>Assessment of Stress and Coping in Children and Adolescents</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 223</td>
<td>Developmental Psychology: Adulthood and Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Psychopharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Human Neuropsychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Personality: Research and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 241</td>
<td>The Psychology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Animal Learning and Cognition</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 261</td>
<td>Applied Behavior Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 270</td>
<td>Developmental Disabilities</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 271</td>
<td>Trauma and Disaster Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 272</td>
<td>Systems and Theories of Psychotherapy</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 273</td>
<td>Humanistic Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Forensic Psychology: The Law and Human Behavior</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 282</td>
<td>Industrial and Organizational Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 283</td>
<td>Psychosomatics: Bodily Protest</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Environmental Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Field Study of Wild Dolphin Social Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 359</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Problems in Psychological Research I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 412, 413, 414, or 416</td>
<td>Experimental Psychology II</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 418</td>
<td>Field Study of Wild Dolphin Social Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 419</td>
<td>Problems in Psychological Research II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Differential Diagnosis of Central Nervous System Disorders</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Advanced Issues in Social Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Practicum in Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 481</td>
<td>Practicum in Psychology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Special Topics in Psychology (may only be taken once to satisfy this requirement)</td>
<td>1.00-3.00</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Historical Foundations of Contemporary Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 492</td>
<td>Practicum in the Teaching of Psychology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 493</td>
<td>Practicum in the Teaching of Psychology II</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum Minor GPA: 2.00
**Psychology Courses**

**PSY 99 Career Applications and Opportunities in Psychology**

What steps are needed for success in psychology careers after college or in applying to (and being accepted) to graduate schools in psychology and related fields? Indeed, what are psychology-related careers that can be pursued after graduation? What steps are needed for success in post-baccalaureate work, and how does a psychology major implement these steps effectively? This course has been designed to assist the you in making the best decisions in transitioning from college student to psychology graduate - focusing on introducing a breadth of potential careers grounded in psychological concepts and theories. In addition to studying a breadth of opportunities within psychology, students will study, in depth, at least one application of psychology in the workplace.

Pre requisites: PSY101 or PSY102, 6 additional credits in PSY

Credits: 3

On Occasion

**PSY 100 Psychology in Everyday Life**

Psychology can be used to help explain numerous aspects of human behavior, perception, and interaction. This class will use ideas, theories, and findings from the field of psychology to help explain and make predictions about one area of everyday life. The specific area that will be addressed will be announced in advance.

Credits: 3

Every Fall

**PSY 101 General Psychology**

This course is a survey of principles, concepts, and ideas from psychology. Topics will include research in psychology; biological bases of behavior; sensation and perception; learning; developmental psychology; social psychology. Not open to students who have taken PSY102. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Not open to students who have taken PSY 102.

Credits: 3

Every Fall, Spring and Summer

**PSY 102 Principles of Psychology**

This course is a survey of principles, concepts, and ideas from psychology. Topics will include research in psychology; biological bases of behavior; sensation and perception; learning; developmental psychology; social psychology. The course includes a lab section, in which students will collect data and conduct research related to the topics of study in the lecture. Not open to students who have taken PSY101. This course fulfills the Sciences and the Natural World thematic cluster requirement in the core curriculum.

Not open to students who have taken PSY 101.

Credits: 4

On Occasion

**PSY 103 Neuroethics**

Neuroethics is a field of inquiry that requires critical thinking about the advancements in neuroscience and medicine. This discussion style course will introduce students to the questions relating to the impact of modern day science on today's society. The student will learn about how the brain has affected our sense of selves and how scientists are faced with ethical dilemmas such as the use of animals in research, informed consent, the implications of uncovering false memories, and the future of brain imaging. A systematic approach will be used to discuss various ethical principles relating to artificial intelligence, prenatal screening, nanotechnology, and the use of drugs for enhancement. We will discuss the implications of discoveries such as gene editing, the possibilities and ramifications of neuroimaging, cognitive privacy, crime genes, insanity and accountability. Much of this course will include investigating ethical research from various traditions and perspectives within social policy. By critically thinking about the intersection of neuroscience, bioethics and philosophy, the students uncover and challenge their principles in a modern scientific way. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Spring

**PSY 109 Psychological Perspectives**

This course will start with a topic of broad interest in everyday life (such as romantic relationships, advertising, stress, happiness, money) and introduce ideas and principles from at least four perspectives within psychology (such as developmental, behavioral, cognitive, social) as a means of helping to explain and understand that topic using a variety of psychological theories. The goal of the course is to introduce non-majors to major psychological theories and how those theories can be applied to everyday life. The specific topic that will be addressed will be announced in advance. Note: This course will fulfill credit in the core and elective credit, but it does not count toward the content requirements of the psychology degree. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Alternate Fall

**PSY 110 Psychological Statistics I**

This course introduces the principles of descriptive and inferential statistics. Five hours of lecture and laboratory. Must be taken within the first 9 credits as a psychology major.

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

Credits: 4

Every Fall and Spring

**PSY 120 Developmental Psychology: Childhood**

Behavior and development during childhood is covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Fall and Spring

**PSY 121 Human Growth and Development Across the Lifespan**

This course provides an overview of human growth and development, covering the lifespan of the individual. Basic concepts, principles, and theories of physical, cognitive, and psychosocial development at each major stage of life from prenatal development through old age - including infancy, toddlerhood, preschool, middle childhood, adolescence, young adulthood, and middle adulthood are addressed in the course. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall and Spring

**PSY 130 Neuroscience**

This course is a survey of neural base of behavior. Topics will include the sensory system (e.g., vision and audition), neuroanatomy and neurotransmitter. Brain structure will be associated with neurological functions and dysfunction (e.g. schizophrenia, depression, stroke, Alzheimer's and Parkinson's disease). Finally, neural correlates of "sleep", "movement" and "learning" will be covered.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Every Fall

**PSY 131 Sensation and Perception**

This course will focus on theory, methodology, and research findings primarily in the areas of visual and auditory perception. Behavioral, physiological, and ecological approaches will be thoroughly explored. Data from both human and animals subjects will be presented.

Pre requisites: PSY 101 or PSY 102

Credits: 3

On Occasion

**PSY 140 Social Psychology**

The interpersonal influence on human behavior, involving empirical and theoretical literature in social psychological processes, with particular emphasis on applied problems.

Credits: 3

Every Fall

**PSY 150 Cognitive Psychology**

This course reviews the basic concepts, methods and current research in cognitive psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
PSY 160 Learning and Memory
This course is a survey of findings, methods and principles in animal and human learning and memory. Topics usually include classical and operant conditioning, reinforcement theory, short-term and long-term memory, and selected current issues.
Pre requisites: PSY 101 or PSY 102
Credits: 3
Every Fall

PSY 170 Abnormal Psychology
This course covers the historical approaches to the concepts of normality and abnormality. The description of traditional patterns of problem behavior in addition to reference to relevant personality theories and clinical research are presented.
Pre requisites: PSY 101 or PSY 102
Credits: 3
Every Fall

PSY 211 Experimental Psychology I
This course is an introduction to the philosophy of science and the basic principles of research. The design of observational, correlational, and experimental research is covered. Representative experiments are performed, analyzed and reported in written form. In order to complete this course, students will need to serve as subjects in one research project conducted by a member of the Psychology Department. Five hours lecture and laboratory.
Pre requisites: of PSY 101 or PSY 102 and a C- or better in PSY 110
Credits: 4
Every Fall and Spring

PSY 212 Psychological Tests and Measurements
A study of techniques used to evaluate intelligence and personality. Students are asked to do original research based upon actual test data.
A pre or co requisite of PSY 101 or 102 is required.
Credits: 3
On Occasion

PSY 213 Psychological Statistics II
This course is a further study of descriptive and inferential statistics. Students will learn how to interpret statistical analyses presented in research articles, and they will learn to conduct and interpret their own analyses. The use of computer programs for the analysis of data is emphasized.
Pre requisite of PSY 110 is required.
Credits: 3
Every Spring

PSY 214 Comparative Psychology
This course is designed to introduce the student of animal behavior to a variety of observational techniques that are used in both field and laboratory research to compare species behavior. The techniques include ethogram construction, instantaneous and continuous sampling, time budget construction, sequence sampling, activity cycles, and sociograms.
Prerequisite of PSY 101 or 102 or permission of instructor is required.
Credits: 3
On Occasion

PSY 220 Developmental Psychology: Adolescence
Behavior and development during adolescence is covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.
Pre requisites: PSY 101 or PSY 102
Credits: 3
Every Fall and Spring

PSY 221 Play and Play Therapy
This course offers an in-depth analysis of play, including its history, theories, and developmental aspects. It will also explore the role of play as a mechanism for therapeutic interventions. Behavioral observation skills in identifying and evaluating language, cognitive, motor, social and emotional functioning will be developed through field observations of preschool children at play.
Credits: 3
On Occasion

PSY 222 Assessment of Stress and Coping in Children and Adolescents
This course examines the stressors and normative adaptive and maladaptive coping strategies of children and adolescents. Students will learn specific stress reducing individual and group techniques. Student assessment skills will be developed through behavioral observation of preschoolers and interviews with tweens and teens.
Credits: 3
On Occasion

PSY 223 Developmental Psychology: Adulthood and Aging
This course covers understanding adult life, growing old in contemporary society and experiencing changes in body, ability and personality. Prerequisite of PSY 120 or 220 are required.
Credits: 3
On Occasion

PSY 230 Psychopharmacology
This course is a survey of drugs that affect behavior. The course usually begins with the fundamentals of nervous system structure and function, briefly covers techniques for assessment of drug effects, and then scrutinizes representative depressants, tranquilizers, antidepressants, and stimulants and concludes by examining the opiates, the hallucinogens, and marijuana.
Credits: 3
Every Fall

PSY 231 Human Neuropsychology
An advanced treatment of the study of the human brain and its relation to behavior. Students will review neuroanatomy and the basic principles of brain function. The main focus of the course will be on the neurological basis of cognition and behavior, neurological issues and disorders, and applied human neuropsychology.
Credits: 3
On Occasion

PSY 240 Personality Research and Theory
This course is a survey of major personality theories. Their historical development and current research are among the topics covered.
A pre or co requisite of PSY 101 or 102 is required.
Credits: 3
On Occasion

PSY 241 The Psychology of Gender
The psychological influences on the nature and development of women and men are examined from social-learning, psychoanalytic, and cognitive-perceptual viewpoints. Topics include family and work roles, sexual identity, interpersonal attraction, friendship, achievement and health.
A pre or co requisite of PSY 101 or 102 is required.
Credits: 3
On Occasion

PSY 260 Animal Learning and Cognition
This course will introduce students to the area of animal learning and cognition. It will begin by dealing with fundamental questions about animal intelligence and associative learning. This will be followed by discussions and evaluations of animal behavior that demonstrate complex phenomena such as memory, navigation, social learning and animal communication and language.
Credits: 3
On Occasion

PSY 261 Applied Behavior Analysis
This course is a survey of the methodology for the analysis of human behavior and techniques for behavioral change. It includes a discussion of behavioral approaches to developing more effective systems of rehabilitation in institutions for the mentally ill and intellectually impaired, and for behavior change in the homes or classrooms of mentally ill and intellectually impaired, and for behavior change in the homes or classrooms of normally and emotionally disturbed children.
A pre or co requisite of PSY 101 or 102 is required.
Credits: 3
Every Spring

PSY 270 Developmental Disabilities
This course is a survey of the etiology and treatment of a wide range of developmental disabilities including autism, intellectual impairment, defects in perceptual development and learning disabilities.
Credits: 3
On Occasion

PSY 271 Trauma and Disaster Psychology
Through an investigation of actual natural/man-made disasters and the post-disaster experience, the course will explore the psychological nature of critical stressors, the mechanisms by which stressors are transmitted and the nature of the expected and actual psychological response to such traumatic events.
Credits: 3
On Occasion
made disasters, war, acts of interpersonal and sexual violence, cases of child abuse and terrorist attacks, this course will help students increase their understanding of the impact of psychology trauma and loss on individuals, families, and the community.

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

Credits: 3

On Occasion

PSY 272 Systems and Theories of Psychotherapy
This course is a comparative study of methods of counseling and psychotherapy. Topics included are theories and approaches that concern a change toward healthy behavior and feelings of self-worth. A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 273 Humanistic Psychology
This course surveys the origins, theories, and techniques of humanistic psychology. Emphasis is placed on the fulfillment of one's potentials, taking responsibility for one's life, and the value of present-centered living. Students are encouraged throughout to consider the personal relevance of the course material. A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 280 Educational Psychology
This course introduces aspects of psychology related to the learning process that can be applied to PK-12 classroom experiences. Specific topics include behavioral, cognitive, and constructivist theories of learning and their applications; aspects individual and group differences, including varying perspectives on intelligence; and theories of motivation and their application.

Credits: 3

On Occasion

PSY 281 Forensic Psychology: The Law and Human Behavior
This course covers psychological principles and practices applied to the legal system. Expert testimony, relevancy of mental illness, competencies, abuse and trauma are among the topics covered. A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 282 Psychology in the Workplace
This course examines the application of psychological principles, theory, and research to work settings. Topics covered usually include individual differences, personnel selection and placement, employee training and development, job analysis and performance measurement, attitudes and motivation in the workplace, fairness and equity, leadership styles, teamwork and effectiveness, and organizational theory and change. The principles taught are applicable in healthcare, education, industrial, and corporate settings. Pre requisite: PSY 140 or 150

Credits: 3

On Occasion

PSY 283 Psychosomatization Bodily Protest
This course is a study of physical disease as influenced by the emotions from historical, causative and research points of view. Psychophysiological disorders of every bodily system are studied including cancer, heart disease and obesity. Pre requisite: PSY 101 or PSY 102

Credits: 3

Every Spring

PSY 284 Behavioral Economics
This course describes how the use of evidence from psychology can improve the predictive power of standard economic theories. Standard economic theories represent human beings in ways that are often different from how they really behave. Evidence suggests that human behavior diverges often from standard notions of economic rationality in predictable ways. Predictions about individual behavior are more accurate and the policies of governments are more effective when this evidence is effectively used. This course is a non-technical introduction to the intersection of psychology and economics.

Same as ECO 23.

Credits: 3

On Occasion

PSY 285 Environmental Psychology
Emphasis is placed on human adaptation to the built and natural environment. Topics include: architecture and the use of space, housing and home, residential mobility, privacy, crowding, and environmental stress. A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 301 Principles of Psychology - Honors Core
This course is an introduction to the scientific study of behavior with emphasis on the physiological basis of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken Psychology 101 or 102. Three hours lecture, three hours laboratory. Corequisite of PSY 301L is required.

Credits: 4

On Occasion

PSY 410 Problems in Psychological Research I
This course is for advanced undergraduates who wish to do research under the guidance and supervision of a faculty member on a problem of mutual interest. A written report of the research project will be submitted at the end of each semester's work.

Credits: 3

On Occasion
PSY 480 Practicum in Psychology I
This practicum is a supervised field experience in an applied community setting such as child-care programs, centers for the developmentally disabled or halfway houses. For advanced majors only who can arrange a minimum of one day a week for field placement in addition to weekly meetings with a practicum supervisor.
Credits: 3
Every Fall, Spring and Summer

PSY 481 Practicum in Psychology II
This practicum is a supervised field experience in an applied community setting such as child-care programs, centers for the developmentally disabled or halfway houses. For advanced majors only who can arrange a minimum of one day a week for field placement in addition to weekly meetings with a practicum supervisor.
Credits: 3
Every Fall and Spring

PSY 490 Special Topics in Psychology
The instructor chooses a study of selected topics in psychology. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different, but only for general elective credit.
Credits: 1 to 3
On Occasion

PSY 491 Historical Foundations of Contemporary Psychology
This course is a survey of the major attempts at a systematic organization of the methods, facts and theories in psychology, including a discussion of the historical roots of these systems and their influence on contemporary approaches.
A pre or co requisite of PSY 101 or 102 is required.
Credits: 3
On Occasion

PSY 492 Practicum in the Teaching of Psychology I
The student receives training and experience in innovative methods of teaching psychology at the college level. Open only to students who have demonstrated excellence in psychology. Registration only by invitation of the instructor and department chair.
Credits: 3
Every Fall, Spring and Summer

PSY 493 Practicum in the Teaching of Psychology II
The student receives training and experience in innovative methods of teaching psychology at the college level. Open only to students who have demonstrated excellence in psychology. Registration only by invitation of the instructor and department chair.
Credits: 3
Every Fall, Spring and Summer
DEPARTMENT OF SOCIAL SCIENCES

Phone: 516-299-2408
Chair: Associate Professor Heather Parrott
Professor: Klein, Lichten, Moudoukoutas, Muslijh, Roy, Soupos
Associate Professors: Attie, Diehl (History Graduate Director), Granitz, Hiatt, Tambor, Rogers-Brown, Sweeney, Buchman (Pre-Law Advisor), Grosskopf (Political Science Graduate Director)
Adjunct Faculty: 17

The Department of Social Sciences includes four main disciplines:

Economics. Economics is a subject area that impacts every industry, culture, and individual. It focuses on how people, groups, corporations, and countries attempt to allocate limited resources to satisfy humanity's need for money, goods, and services. We offer a Bachelor of Arts in Economics, an Accelerated Bachelor of Arts in Economics/Master of Business Administration (with the College of Management), and an Economics minor. Economics students learn how to create plans to forecast and address societal issues such as unemployment, inflation, and environmental maintenance. Coursework includes money and banking, public finance and taxation, government spending, and labor management.

History. The undergraduate major in history offers excellent preparation for careers in teaching, law, journalism, business, and government service. History majors receive a broad grounding in historical knowledge and develop such vital skills as research, analysis, and writing. History faculty members teach a wide range of courses in American, European, and world history. We offer a Bachelor of Arts degree in History and an accelerated shared credit program resulting in a B.A. in History and a M.A. in Adolescence Education: Social Studies (Pedagogy-only). All B.A. history majors are required to take the Sophomore Seminar in Historical Methods (HIS 197) and the Senior Seminar in Historical Research (HIS 198), for which they will write a senior thesis. Students intending to pursue advanced degrees in history are encouraged to include a foreign language in their undergraduate program.

Political Science and International Studies. LIU Post’s undergraduate degree programs in political science and international studies prepare students for success in a broad range of rewarding fields, including government, public service, law, education, and politics. Political Science and International Studies majors examine worldwide political systems, economic systems and social organizations from a variety of perspectives. The Department of Political Science offers a B.A. in Political Science and a B.A. in International Relations and Diplomacy.

In addition, students may pursue five-year accelerated shared credit programs: B.A. and M.A. in Political Science or B.A. in International Relations and Diplomacy and a Master of Business Administration (with several departments in the College of Management). Four minors are offered to students in other majors: American Political Process, International Politics and Government, Political Psychology and Public Administration.

Sociology and Anthropology. An undergraduate education in sociology and anthropology provides students with a practical basis for pursuing a diverse range of careers in both private and public sectors including law, education, social work, business, public administration, and many others. We offer a Bachelor of Arts in Sociology, with the option of concentrating in general sociology or one of four areas of Applied Sociology (Community Sociology, Family and Gender, Race and Ethnicity, and Social Policy and Social Change). Undergraduate minors in anthropology and sociology are also available, including a minor in Health and Society. These programs deepen the understanding of human society and familiarizes undergraduates with the fundamental tools and concepts of the field, including research methodologies, theoretical perspectives, and statistical analyses.

Since a number of students are interested in teaching social studies, the Department offers courses which are part of the B.S. in Adolescence Education: Social Studies. This degree leads to initial certification as a high school social studies teacher (Grades 7 to 12). Concentrations in American Studies, History, Political Science, Sociology, and Social Studies are also offered for students in the B.S. in Early Childhood Education (Birth to Grade 2) and B.S. in Childhood Education (Grade 1 to 6).

The Department is very active in placing students in internships, including full-time, paid positions in the New York State Assembly and Senate in Albany in the spring of the students’ junior and senior years. Other internships are available to selected students in nonprofit agencies, historic sites, museums, law offices, with judges, and at the United Nations. Our department also offers an extensive Pre-Law Advisement Program to help students select a curriculum that prepares them for admission to law school.

Our students are engaged in a range of extra-curricular activities, including Student Government, the Pioneer student newspaper, the Political Science Association, the International Studies Association, the Pre-law Association, the Young Republican Club and Young Democrat Club. Graduating seniors with excellent grade point averages may be eligible to be inducted into one of the following national honor societies: Pi Gamma Mu (Social Sciences), Omicron Delta Epsilon (Economics), Pi Sigma Alpha (Political Science), and Alpha Kappa Delta (Sociology).

B.A. Economics

In an increasingly interconnected world, where commerce, employment, banking, investing, currencies and trade affect everyone, an education in economics is more important than ever. Economists grapple with some of the most pressing issues facing society, including globalization and standards of living in the developing world, the impact of public policy on the economy and the balance between environmental goals and economic growth. The 120-credit Bachelor of Arts degree program in Economics is a comprehensive examination of the economies of the United States and the world, led by distinguished professors with backgrounds in a diverse range of economics disciplines.

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

Small classes, faculty with expertise in diverse areas, and a comprehensive examination of the economies of the United States and the world provide students with excellent career preparation.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. Economics

[Program Code: 07082 and 79096]
[HEGIS: 2204 and 0506]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101 1 credit
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 61</td>
<td>Microeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 62</td>
<td>Macroeconomic Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 73</td>
<td>Intermediate Business Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 42</td>
<td>Economics of Underdeveloped Countries</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 43</td>
<td>The Japanese Economy</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 44</td>
<td>The Transition</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 45</td>
<td>Economics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 46</td>
<td>Current Economic Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 47</td>
<td>Economics and Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 48</td>
<td>Economics and the Law</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 54</td>
<td>History of Economic Thought</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 55</td>
<td>American Economic History</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 63</td>
<td>Labor Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO/65</td>
<td>Money and Capital</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 74</td>
<td>Mathematical Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 75</td>
<td>Game Theory: Individual Choices and Group Outcomes</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 81</td>
<td>Research Problems in Economics I</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 82</td>
<td>Research Problems in Economics II</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 88</td>
<td>Economics in the World</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 359</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 360</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 386</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 390</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 400</td>
<td>State, Society, and the Individual: Hoxie Colloquium</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 25</td>
<td>Economic Geography</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 32</td>
<td>Economics of American Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 35</td>
<td>Economics of Government</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 36</td>
<td>Health Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 37</td>
<td>The Economics of Obesity</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 38</td>
<td>Sports Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 40</td>
<td>Contemporary Chinese Economy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

**B.A. History**

History majors receive broad education in historical knowledge and develop critical skills in research, analysis and writing. The 120-credit Bachelor of Arts in History covers the foundations of Western and American civilization, from the ancient world to contemporary America. As part of the program, majors take a seminar in their sophomore year that provides training in the analysis of historical documents. In the fall semester of the senior year, majors take the "capstone" course in which they hone their research skills and produce a well-argued historical essay.

The B.A. in History provides a strong foundation for a number of career options including education, public service, publishing, business and museum work. History is often chosen as a major by students who plan to enter a profession that requires postgraduate education, such as law, business administration, librarianship, journalism or public policy. Graduate programs in these fields give preference to students who have developed a broad perspective on human problems and who have had training in the analysis of complex issues. A history major is excellent preparation for further study of history at the graduate level.

For students who wish to become history or social studies teachers, there are undergraduate and graduate programs in Early Childhood Education (Birth to Grade 2); Childhood Education (Grades 1 to 6); Middle Childhood Education (Grades 5 to 9); and Adolescence Education (Grades 7 to 12).

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.A. History**

[Program Code: 07084] [HEGIS: 07084]
**Core Curriculum Requirements**

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

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

<table>
<thead>
<tr>
<th>POST 101</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

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

**Major Requirements**

**Required History Courses**

<table>
<thead>
<tr>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 197</td>
</tr>
<tr>
<td>HIS 198</td>
</tr>
</tbody>
</table>

**AND two of the following:**

| HIS 1  | The West and the World to 1750 | 3.00 |
| HIS 2  | The West and the World Since 1750 | 3.00 |
| HIS 3  | American Civilization to 1877 | 3.00 |
| HIS 4  | American Civilization Since 1877 | 3.00 |
| HIS 7  | Roots of the Modern World | 3.00 |
| HIS 8  | Roots of the Modern World: Wars and Revolutions | 3.00 |
| HIS 9  | Roots of the Modern World: Migrations | 3.00 |
| HIS 10 | Roots of the Modern World: Religion | 3.00 |
| HIS 11 | Roots of the Modern World: Nature | 3.00 |
| HIS 12 | Roots of the Modern World: Gender | 3.00 |
| HIS 13 | Roots of the Modern World: Science | 3.00 |
| HIS 14 | Roots of the Modern World: Empires and Nations | 3.00 |

**Elective History Courses**

<table>
<thead>
<tr>
<th>Eight of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 105</td>
</tr>
<tr>
<td>HIS 106</td>
</tr>
<tr>
<td>HIS 110</td>
</tr>
<tr>
<td>HIS 111</td>
</tr>
<tr>
<td>HIS 112</td>
</tr>
<tr>
<td>HIS 113</td>
</tr>
<tr>
<td>HIS 114</td>
</tr>
<tr>
<td>HIS 115</td>
</tr>
<tr>
<td>HIS 116</td>
</tr>
<tr>
<td>HIS 117</td>
</tr>
<tr>
<td>HIS 118</td>
</tr>
<tr>
<td>HIS 119</td>
</tr>
<tr>
<td>HIS 120</td>
</tr>
<tr>
<td>HIS 121</td>
</tr>
<tr>
<td>HIS 122</td>
</tr>
<tr>
<td>HIS 123</td>
</tr>
<tr>
<td>HIS 124</td>
</tr>
<tr>
<td>HIS 125</td>
</tr>
<tr>
<td>HIS 126</td>
</tr>
<tr>
<td>HIS 128</td>
</tr>
<tr>
<td>HIS 130</td>
</tr>
<tr>
<td>HIS 132</td>
</tr>
<tr>
<td>HIS 136</td>
</tr>
<tr>
<td>HIS 138</td>
</tr>
<tr>
<td>HIS 140</td>
</tr>
<tr>
<td>HIS 141</td>
</tr>
<tr>
<td>HIS 142</td>
</tr>
<tr>
<td>HIS 143</td>
</tr>
<tr>
<td>HIS 144</td>
</tr>
<tr>
<td>HIS 145</td>
</tr>
<tr>
<td>HIS 149</td>
</tr>
<tr>
<td>HIS 150</td>
</tr>
<tr>
<td>HIS 151</td>
</tr>
<tr>
<td>HIS 152</td>
</tr>
<tr>
<td>HIS 153</td>
</tr>
<tr>
<td>HIS 160</td>
</tr>
<tr>
<td>HIS 161</td>
</tr>
<tr>
<td>HIS 162</td>
</tr>
<tr>
<td>HIS 163</td>
</tr>
<tr>
<td>HIS 164</td>
</tr>
<tr>
<td>HIS 168</td>
</tr>
<tr>
<td>HIS 180</td>
</tr>
<tr>
<td>HIS 182</td>
</tr>
<tr>
<td>HIS 183</td>
</tr>
<tr>
<td>HIS 184</td>
</tr>
<tr>
<td>HIS 185</td>
</tr>
<tr>
<td>HIS 186</td>
</tr>
<tr>
<td>HIS 187</td>
</tr>
<tr>
<td>HIS 188</td>
</tr>
<tr>
<td>HIS 189</td>
</tr>
</tbody>
</table>
B.A. International Relations & Diplomacy

The Bachelor of Arts in International Relations and Diplomacy prepares you for a variety of international careers. As the world becomes increasingly smaller, and each region more multicultural, there is a need for professionals who can work across cultures in technology, management and government relations. Our vibrant curriculum equips you with the ability to think and act globally. You will engage in a comprehensive and exciting examination of international politics, economics and social relations. The flexible, interdisciplinary 120-credit program offers professional academic advisement to help you develop a course of study that suits your career goals. Distinguished professors will interact with you in small class settings and will foster the exchange of diverse information, perspectives and ideas. 

Coursework is supplemented by internships at renowned institutions, including the United Nations, for a richer understanding of international affairs. These educational and occupational experiences will prepare you for positions with multinational corporations, private foundations, think-tanks, non-profit organizations and government agencies, and are excellent preparation for graduate study.

ADMISSION REQUIREMENTS

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
• Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.A. International Relations & Diplomacy

[Program Code: 84034] [HEGIS: 2210.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

| POST 101  | 1 credit |
| 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. Ancillarly 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 Macroeconomics

Major Requirements

Required International Studies Courses

<table>
<thead>
<tr>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 51 International Relations</td>
</tr>
<tr>
<td>POL 64 Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POL 91 Diplomacy and Negotiation</td>
</tr>
</tbody>
</table>

Required Methodology Course

<table>
<thead>
<tr>
<th>One of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 72 Statistics</td>
</tr>
</tbody>
</table>
LIU Post

<table>
<thead>
<tr>
<th>Credit and GPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits: 120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits: 90</td>
</tr>
<tr>
<td>Minimum Major GPA: 2.00</td>
</tr>
<tr>
<td>Minimum Cumulative GPA: 2.00</td>
</tr>
</tbody>
</table>

**B.A. Political Science**

The 120-credit Bachelor of Science in Political Science is an individualized, interdisciplinary program designed for students interested in a liberal arts approach to the contemporary world. You will graduate from this program with a well-rounded knowledge of political theory, American government, international relations, comparative government and public administration. Distinguished professors interact with their students in small class settings that foster the exchange of information, perspective and ideas. Visiting professors from prestigious institutions, including the United Nations, offer insights developed in the course of careers in diplomacy, politics and public policy. A degree in political science is excellent preparation for a career in education, law, public administration, business and many other fields.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

**B.A. Political Science**

(Program Code: 07088) [HEGIS: 2207.0]

**Core Curriculum Requirements**

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

**LIU Post Thematic Core Curriculum**

<table>
<thead>
<tr>
<th>(32-33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
</tr>
<tr>
<td>First-Year Seminar</td>
</tr>
</tbody>
</table>
The sociology major is designed to cultivate in sociological students an appreciation for the diversity of human experience and the role of society in shaping human behavior. You will examine the interplay of individual and societal forces and learn how to apply sociological theories and methods to analyze social problems and to develop effective solutions.

**Major Requirements**

**Required Political Science Courses**

All of the following:

- **POL 2** Introduction to American Politics 3.00
- **POL 3** Introduction to Political Science 3.00
- **POL 15** Introduction to Research and Writing in Political Science 3.00
- **POL 51** International Relations 3.00
- **POL 64** Introduction to Comparative Politics 3.00

AND one of the following:

- **POL 21** American Political Theory 3.00
- **POL 26** European Political Theory I 3.00
- **POL 27** European Political Theory II 3.00
- **POL 303** European Political Theory I - Honors Core 3.00
- **POL 304** European Political Theory II - Honors Core 3.00

**Elective Political Science Courses**

Six courses/eighteen credits from all POL courses excluding POL 95

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 90
- Minimum Major GPA: 2.00
- Minimum Cumulative GPA: 2.00

**B.A. in Sociology**

The sociology major is designed to cultivate in students an appreciation for the sociological imagination, or “the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world,” as C. Wright Mills said. As a sociology major, you will examine how humans interact, how they organize together and form enduring social institutions, and how human lives and societies change over time. You will examine institutions such as the family, government, economy, religion, education, and media. You will study in detail the issues that impact us daily as individuals and as a society, and consider the ways we may respond. You may find yourself in class discussions on such diverse topics as the decline of the middle class, the role of gender in sexual experiences, educational inequalities, gendered violence, social change and social movements, disparities in healthcare, genocide, racism in society, the changing demographics of urban and suburban communities, and the relationship between society and the environment.

The 120-credit Bachelor of Arts degree in Sociology will deepen your understanding of human society. You will become familiar with the fundamental tools and concepts of the field, including research methodologies, theoretical perspectives and statistical analyses. Additionally, you can enhance your sociology degree with a minor in Health and Society.

**Additional Requirements**

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

**CONCENTRATION IN APPLIED SOCIOLGY**

The 120-credit Bachelor of Arts in Sociology with a Concentration in Applied Sociology develops practical skills for a wide variety of sectors of society, such as counseling, mental health services, law enforcement, business and many more.

Focusing on specialized skills will allow you to turn sociology into action. The public and private sectors, organizations, agencies and industry look to applied sociology to define problems, identify their variables and craft viable solutions or courses of action.

**Additional Requirements**

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

**Core Curriculum Requirements**

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

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

- **POST 101** 1 credit
- **First-Year Seminar** 3 credits
- **Writing I** 3 credits
- **Writing II** 3 credits
- **Quantitative Reasoning** 3 credits
- **Scientific Inquiry & the Natural World** 4 credits
- **Creativity, Media & the Arts** 3 credits
- **Perspectives on World Cultures** 3 credits
- **Self, Society & Ethics** 3 credits
- **Power, Institutions & Structures (POL 2)** 3 credits

**Additional course from one cluster (POL 3)**

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

**Major Requirements**

**Required Sociology/Antropology Courses**

All of the following:

- **SOC 1** Introduction to Sociology 3.00
- **SOC 53** Sociological Statistics 3.00
- **SOC 85** Social Theory 3.00
- **SOC 91** Methods of Social Research 3.00

**General Sociology Concentration Requirements**

**Elective Sociology Courses**

Six courses/eighteen credits of the following:

- **SOC 2** Social Institutions 3.00
- **SOC 3** Social Problems 3.00
- **SOC 4** Food and Society 3.00
- **SOC 5** Gender and Sexual Diversity 3.00
- **SOC 7** Human Rights 3.00
- **SOC 10** Sociology of the Mass Media: Film, TV, Music, News 3.00
- **SOC 11** Urban Sociology 3.00
- **SOC 15** Social Change 3.00
- **SOC 16** Social Control and Resistance 3.00
- **SOC 17** Women: A Cross-Cultural 3.00

**Women and Literary Perspective**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 18</td>
<td>Class and Social Inequality</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 20</td>
<td>Sociology of Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 21</td>
<td>Sociology of Health and Illness</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 23</td>
<td>Ethnographic Field Work</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 24</td>
<td>Sociology of Adolescence and Youth</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 25</td>
<td>Sociology of Education</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 28</td>
<td>Men, Women and Power</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 32</td>
<td>Justice and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 33</td>
<td>Deviant Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 34</td>
<td>Sociology of Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Culture: The Integration of the World Community</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>Conflict and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 42</td>
<td>Criminology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 43</td>
<td>Juvenile Delinquency</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 46</td>
<td>Complex Organizations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 48</td>
<td>Substance Abuse in American Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 54</td>
<td>Advanced Sociological Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 55</td>
<td>Immigration and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 56</td>
<td>Computers, Technology and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinitics</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 60</td>
<td>Sociology of Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 62</td>
<td>The Sociology of Human Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 63</td>
<td>Gender Roles</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 64</td>
<td>Individual, Culture, and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 65</td>
<td>Culture and Mental Health</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 67</td>
<td>Gangs and American Society</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 72</td>
<td>People in Crisis</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 77</td>
<td>Interpersonal Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 87</td>
<td>Sociology of Knowledge</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 92</td>
<td>Internship and Practicum in Applied Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 93</td>
<td>Community Service I</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 94</td>
<td>Community Service II</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 98</td>
<td>Topics in Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 99</td>
<td>Independent Study</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Honors Tutorial</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 389</td>
<td>Honors Thesis</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 400</td>
<td>State, Society, and the Individual: Hoxie Colloquium</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Applied Sociology Concentration with Specialization in Community**

**Sociology Requirements**

**Recommended Applied Sociology Internship Course**

- SOC 92 Internship 3.00

**Elective Community Sociology Courses**

Seven courses/twenty-one credits of the following:

- ANT 42 Medicine and Anthropology 3.00
- ANT 45 Anthropology of Hunger and Development 3.00
- SOC 4 Food and Society 3.00
- SOC 5 Gender and Sexual Diversity 3.00
- SOC 11 Urban Sociology 3.00

**Applied Sociology Concentration with Specialization in Family and Gender Requirements**

**Recommended Applied Sociology Internship Course**
Elective Family and Gender Courses
Seven courses/twenty-one credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 21</td>
<td>North-American Indian Cultures</td>
</tr>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
</tr>
<tr>
<td>ANT 24</td>
<td>Cultures and Peoples of Sub-Saharan Africa</td>
</tr>
<tr>
<td>ANT 32</td>
<td>Anthropology of Aging</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 16</td>
<td>Social Control and Resistance</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Class and Social Inequality</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Culture: The Integration of the World Community</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
</tr>
<tr>
<td>SOC 55</td>
<td>Immigration and Society</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOC 92</td>
<td>Internship</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 389</td>
<td>Honors Thesis</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Honors Thesis</td>
</tr>
</tbody>
</table>

Elective Race and Ethnicity Courses
Seven courses/twenty-one credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 4</td>
<td>Food and Society</td>
</tr>
<tr>
<td>SOC 5</td>
<td>Gender and Sexual Diversity</td>
</tr>
<tr>
<td>SOC 7</td>
<td>Human Rights</td>
</tr>
<tr>
<td>SOC 10</td>
<td>Sociology of the Mass Media: Film, TV, Music, News</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 16</td>
<td>Social Control and Resistance</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Class and Social Inequality</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SOC 20</td>
<td>Sociology of Aging</td>
</tr>
<tr>
<td>SOC 22</td>
<td>Sociology of Families</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 32</td>
<td>Justice and Society</td>
</tr>
<tr>
<td>SOC 33</td>
<td>Deviant Behavior</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
</tr>
<tr>
<td>SOC 42</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOC 43</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SOC 45</td>
<td>Industrial Sociology</td>
</tr>
<tr>
<td>SOC 47</td>
<td>Sociology of Work and Occupations</td>
</tr>
<tr>
<td>SOC 55</td>
<td>Immigration and Society</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOC 92</td>
<td>Internship</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>SOC 389</td>
<td>Honors Thesis</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Honors Thesis</td>
</tr>
</tbody>
</table>

Applied Sociology Concentration with Specialization in Race and Ethnicity

Recommended Applied Sociology Internship Course
SOC 92 Internship 3.00

Applied Sociology Concentration with Specialization in Social Policy and Social Change

Recommended Applied Sociology Internship Course
SOC 92 Internship 3.00
B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in History
B.S. in Childhood Education (Grades 1 to 6) with Concentration in History

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in History. This 30-credit program consists of courses from American and Western History. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in History, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Political Science
B.S. in Childhood Education (Grades 1 to 6) with Concentration in Political Science

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Political Science. This 30-credit program consists of courses from American and European political system along with electives from all areas of Political Science. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Political Science, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: Social Studies (Grades 7 to 12)

Students seeking to be initially certified to teach Social Studies in secondary schools in New York State should pursue the B.S. in Adolescence Education: Social Studies (Grades 7 to 12). This degree combines courses from Economics, Geography, History, Political Science and Sociology/Anthropology with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Early Childhood Education (Birth to Grade 2) with Concentration in Sociology
B.S. in Childhood Education (Grades 1 to 6) with Concentration in Sociology

Students pursuing either the B.S. in Early Childhood Education (Birth to Grade 2) or the B.S. in Childhood Education (Grades 1 to 6) may take their required liberal arts and sciences concentration in Sociology. This 30-credit program consists of introductory Sociology courses along with Sociology electives. Courses which are part of this concentration may not be taken on a pass/fail basis.

For information about these programs and the concentration in Sociology, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

B.S. in Adolescence Education: Social Studies (Grades 7 to 12)

Students seeking to be initially certified to teach Social Studies in secondary schools in New York State should pursue the B.S. in Adolescence Education: Social Studies (Grades 7 to 12). This degree combines courses from Economics, Geography, History, Political Science and Sociology/Anthropology with required Education courses including student teaching.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

ACCELERATED SHARED CREDIT PROGRAMS

B.A. Economics and M.B.A. Business Administration

[Program Codes: 07082 nd 79096]
[HEGIS: 2204 and 0506]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. Economics / M.B.A. Business Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

Scientific Inquiry & the Natural World
Creativity, Media & the Arts
Perspectives on World Cultures
Self, Society & Ethics
Power, Institutions & Structures (ECO 10 required)

Additional course from one cluster (ECO 11 required)

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

Major Requirements

Required Economics Courses

All of the following:

Grades of B or better in ECO 10, 11 and 72 are required for admission into the M.B.A. portion of this dual program.

ECO 10 Introduction to Microeconomics 3.00
ECO 11 Introduction to Macroeconomics 3.00
ECO 61 Microeconomic Analysis 3.00
ECO 62 Macroeconomic Analysis 3.00
ECO 72 Statistics 3.00
ECO 73 Intermediate Business Statistics 3.00

Elective Economics Courses

Six of the following:

ECO 7 Political Aspects of Economics 3.00
ECO 14 Everyday Economics 3.00
ECO 21 Money and Banking 3.00
ECO 22  Economics for Investors  3.00
ECO/PSY 23  Behavioral Economics  3.00
ECO 25  Economic Geography  3.00
ECO 32  Economics of American Industry  3.00
ECO 35  Economics of Government  3.00
ECO 36  Health Economics  3.00
ECO 37  The Economics of Obesity  3.00
ECO 38  Sports Economics  3.00
ECO 40  Contemporary Chinese Economy  3.00
ECO 41  International Economics  3.00
ECO 42  Economics of Underdeveloped Countries  3.00
ECO 43  The Japanese Economy  3.00
ECO 44  The Transition Economies of Central Europe and the Former Soviet Union  3.00
ECO 45  Economics of the Middle East  3.00
ECO 46  Current Economic Issues  3.00
ECO 47  Economics and Aging  3.00
ECO 48  Economics and the Law  3.00
ECO 49  Economics of the Environment  3.00
ECO 54  History of Economic Thought  3.00
ECO 55  American Economic History  3.00
ECO 63  Labor Economics  3.00
ECO/ 65  Money and Capital Markets  3.00
FIN 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

---

**B.A. History and M.S. in Adolescence Education: Social Studies (Pedagogy Only)**

This program leads to the Bachelor of Arts in History and the M.S. in Adolescence Education: Social Studies (Pedagogy-only) in only five years, a full year less than if the two degrees were pursued separately. Graduates of the accelerated B.S./M.S. program will be qualified for New York State certification as social studies teachers in public and private high schools. Required credits for this accelerated degree program range from 141 to 144.

The accelerated degree is a joint program between LIU Post's College of Education, Information and Technology and the College of Liberal Arts and Sciences. The teacher-education programs in LIU Post's Department of Curriculum and Instruction are nationally accredited by the Teacher Education Accreditation Council (TEAC).

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

- Admission to the upper division of the B.A. in History/M.S. in Adolescence Education: Social Studies (Pedagogy-only) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall, a Social Studies grade point average of no lower than 3.0 (B) and Education grade point average of no lower than 2.75 (B). Admission requires acceptance of the student by the graduate director in the Department of History.

**B.A. History and M.S. Adolescence Education: Social Studies (Pedagogy-only)**

(Program Code: 07084 and 23172)

(HEGIS: 2205 and 2201.01)

**Core Curriculum Requirements**

In addition to all major requirements, students
pursuing the B.A. History / M.S. Adolescence Education: Social Studies must satisfy all core curriculum requirements as follows:

**LIU Post Thematic Core Curriculum**

(32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Writing I</td>
<td>ENG 1</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>ENG 2</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Must take MTH 7</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>Must take one of the following: any BIO, CHM, ERS, GLY or PHY laboratory science</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>Must take one of the following: any ART, CIN, CMA, MUS or THE</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>Must take one of the following: any elementary or intermediate foreign language course, American Sign Language (SPE 98) or equivalent milestone (with permission from the department chair).</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>Recommend ENG 36. Or take any ENG, PHI or foreign language course that is not a language course</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>Must take one of the following: ECO 10, 11 or POL 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>Add'l course from one cluster</td>
<td>Must take any HIS course in U.S. History or Western Civilization Perspectives on World Cultures cluster</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Major Requirements**

**Required Undergraduate History Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 197</td>
<td>Sophomore Seminar in Historical Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 198</td>
<td>Senior Seminar in Historical Research</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**AND any two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1</td>
<td>The West and the World to 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 3</td>
<td>American Civilization to 1877</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 4</td>
<td>American Civilization Since 1877</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 7</td>
<td>Roots of the Modern World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 8</td>
<td>Roots of the Modern World: Wars and Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 9</td>
<td>Roots of the Modern World: Migrations</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 10</td>
<td>Roots of the Modern World: Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Roots of the Modern World: Nature</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 12</td>
<td>Roots of the Modern World: Gender</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 13</td>
<td>Roots of the Modern World: Science</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 14</td>
<td>Roots of the Modern World: Empires and Nations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elected Undergraduate History Courses**

Eight of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 105</td>
<td>Historical Perspectives</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 106</td>
<td>Methods and Practice of Public History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 110</td>
<td>The Early Modern Atlantic World, 1450-1800</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 111</td>
<td>Colonial America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 112</td>
<td>The American Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Jacksonian America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 114</td>
<td>The Old South</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 115</td>
<td>The Era of Civil War and Reconstruction, 1848-1877</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 116</td>
<td>American Society and Culture, 1876-1919</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 117</td>
<td>The United States 1920-1945: From the Jazz Age to Total War</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 118</td>
<td>The United States Since 1945: The Age of the American Colossus</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 119</td>
<td>History of International Relations Since 1815</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 120</td>
<td>African American History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 121</td>
<td>The Peopling of the United States</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 122</td>
<td>American Urban History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 123</td>
<td>Gender in American History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 124</td>
<td>The American West</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 125</td>
<td>U.S. Environmental History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 126</td>
<td>Resistance and Rebellion in America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 128</td>
<td>History of American Capitalism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 130</td>
<td>19th Century American Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American Popular Culture Since 1900</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 136</td>
<td>Disease and History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 138</td>
<td>History of American Militarism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 140</td>
<td>The Ancient Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 141</td>
<td>Ancient Greece and the Mediterranean World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 142</td>
<td>The Roman Empire</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 144</td>
<td>Medieval Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 145</td>
<td>Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 149</td>
<td>Love and Hate in the Middle Ages</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 150</td>
<td>The French Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 151</td>
<td>European Cultural History, 1600-1789</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 153</td>
<td>The Family in Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 160</td>
<td>Nineteenth Century Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 161</td>
<td>Europe Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 162</td>
<td>Age of Catastrophes: Europe 1914-1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 163</td>
<td>Nazi Germany</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 168</td>
<td>Russia Since 1917</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 180</td>
<td>History of Israel and Palestine</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 182</td>
<td>Latin American History and Film</td>
<td>3.00</td>
</tr>
</tbody>
</table>
HIS 183 History of the Middle East 3.00
HIS 184 The Making of Modern Japan, 1660 to the Present 3.00
HIS 185 Modern China, 1839 to the Present 3.00
HIS 186 History of Latin America, 1000 AD to 1810 AD 3.00
HIS 187 History of Modern Latin America 3.00
HIS 188 Political Violence, "Dirty Wars," and Truth Commissions in Latin America 3.00
HIS 189 Andean History, Culture and Politics 3.00
HIS 190 Seminar in History 3.00
HIS 191 Internship in Public History 3.00
HIS 201 History and the Bible 3.00
HIS 212 History of Central Asia 3.00
HIS 359 Honors Advanced Elective 3.00
HIS 360 Honors Advanced Elective 3.00
HIS 385 Honors Tutorial 3.00
HIS 386 Honors Tutorial 3.00
HIS 389 Honors Thesis 3.00
HIS 390 Honors Thesis 3.00
HIS 400 State, Society, and the Individual: Hoxie Colloquium 3.00

Required Undergraduate Co-Related Courses

Courses
All of the following:
ECO 11 Introduction to Macroeconomics 3.00
GGR 1 Human Geography: Man, Environment and Technology 3.00
GGR 2 Human Geography: The Cultural and Demographic Environment 3.00

AND two of the following:
POL 2 Introduction to American Politics 3.00
POL 3 Introduction to Political Science 3.00
POL 303 European Political Theory I - Honors Core 3.00

POL 304 European Political Theory II - Honors Core 3.00

Required Undergraduate Literature and Foreign Language Courses
Students must complete 2 courses/6 credits of Literature and 1 course/3 credits of Foreign Language.

Required Graduate Adolescence Education Courses*
All of the following:
EDI 551 Psychology of the Adolescent Student 3.00
EDI 610 Curriculum and Teaching in Middle and High Schools 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 and Learning: Grades 5-12 3.00
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) 3.00
EDS 641 Literacy in the Content Areas: Grades 5-12 3.00

AND one of the following:
EDI 555 Organizational and Social Foundation of the High School 3.00
EDI 601 Social Foundations of American Education 3.00

Required Graduate Social Studies Methods Course*
EDI 660 Methods and Materials of Teaching Social Studies in Secondary Schools 3.00

Required Graduate Student Teaching Course*
EDI 552 Pre-Student Teaching Seminar: Critical Issues in Education 0.00
EDI 712 Supervised Student Teaching and Seminar Grades 7-12 6.00

Required Graduate Culminating Experience
Students must submit a final project/portfolio, pass a comprehensive exam or complete a thesis (EDI 705).

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

Credit and GPA Requirements

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 36 (39 with Thesis)
Minimum Undergraduate Liberal Arts Credits: 90
Min. Undergraduate History Major GPA: 3.00
Min. Undergraduate Social Studies GPA: 3.00
Min. Undergraduate Education Major GPA: 3.00
Min. Undergraduate Cumulative GPA: 3.00
Min. Graduate Cumulative GPA: 3.00
*A grade of "B" of higher is required in all education courses.

B.A. International Relations & Diplomacy and Master of Business Administration

This exciting accelerated degree program offers a 21st century alternative to traditional business education. Designed for today's interdependent world – where political and economic forces operate in a global arena – the 5-year program combines an undergraduate education in International Relations and Diplomacy with a comprehensive M.B.A. preparation in management, marketing, finance and world business. Upon graduation, students will be uniquely equipped for careers in multinational corporations, government and international organizations.

To further their understanding of world politics, global environmental issues and international business planning, students have the option of studying abroad for a junior-year semester at Long Island University's Global College centers in China or Europe.

The only program of its kind on Long Island, the B.A. in International Relations and Diplomacy/M.B.A. draws on the strengths of the LIU Post College of Liberal Arts and Sciences – renowned for its international studies offerings – and LIU Post’s College of Management, which is one of the elite 5 percent of M.B.A. programs accredited by the Association to Advance Collegiate Schools of Business, and is regularly

LIU Post Undergraduate Bulletin 2019 - 2020 Page 276
listed in The Princeton Review’s “Best 296 Business Schools.”

Upon successful completion of the required courses, students are awarded both a Bachelor of Arts in International Relations and Diplomacy and the Master of Business Administration – a full year less than if the degrees were pursued separately. Because students take some graduate courses as undergraduates, this option offers significant savings in time and money.

The combined bachelor’s and M.B.A. degree program requires the completion of 150 credits 111 undergraduate credits and 39 graduate credits for the M.B.A.

ADMISSION REQUIREMENTS

- Freshmen: 85 high school average and minimum SAT score of 1100 (minimum 570 Critical Reading) or ACT score of 24 (minimum 24 English)
- Transfers: Minimum 3.2 GPA and satisfactory completion of advancement interview
- Admission to the M.B.A. Portion of the Degree Program: Requires minimum undergraduate GPA of 3.4, submission of acceptable application package and competitive GMAT score

B.A. International Relations & Diplomacy and M.B.A. Business Administration

(Program Code 84034 and 79096) [HEGIS: 2210 and 0506.0]

Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.A. International Relations & Diplomacy / M.B.A. Business Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (must take MTH 5)</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take ECO 10)</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster (must take ECO 11)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

Ancillary Requirements:

- Students must pass a level 4 foreign language course, or show level 4 proficiency in a language other than English, or complete ECO 10: Introduction to Microeconomics and ECO 11: Introduction to Macroeconomics

Undergraduate Major Requirements

Major Requirements

Required International Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Diplomacy and Negotiation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Methodology Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Introduction to Research and Writing in Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociological Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required International Studies Capstone or Internship Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL</td>
<td>Research Seminar in International Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective International Studies Courses

Seven courses (21 credits) choose from any of the following:

- Any ECO courses except 5, 10, or 11
- Any Foreign Language courses above level 2
- Any GGR courses above GGR 4
- ANY WLT courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>Roots of the Modern World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Wars and Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Migrations</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Nature</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Nature</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Roots of the Modern World: Science</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The American West</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>History of American Capitalism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Disease and History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>History of American Militarism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The Ancient Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Ancient Greece and the Mediterranean World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The Roman Empire</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Monks, Saints, Heretics: Medieval Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Medieval Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Love and Hate in the Middle Ages</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The French Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>European Cultural History, 1600-1789</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The Family in Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Nineteenth-Century Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Europe Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Age of Catastrophes: Europe 1914-1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Nazi Germany</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The Holocaust</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Russia Since 1917</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>History of Israel and Palestine</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Latin American History and Film</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>History of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>The Making of Modern Japan, 1660 to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS</td>
<td>Modern China, 1839 to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>HIS 186</td>
<td>History of Latin America: 1000 AD to 1810 AD</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 187</td>
<td>History of Modern Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 188</td>
<td>Political Violence, “Dirty Wars,” and Truth Commissions in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 189</td>
<td>Andena History Culture and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 190</td>
<td>Seminar in History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 191</td>
<td>Internship in Public History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 197</td>
<td>Sophomore Seminar in Historical Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 198</td>
<td>Senior Seminar in Historical Research</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 201</td>
<td>History and the Bible</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 203</td>
<td>Worlding China: 1800 to Present</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 212</td>
<td>History of Central Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 303</td>
<td>Civilization from the Ancient World to the 18th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 304</td>
<td>European History from the French Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Honors Advanced Elective</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 7</td>
<td>Political Aspects of Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 26</td>
<td>European Political Theory I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 45</td>
<td>U.S. National Security</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 46</td>
<td>American Foreign Policy I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 47</td>
<td>American Foreign Policy II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 50</td>
<td>International Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 53</td>
<td>International Law I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 54</td>
<td>International Law II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 55</td>
<td>Politics of the Developing Nations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 56</td>
<td>World Affairs Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 57</td>
<td>Asian Religions in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 58</td>
<td>Islam in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 59</td>
<td>China in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 61</td>
<td>Modern China: Political Doctrines and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 62</td>
<td>Research Seminar in International Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 70</td>
<td>International Business: The Firm &amp; Environment</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Graduate Major Requirements**

**Required Graduate Management Perspective Courses**

All of the following:

- MBA 621 Financial Markets and Institutions
- MBA 622 Competitive Marketing Strategy
- MBA 623 Organizational Behavior
- MBA 624 Operations Management

**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

**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 Graduate GPA: 3.00

**B.A. Political Science and M.A. Political Science**

This accelerated five-year program in political science offers a unique gateway to informed citizenship and prepares you for a future career in government, public policy, law, education, advocacy and activism.

In this program, you will take a close look at the nature of the state and the structure of government at all levels. You will learn about the roots of political power, and explore the intersecting roles that political ideologies, the law, economics, race and ethnicity, and psychological factors play in human governance.

Building on a wealth of courses in five subject areas – Political Theory, American Government, International Relations, Comparative Government and Public Administration – students can expand and deepen their knowledge through such electives as "Women in Contemporary Politics" and "Machiavelli and Machiavellianism: the Acquisition, Exercise, and Maintenance of Power." Undergraduates have the opportunity to take 12 graduate credits their senior year.

The M.A. program offers two tracks. Option I, which requires writing a master's thesis, is designed for candidates who intend to pursue a doctoral degree. Students choosing Option II must...
pass a comprehensive examination to demonstrate a graduate-level mastery of the field. The combined bachelor's and master's degree program requires the completion of 141 credits.

Designed for ambitious and talented students, this innovative five-year program offers two accredited degrees in less time and for less money.

**ADMISSION REQUIREMENTS**

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
- Admission to the upper division of the B.A./M.A. in Political Science program (master's degree level) requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the graduate director in the Department of Political Science.

**B.A. Political Science and M.A. Political Science**

**Program Code: 07088 and 07089**  \[HEGIS: 2207\]

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.A./M.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 (must take POL 2) 3 credits
- Additional course from one cluster (must take POL 3) 3-4 credits

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

<table>
<thead>
<tr>
<th>Undergraduate Major Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Undergraduate Political Science Courses</strong></td>
<td></td>
</tr>
<tr>
<td>All of the following:</td>
<td></td>
</tr>
<tr>
<td>POL 2 Introduction to American Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 3 Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 15 Introduction to Research and Writing in Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51 International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64 Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**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 Undergraduate Political Science Courses**

Two courses/six credits from all undergraduate POL courses excluding POL 95

**Graduate Major Requirements**

**Elective Senior-Year Graduate Political Science Courses**

Four courses/twelve credits from all graduate POL courses excluding POL 700, 707 and 708

**Required Graduate Political Science Course**

- POL 700 Political Science: Approaches and Methods 3.00

**Elective Graduate Political Science Courses**

Three courses/nine credits from all graduate POL courses excluding POL 706, 707 and 708

**Students must choose a capstone option (Comprehensive Exam or Thesis).**

**Comprehensive Exam Option Requirements**

**Additional Elective Graduate Political Science Courses**

Three additional courses/nine credits from all graduate POL courses excluding POL 706, 707 and 708

**Required Comprehensive Exam**

Students must pass a comprehensive exam administered by the Political Science Department.

**Thesis Option Requirements**

**Required Graduate Political Science Thesis Courses**

- POL 706 Thesis Seminar I: Thesis Research 3.00
- POL 707 Research Methods 3.00
- POL 708 Thesis Seminar 3.00

**Credit and GPA Requirements**

- Minimum Total Credits (for freshmen): 141
- Minimum Total Undergraduate Credits: 120
- Minimum Graduate Credits: 33
- Minimum Undergraduate Liberal Arts Credits: 90
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

**MINORS**

**Minor: American Political Process**

Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in American Political Process.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in American Political Process Requirements**

**Required Political Science Courses**

- POL 2 Introduction to American Politics 3.00
- POL 3 Introduction to Political Science 3.00
- POL 34 Legislative Process 3.00

**Elective Political Science Courses**

At least four courses/twelve credits from the following:

- POL 21 American Political Theory 3.00
- POL 26 European Political Theory I 3.00
- POL 27 European Political Theory II 3.00
- POL 31 American Constitutional Law I 3.00
- POL 32 American Constitutional Law II 3.00
One course/three credits from the following:

**Elective Anthropology Courses**

**Required Anthropology Courses**

All of the following:

- AN 1 Development of the Human Species, Culture, and Society 3.00
- AN 2 Human Society 3.00
- AN 35 Global Culture: The Integration of the World Community 3.00

Elective Anthropology Courses

One course/three credits from the following:

- AN 21 North-American Indian Cultures 3.00
- AN 22 The Anthropology of Middle and South America 3.00
- AN 24 Cultures and Peoples of Sub-Saharan Africa 3.00
- AN 85 Seminar in Archeology 3.00

AND one course/three credits from the following:

- AN 42 Medicine and Anthropology 3.00
- AN 50 Biophysical Anthropology 3.00
- AN 51 Forensic Anthropology 3.00
- AN 63 Gender Roles 3.00
- AN 64 Individual, Culture, and Society 3.00

AND one course/three credits from either of the two above elective lists.

**Elective Geography or Sociology Course**

- GGR 1 The Geography of Sustainable Development 3.00
- SOC 55 Immigration and Society 3.00
- SOC 69 Race and Ethnicity 3.00
- SOC 85 Social Theory 3.00

**Minor in Health and Society**

This minor provides sociological insight into health and illness, health care structures and organizations, health care policy and health care advocacy. It is open to all students, and especially helpful for future health care professionals, for students interested in working with populations most impacted by health care policies and systems, such as in elder care or in counseling in general. It is also helpful for students interested in careers in public policy, public administration, community health, nutrition, health and well-being. For students pursuing a career in the health professions and allied fields, grounding these students with sociological insight into the relationship between health and society, health care and social factors, will further empower their careers and their understanding of health and society.

Completing this minor, will provide students with a better grasp of the social contexts of health and illness, health and well-being, health care policy, the structures of health care delivery, the relationship between the social environment and health, culture and health, and the relationship between social advocacy and the transformation of the health care system.

**Minor in Health and Society Requirements**

- Required Sociology Course

Choose 1 from:

- SOC 1 Introduction to Sociology 3.00
- SOC 18 Class and Social Inequality 3.00
- SOC 21 Sociology of Health and Illness 3.00
- SOC 53 Sociological Statistics 3.00
- SOC 69 Race and Ethnicity 3.00
- SOC 85 Social Theory 3.00

Choose 1 from:

- SOC 18 Class and Social Inequality 3.00
- SOC 21 Sociology of Health and Illness 3.00
- SOC 59 Gendered Violence 3.00
- SOC 61 Feminism and Social Change 3.00
- SOC 69 Race and Ethnicity 3.00
### Government Requirements

**Minor in International Politics and Government**

Undergraduate students who are pursuing a major in another subject area can apply credits of elective courses toward a minor in International Politics and Government.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in International Politics and Government Requirements**

**Required Political Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 3</td>
<td>Introduction to Political Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Political Science Courses**

Two courses/six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 21</td>
<td>American Political Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 26</td>
<td>European Political Theory I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 62</td>
<td>Research Seminar in International Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND three courses/nine credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 23</td>
<td>Modern China: Political Doctrines and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 45</td>
<td>U.S. National Security</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 46</td>
<td>American Foreign Policy I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 47</td>
<td>American Foreign Policy II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 50</td>
<td>International Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 53</td>
<td>International Law I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 54</td>
<td>International Law II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 55</td>
<td>Politics of the Developing Nations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 56</td>
<td>World Affairs Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 57</td>
<td>Asian Religions in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 58</td>
<td>Islam in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 59</td>
<td>China in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

**Minimum Total Credits:** 15
**Minimum Minor GPA:** 2.25

### Minor in History

Undergraduate students who are pursuing a major in another subject area can apply 15 credits of elective courses toward a minor in History.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in History Requirements**

Five courses/fifteen credits can be chosen from all HIS courses including core-level courses (HIS 1 through 14) or courses numbered 100 or above (excluding HIS 303 and 304). No more than two courses/six credits can be taken from HIS 1 through 14.

**Credit and GPA Requirements**

**Minimum Total Credits:** 15
**Minimum Minor GPA:** 2.25

### Minor in International Studies

Undergraduate students who are pursuing a major in another subject area can apply 30 credits of elective courses toward a minor in International Studies.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

**Minor in International Studies Requirements**

**Required International Studies Courses**

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 51</td>
<td>International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 64</td>
<td>Introduction to Comparative Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective International Studies Courses**

Two courses/six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/ 35</td>
<td>Global Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 46</td>
<td>American Foreign Policy I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 50</td>
<td>International Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 52</td>
<td>Psychological Foundations of International Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 53</td>
<td>International Law I</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 54</td>
<td>International Law II</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 55</td>
<td>Politics of the Developing Nations</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 56</td>
<td>World Affairs Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 57</td>
<td>Asian Religions in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 58</td>
<td>Islam in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 59</td>
<td>China in World Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 65</td>
<td>Politics of the European Union</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>POL 66</td>
<td>Government and Politics of South and Southeast Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 67</td>
<td>Government and Politics of East Asia</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 68</td>
<td>Government and Politics of Western Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 69</td>
<td>Government and Politics of Eastern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 70</td>
<td>Government and Politics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 71</td>
<td>Russian Government and Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 72</td>
<td>Government and Politics of Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 73</td>
<td>Government and Politics of Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 91</td>
<td>Diplomacy and Negotiation</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT/35</td>
<td>Global Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO/7</td>
<td>Political Aspects of Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 21</td>
<td>Money and Banking</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO/25</td>
<td>Economic Geography</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 41</td>
<td>International Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 42</td>
<td>Economics of Underdeveloped Countries</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 43</td>
<td>The Japanese Economy</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 44</td>
<td>The Transition of Economies of Eastern Europe and the Former Soviet Union</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 45</td>
<td>Economics of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 46</td>
<td>Current Economic Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 49</td>
<td>Economics of the Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 54</td>
<td>History of Economic Thought</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>GGR 2</td>
<td>Human Geography: The Cultural and Demographic Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 1</td>
<td>The West and the World up to 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 2</td>
<td>The West and the World Since 1750</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 136</td>
<td>Disease and History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 138</td>
<td>History of American Militarism</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 140</td>
<td>The Ancient Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 141</td>
<td>Ancient Greece and the Mediterranean World</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 142</td>
<td>The Roman Empire</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 143</td>
<td>Monks, Saints, and Heretics: Medieval Religion</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 144</td>
<td>Medieval Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 145</td>
<td>Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 149</td>
<td>Love and Hate in the Middle Ages</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 150</td>
<td>The French Revolution</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 151</td>
<td>European Cultural History, 1660-1789</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 152</td>
<td>European Women in the Age of Revolutions</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 153</td>
<td>The Family in Early Modern Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 160</td>
<td>Nineteenth-Century Europe</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 161</td>
<td>Europe Since 1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 162</td>
<td>Age of Catastrophes: Europe 1914-1945</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 163</td>
<td>Nazi Germany</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 164</td>
<td>History as Film: European Cinema in the 20th Century</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 168</td>
<td>Russia Since 1917</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 180</td>
<td>History of Israel and Palestine</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 183</td>
<td>History of the Middle East</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 184</td>
<td>The Making of Modern Japan, 1660 to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 185</td>
<td>Modern China, 1839 to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 186</td>
<td>History of Latin America: 1000 AD to 1810 AD</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 187</td>
<td>History of Modern Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 188</td>
<td>Political Violence, &quot;Dirty Wars,&quot; and Truth Commissions in Latin America</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 190</td>
<td>Seminar in History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 201</td>
<td>History and the Bible</td>
<td>3.00</td>
</tr>
<tr>
<td>HIS 212</td>
<td>History of Central Asia</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Level 4 Foreign Language Proficiency**

Students must pass a language-proficiency examination approved by the International Studies Program Director or complete one of the following Foreign Language courses:

- FRE 4 Intermediate French II 3.00
- FRE 11 Introduction to French Literature I 3.00
- FRE 12 Introduction to French Literature II 3.00
- GER 4 Intermediate German II 3.00
- GER 11 Introduction to German Literature 3.00
- GER 12 Survey of German Literature 3.00
- HEB 4 Intermediate Modern Hebrew 3.00
- ITL 4 Intermediate Italian II 3.00
- ITL 11 Selected Readings in Early Italian Literature 3.00
- ITL 12 Selected Readings in Modern and Contemporary Italian Literature 3.00
- JPN 4 Intermediate Japanese II 3.00
- JPN 11 Introduction to Japanese Literature I 3.00
- JPN 12 Introduction to Japanese Literature II 3.00
- RUS 4 Intermediate Russian II 3.00
- SPA 4 Intermediate Spanish II 3.00
- SPA 11 Introduction to Peninsular Literature 3.00
- SPA 12 Introduction to Spanish-American Literature 3.00

**Credit and GPA Requirements**

- Minimum Total Credits: 30
- Minimum Minor GPA: 2.25

**Minor: Political Psychology**
Undergraduate students who are pursuing a major in another subject area can apply 21 credits of elective courses toward a minor in Political Psychology.

A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Minor in Political Psychology

**Requirements**

**Required Political Science/Psychology Courses**

All of the following:

- **POL 3** Introduction to Political Science 3.00
- **POL 4** Political Psychology 3.00
- **PSY 1** General Psychology I 3.00
- **PSY 2** General Psychology II 3.00

**Elective Political Psychology Courses**

Three courses/nine credits from the following:

- **POL/SOC 19** Political Sociology 3.00
- **POL 36** Public Opinion 3.00
- **POL 49** Politics and Personality: The American Context 3.00
- **POL 52** Psychological Foundations of International Relations 3.00
- **POL 81** Political Leadership in Democratic Societies 3.00
- **POL 84** The Executive Process 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

---

Minor in Sociology

Undergraduate students at LIU Post who are pursuing a major in another subject area can apply 15 or 21 credits of elective courses toward one of several minors in Sociology. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

A minor in Sociology will add to any major a practical understanding of how the parts of our dynamic society fit together, the causes of social problems and the nature of social change. In addition to basic skills and knowledge, the minor also covers social theory and research methods.

**Minor in Sociology Requirements**

**Required Sociology Courses**

All of the following:

- **SOC 1** Introduction to Sociology 3.00
- **SOC 53** Sociological Statistics 3.00
- **SOC 85** Social Theory 3.00

**Elective Sociology Courses**

At least four courses/twelve credits from all SOC courses (except SOC 95)

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.25

---

Minor in Race, Ethnicity and Society

**Requirements**

**Elective Gender and Society Courses**

At least fifteen credits/five courses of the following:

- **SOC 5** Gender and Sexual Diversity 3.00
- **SOC 18** Power, Privilege and Prestige 3.00
- **SOC 22** Sociology of Families 3.00
- **SOC 24** Sociology of Adolescence and Youth 3.00
- **SOC 26** Gender, Race and Ethnicity 3.00
- **SOC 28** Men, Women and Power 3.00
- **SOC 35** Global Cultures 3.00
- **SOC 55** Immigration and Society 3.00
- **SOC 58** Sociology of Men and Masculinities 3.00
- **SOC 59** Gendered Violence 3.00
- **SOC 61** Feminism and Social Change 3.00
- **SOC 62** The Sociology of Human Sexuality 3.00
- **SOC 63** Gender Roles 3.00
- **SOC 70** Sociology of Poverty 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

---

Minor in Public Administration

**Requirements**

**Required Public Administration Courses**

All of the following:

- **POL 34** Legislative Process 3.00
- **POL 39** American Government: State and Local 3.00

**Elective Public Administration Courses**

Three courses/nine credits of the following:

- **POL 97** Public Administration Internship I 3.00
- **POL 98** Public Administration Internship II 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 21
Minimum Minor GPA: 2.00

---

Minors in Sociological Sub-Fields

In contrast with our traditional Sociology minor, which includes statistical and research methodologies that are more applicable to career and professional training, our minors in the sociological sub-fields (social change and social inequalities, race, ethnicity and society, gender and society, and health and society), are geared more toward students majoring in other areas of study. These minors are each designed to enhance a student's knowledge of significant social issues and their relationship to the structures and processes of society. The selected courses provide an understanding of these issues on a local, cross-cultural and global scope. This study is particularly useful for students interested in professions and careers that necessitate fundamental understandings of global cultures and social issues of gender, race and social inequalities, and for students interested in or planning a career in the health professions.

---

Minor in Gender and Society

**Requirements**

**Elective Gender and Society Courses**

At least fifteen credits/five courses of the following:

- **SOC 5** Gender and Sexual Diversity 3.00
- **SOC 18** Power, Privilege and Prestige 3.00
- **SOC 22** Sociology of Families 3.00
- **SOC 24** Sociology of Adolescence and Youth 3.00
- **SOC 26** Gender, Race and Ethnicity 3.00
- **SOC 28** Men, Women and Power 3.00
- **SOC 35** Global Cultures 3.00
- **SOC 55** Immigration and Society 3.00
- **SOC 58** Sociology of Men and Masculinities 3.00
- **SOC 59** Gendered Violence 3.00
- **SOC 61** Feminism and Social Change 3.00
- **SOC 62** The Sociology of Human Sexuality 3.00
- **SOC 63** Gender Roles 3.00
- **SOC 70** Sociology of Poverty 3.00

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Minor GPA: 2.00

---

Minor in Race, Ethnicity and Society

**Requirements**

**Elective Race, Ethnicity and Society Courses**

At least fifteen credits/five courses of the following:

- **ANT 2** Human Society 3.00
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 21</td>
<td>North-American Indian Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 22</td>
<td>The Anthropology of Middle and South America</td>
<td>3.00</td>
</tr>
<tr>
<td>ANT 24</td>
<td>Cultures and Peoples of Sub-Saharan Africa</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 7</td>
<td>Human Rights</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 16</td>
<td>Social Control and Resistance</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Power, Privilege and Prestige</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 26</td>
<td>Gender, Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 29</td>
<td>Sociology of Latino/a Culture and Identity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Global Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 36</td>
<td>The Sociology of Genocide</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 66</td>
<td>The African-American Experience</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 68</td>
<td>Sociology of Asian Americans</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 69</td>
<td>Race and Ethnicity</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 18</td>
<td>Class and Social Inequality</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 19</td>
<td>Political Sociology</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 28</td>
<td>Men, Women and Power</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 31</td>
<td>Social Movements and Collective Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 37</td>
<td>The Sociology of Conflict</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 58</td>
<td>Sociology of Men and Masculinities</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 59</td>
<td>Gendered Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 61</td>
<td>Feminism and Social Change</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 70</td>
<td>Sociology of Poverty</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 71</td>
<td>Globalization</td>
<td>3.00</td>
</tr>
<tr>
<td>SOC 73</td>
<td>Environmental Sociology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

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

**Pre-Law Advisement**

The Pre-Law Advisement Program provides students with a full range of academic and career advisement for those who plan to enroll in law school. Admission into a law school requires a bachelor's degree earned in any area of study. Many students considering careers as attorneys and legal professionals earn a bachelor's degree in a subject such as English, history, criminal justice, philosophy, political science, economics, public relations, business or education. LIU Post's academic programs equip students with the outstanding research, writing and critical thinking skills needed to pass law school entrance exams and to gain admittance into law school.

Students have opportunities to intern in the legal field with federal district court judges, Nassau and Suffolk County officials, law firm and legal publishers. These internships often result in valuable recommendations to accompany law school applications.

A pre-law adviser assists each student to select the most appropriate courses for their undergraduate major to ensure a strong foundation for success in law school. Students enrolled in the Pre-Law Advisement Program also will receive support in preparing for the Law School Admissions Test (LSAT) and in applying for law school admission.
Social Science Courses

Anthropology Courses

ANT 1 Development of the Human Species, Culture and Society
This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic.
Credits: 3
Every Fall

ANT 2 Human Society
This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

ANT 20 Anthropology Through Film
The goal of this course is to introduce students to a cross-cultural approach to human diversity through film. Documentary films include "Kung San of the Kalahari," "The Azande of Sudan," "The Palauan of Micronesia" and other relevant films.
Credits: 3
On Occasion

ANT 21 North-American Indian Cultures
This course examines American Indian cultures north of Mexico from prehistoric to modern times with special emphasis on Indian reactions to European and American contact.
Credits: 3
On Occasion

ANT 22 The Anthropology of Middle and South America
This course covers the origin and development of indigenous cultures, culture areas and culture types and Indian and African influences on contemporary cultures.
Credits: 3
On Occasion

ANT 23 Ethnographic Field Work
This course covers contemporary ethnographic field methods in order to study life styles and social problems. Students gain experience in interviewing, participant observation, content analysis and documentary analysis. He or she completes a study using one or more of the following techniques: participant observation, recorded interviews, photography, filmmaking and videotaping. Same as SOC 23.
Credits: 3
On Occasion

ANT 24 Cultures and Peoples of Sub-Saharan Africa
This course examines culture areas and culture types of Sub-Saharan Africa and the major cultural and social changes in traditional institutions occasioned by the European impact.
Credits: 3
On Occasion

ANT 30 Global Cultures
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. How have these cultures changed over time? What is the relationship between US culture and people in other parts of the world? Same as SOC 35. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Annually

ANT 32 Anthropology of Aging
A recurrent theme in modern society is that older people are tolerated at best and that in pre-industrial societies they were honored with economic and social importance. In studying aging and old age, this course subjects these views to scrutiny by examining the diverse conceptions of old age across time and cultures.
Credits: 3
On Occasion

ANT 35 Global Cultures
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. How have these cultures changed over time? What is the relationship between US culture and people in other parts of the world? Same as SOC 35. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Annually

ANT 40 Medicine and Anthropology
The course covers the worldwide view of medical practices and systems in different societies. Methods of diagnosis and treatment of illness, theories of the causes of illness and the effects of disease on various cultures are discussed using examples drawn from "primitive" to industrial societies. How medicine fits in with the nature and beliefs of each separate culture is emphasized.
Credits: 3
On Occasion

ANT 42 Anthropology of Hunger and Development
This course aims to understand the dynamics of the hunger problems in terms of food production and distribution and the effects of developmental schemes on local populations. It examines various development projects and their histories and the complicated relationships between the actors involved each with their own understanding of development.
Credits: 3
On Occasion

ANT 45 Anthropology of Hunger and Development
This course deals with the human species as a physical entry. The course reviews the fossil evidence for human evolution, theories of human evolution, population genetics, human variation, the concepts of "race" and studies of the evolutionary behavior and biology of other primates.
Credits: 3
On Occasion

ANT 44 Culture and Mental Health
This course covers concepts such as symbols, language, cognition, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed. Same as SOC 64.
Credits: 3
On Occasion

ANT 51 Forensic Anthropology
This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. This course also examines the contribution of forensic anthropologists to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained death.
Credits: 3
Annually

ANT 52 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as SOC 63.
Credits: 3
On Occasion

ANT 54 Culture and Mental Health
This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

ANT 55 Forensic Anthropology
This course examines culture areas and culture types of Sub-Saharan Africa and the major cultural and social changes in traditional institutions occasioned by the European impact.
Credits: 3
On Occasion

ANT 56 Culture and Mental Health
This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. This course also examines the contribution of forensic anthropologists to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained death.
Credits: 3
Annually

ANT 57 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as SOC 63.
Credits: 3
On Occasion

ANT 60 Forensic Anthropology
This course examines culture areas and culture types of Sub-Saharan Africa and the major cultural and social changes in traditional institutions occasioned by the European impact.
Credits: 3
On Occasion

ANT 61 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as SOC 63.
Credits: 3
On Occasion

ANT 64 Culture and Mental Health
This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

ANT 65 Culture and Mental Health
This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. This course also examines the contribution of forensic anthropologists to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained death.
Credits: 3
Annually

ANT 66 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.
Same as SOC 63.
Credits: 3
On Occasion

ANT 67 Culture and Mental Health
This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with ANT 1. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall

ANT 70 Language and Culture
This course examines language as a matrix of culture, the structure of languages, relationship of language to culture with an emphasis on preliterate cultures and the use of language as a tool in anthropological research.
Sociology Courses

**SOC 1 Introduction to Sociology**
This course covers the nature and social organization of human society, socialization, culture and social interaction. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall, Spring and Summer

**SOC 2 Social Institutions**
This course covers the basic institutions of society: the family, religion, education, the state, and the economic order; the social classes and stratification; bureaucracy, population and social change. Pre-requisite of **SOC 1** is required.
Credits: 3
Every Fall, Spring and Summer

**SOC 3 Social Problems**
This course explores America's and global social problems utilizing sociological theory and empirical research. Social Problems studied will include poverty, economic and social inequality, sexism, racism, ageism, social alienation, health care crises, social control and the national security state, among others. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3

**SOC 4 Food and Society**
This course centers something we can all relate to: food - and connects it to economic and political forces that structure the global food system. Food is more than a personal consumer choice as those choices are impacted by our culture and marketing. Food consumption also has an impact on the environment, the economy, and the process of globalization. This course examines the relationship between food and broader socioeconomic forces, as well as social issues such as food scarcity, food technologies, mass production, labor, global inequalities, and social movements. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3

**SOC 5 Gender and Sexual Diversity**
This course provides an introduction to gender and sexual diversity around the world. The first part of the course will draw on social theories and multiple non-Western case studies to examine how gender and sexual categories are socially constructed and experienced within specific cultural contexts. The second part of the course will place gender and sexuality in the context of globalization and the increasing flow of ideas, capital, and people around the world. How is the interaction and integration of people across borders shaping gender and sexuality into new forms? What local understandings and practices are disappearing as new global systems of gender and sexuality emerge? This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

**SOC 7 Human Rights**
The struggle for human rights provides a foundation for understanding issues of social justice, social inequalities and the struggle for democracy. Human rights research is a growing focus for sociologists interested in social justice, and findings are relevant for social policy. This course studies the meaning and conflicts over the extension of human rights to social justice issues that characterize today's political, economic and social conflicts in America and abroad. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

**SOC 10 Sociology of the Mass Media: Film, TV, Music, News**
This course is the sociological analysis of mass media and how the media both influence and are influenced by society. Particular attention is paid to the social impact and meaning of movies, TV programs, music, journalism and advertising.
Credits: 3

**SOC 11 Urban Sociology**
American sociology developed by studying the city and the social issues of urban life, including racial, ethnic and class conflict, economic and social inequality, poverty and relief programs, education and community control, housing segregation and gentrification, crime and social control, suburbanization and white flight, public sector unionization and class conflict, and the power of urban elites over city budgets and policies. Utilizing sociological studies focusing on urban institutions and issues, this course studies the ongoing social dynamics of cities and their metropolitan suburban areas.
Credits: 3

**SOC 15 Social Change**
How is society changing and what will it mean to your life? This course examines the major economic, political, and social forces that shape and change society. Students will be introduced to sociological theories and research of social change and apply these to understanding how societies are changing and likely to influence their own lives. We will explore how social change occurs, who directs, influences, benefits and who is harmed by those changes. Topics covered will include changes in the structures of the nation state, economic relations, culture, technology, and in the development of community life and consumer culture. What can the future be? How can you shape that future? This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

**SOC 16 Social Control and Resistance**
How do societies maintain social control, prevent social “disorder” and direct social change? What are the social conditions creating conformity? Or rebellion? We will use sociological research and theory to study mechanisms used by governments, corporations, police, military, and power elites to control dissent by individuals and groups in social movements, riots and insurrections, strikes, and revolutions. We will examine both ideological and formal mechanisms of control, including policing, the gathering and use of private, personal information, and even state violence.
Credits: 3

SOC 17 Women's A Cross-Cultural and Literary Perspective
This is an interdisciplinary course that covers the reading and evaluation of a number of sociological, literary and historical works that concern the role of women in the United States and other cultures. Contemporary change in the status of women is examined with reference to the effect it has on the social and psychological options open to them. Selected readings provide students with a historical and comparative perspective.
Credits: 3
On Occasion

SOC 18 Class and Social Inequality
Social Class and social inequality significantly impact our “life chances” and social status in society. This course focuses on the sociological studies of class and social inequality, its causes and consequences, with particular emphasis on the influence of class, race, gender and social inequality on social injustice in contemporary society. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

SOC 19 Political Sociology
This course is an examination of power in society: definitions, theories, and studies of who has power to do what to whom. In addition, the course includes the symbolic uses of politics, the politics of status, the subordination of economic interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism and mass society.
Same as POL 19.
Credits: 3
On Occasion

SOC 20 Sociology of Aging
The world has an aging population, with life expectancies rising dramatically due to advances in healthcare, medicine, and nutrition. In the United States, people over 65 comprise a higher percent of the population than ever before, and those over 85 are the fastest growing segment of the population. The Sociology of Aging explores these demographic trends and uses a sociological perspective to examine the social, cultural, economic, and political dynamics of aging. We will move beyond thinking of aging as a purely biological process to instead recognize age and aging as social constructions. Using a global perspective, we will explore the age distribution of populations (especially as they relate to fertility, mortality, and migration) and the social problems shaped by these population processes. Specific topics will include: how gender, social class, race/ethnicity, and sexuality shape experiences of aging, how social roles regarding family and work evolve with age; and how societies differently provide healthcare and end of life care to their aging populations. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
Annually

SOC 21 Sociology of Health and Illness
This course examines social factors affecting the health of individuals and populations. This course investigates medicine as a major social institution including: sociological conceptions about physical and mental health illness, the "sick" role, comparative medical beliefs, practices and organization, U.S. health care organizations, medical and paramedical occupations, doctor-patient interaction, problems of medical care in the U.S. today.
Credits: 3
On Occasion

SOC 22 Sociology of Families
This course will introduce students to sociological concepts and contemporary issues within the sociological field of the family. Topics will include defining the family structure, media representations, identity, sexuality, relationship stages, child rearing, and work-family balance. Diversity and change are central themes as we explore families historically and cross-culturally.
Credits: 3
Annually

SOC 23 Ethnographic Field Work
An ethnography is a systematic description of a culture based on a social scientist's firsthand observation. Sociologically, the researcher is recording social life and connecting the everyday to larger themes. Some of these themes may include race, gender, sexuality, religion, and class. This course includes firsthand fieldwork experience, such as interviewing, participant observation, photography, content analysis, and documentary analysis. Same as ANT 23.
Credits: 3
Annually

SOC 24 Sociology of Adolescence and Youth
This course is a socio-cultural examination of typical issues troubling adolescents and youth. The study of broken homes, unemployment, health, sexually transmitted diseases, family abuse, runaways, career planning, nuclear fears, blended families, suicide, and confusion over traditional and emergent androgynous sex roles are included in this course. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.
Credits: 3
Annually

SOC 25 Sociology of Education
This course examines the social nature of education. Sociology and education are structured to illuminate new pathways to dynamic social awareness. A group-oriented human relations examination of social values and beliefs that reshape mass attitudes and behavior is included.
Credits: 3
On Occasion

SOC 26 Gender, Race, and Ethnicity
How does gender, race, and ethnicity impact our everyday lives? Sociologists argue that these categories are interconnected and socially constructed- their meanings have changed over time and are shaped by society. This course will examine these terms and how they relate to social institutions and phenomena, such as education, family, social change, media, public policy, culture, and the economy.
Credits: 3
On Occasion

SOC 28 Men, Women and Power
This course explores the relationship between gender roles and empowerment. A cross-cultural approach enables the student to see what variables (e.g., political, socio-economic, and patriarchal) correlate with models favorable to empowering women in the public domain.
Credits: 3
On Occasion

SOC 29 Sociology of Latino/a Culture and Identity
This course considers Latino/a people's cultural and identity struggle. We will examine the different forces, events, activities and individuals shaping the way culture and identity are ultimately defined and practiced.
Credits: 3
On Occasion

SOC 31 Social Movements and Collective Behavior
Focusing on how social change often occurs through collective action, this course examines social movements in an American and global context. Social movements develop across the political spectrum to remake all or part of society. What do particular social movements hope to change and how do they try to accomplish their goals? Examples of social movements we will examine include contemporary civil rights, labor and workers' movements; peace, feminist and LGBTQ rights movements, White Supremacist and Nationalist movements, and globally important social movements such as those addressing environmental and economic justice issues. Sociological research will be used to explain the role of social movements in addressing issues of social justice and social inequalities.
Credits: 3
On Occasion

SOC 32 Justice and Society
This course examines the relation between law, social policy and inequality. The social construction of justice through legal definitions of rights, evolving problems in policing social groups across racial and class lines and areas of conflict in the
judicial system are emphasized.
Pre-requisite of SOC 1 is required.
Credits: 3
On Occasion

SOC 33 Deviant Behavior
This course examines the causes and patterns of social norm violation. The evolution and conflict of American social norms and rules, styles of social control, the development of unconventional ideologies and world views and alleged deviant subcultures are emphasized.
Credits: 3
On Occasion

SOC 34 Sociology of Religion
This course is a discussion of religion as a social phenomenon. Topics discussed include: definitions of religion, "civil religion" and other explanations of the way religion affects societies, Max Weber's Protestant ethic thesis, secularization, anticipated trends in religion and types of religious organizations.
Credits: 3
On Occasion

SOC 35 Global Cultures
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. How have these cultures changed over time? What is the relationship between US culture and people in other parts of the world? Same as ANT 35. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

SOC 36 The Sociology of Genocide
Genocide as a social phenomenon will be discussed utilizing a social problems approach. The course material explores the social processes by which racial and ethnic ideologies, joined by nationalistic fervor, result in mass death and ethnic cleansing.
Credits: 3
On Occasion

SOC 37 The Sociology of Conflict
Social conflict is ever present within and between societies, and characterizes the struggles for a just society. This course explores social conflict using sociological theory and case studies of a variety of conflicts. Students will explore the issues of war and peace; racial, class and gendered conflicts; and political and economic conflicts. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
Annually

SOC 42 Criminology
This course covers the development of the scientific study of criminology, such as: methods, theories, and research studies of the analysis of prediction of criminal behavior, with emphasis on the adult offender, apprehension, court actions, punishments and treatment techniques.
Credits: 3
On Occasion

SOC 43 Juvenile Delinquency
This course covers the development of the scientific study of juvenile delinquency, with emphasis on methods, theories, and studies concerning causation, treatment and prevention.
Credits: 3
On Occasion

SOC 44 Substance Abuse in American Society
This course deals with the social history of drug and alcohol abuse in American society. It reviews rehabilitation/treatment programs currently in use and the efforts to manage the problem.
Credits: 3
On Occasion

SOC 45 Industrial Sociology
This course is a comparative analysis of large-scale organizations and their operations in government, industry, business and education. This course fulfills core curriculum requirements when combined with Soc. 1, Ant. 1 or 2.
Credits: 3
On Occasion

SOC 46 Complex Organizations
This course is a comparative analysis of large-scale organizations and their operations in government, industry, business and education. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

SOC 47 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 48 Substance Abuse in American Society
This course deals with the social history of drug and alcohol abuse in American society. It reviews rehabilitation/treatment programs currently in use and the efforts to manage the problem.
Credits: 3
On Occasion

SOC 49 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 50 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 51 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 52 Sociology of Work and Occupations
This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure.
Credits: 3
On Occasion

SOC 53 Sociological Statistics
This course will help students understand what questions to ask about statistics we encounter, how to produce statistics, and how to interpret statistics. Students will become familiar with descriptive statistics, inferential statistics, bivariate measures of association, and basic multivariate statistical techniques. They will also be introduced to the practical applications of the course material, as they read and discuss the statistics presented in scholarly articles, magazine surveys, newspaper reports, nonprofit reports, etc. This course is required of students with a major or full minor in sociology. We strongly recommend this course be taken in the junior year.
Pre-requisite of SOC 1 is required.
Credits: 3
Every Fall

SOC 54 Advanced Sociological Statistics
This course covers partial and multiple correlations, multivariate analysis, analysis of variance, parametric and nonparametric tests, uses of the computer.
Pre-requisite of SOC 53 or the consent of the instructor is required.
Credits: 3
On Occasion

SOC 55 Population Problems
Why do immigrants come to the U.S.? How does population movement affect the migrants themselves, and the local communities where they live? What is the economic impact of immigration on the U.S. society? What should the U.S. do to control illegal immigration? How do immigration issues in the U.S. (policies, assimilation, backlash, etc.) compare to immigration issues in other Westernized nations? This course is devoted to understanding controversial issues around immigration. While the U.S. will be the central focus in this course, we will also become familiar with immigration issues in other areas of the world. We will read and discuss social science research on demographics of immigrants, immigration policy, immigrant incorporation, the impact of immigration on the receiving society, and more. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

SOC 56 Computers, Technology and Society
This course examines the relationship between human society and the development of new technologies and scientific exploration. Students will explore sociological, feminist, and environmental theories of the relationship between humans and technology, including the possibilities for democratic participation in technological development, the impacts of technology on marginalized groups, perspectives on utopian and dystopian futures, and the use of science and technology for environmental and social control.
Credits: 3
On Occasion

SOC 58 Sociology of Men and Masculinities
This course investigates the social construction of masculinity and manhood. Drawing on sociological theory and research, the course takes a critical look at how manhood is constructed through socialization, in everyday interactions, and within various social institutions, such as education, work, the family, media and sports and recreation. The course also investigates how masculinity operates as
a system of privilege that intersects with race/ethnicity, social class, sexuality, and other forms of stratification. Specific topics examined include: boyhood socialization and youth peer cultures, fatherhood, intimate partner violence, representations of men in the media, and gender and social change.

Credits: 3

On Occasion

SOC 59 Gendered Violence
This course examines a variety of issues related to gender and violence, such as sexual violence, domestic violence, male and female gang violence, school bullying, stalking, and sexual harassment. We also explore other forms of gendered violence that occur globally, such as female genital cutting, female infanticide, honor killing, sex slavery, and rape as a tool of war. We will discuss why such gendered violence occurs, why these crimes are the least likely to be reported and prosecuted, how the media portrays gendered violence (including music videos, movies, and news reports), and what social movements have been established nationally and internationally to combat violence against women.

Credits: 3

On Occasion

SOC 60 Sociology of Gender
This course explores gender issues in contemporary society with an emphasis on the United States. Both historical and theoretical perspectives are used to examine the social construction of gender and how these constructions are applied in society. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SOC 61 Feminism and Social Change
This course explores feminism, social change, and the intersectional impacts of gender, race, class, and sexuality on women’s struggles for justice, from the late 19th century to today. These fights for justice include gender pay equity, lesbian rights, reproductive rights, an end to violence against women, and much more. In addition to an overview of these mainstream and marginalized US feminist struggles, students will learn about women’s activism within seemingly ungendered social movements, such as within civil rights, environmental justice, and the anti-war movement. Fulfills core curriculum requirements when combined with Soc. 1, or Ant. 1 or 2.

Credits: 3

On Occasion

SOC 62 The Sociology of Human Sexuality
This course explores human sexual expression and influences on sexual activity from a sociological perspective. The focus will be upon examining ways in which human sexuality has been socially constructed.

Credits: 3

On Occasion

SOC 63 Gender Roles
This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.

Same as ANT 63.

Credits: 3

On Occasion

SOC 64 Individual, Culture, and Society
This course discusses how culture shapes the individual. It will address socialization processes and the development of selves and identities. The course covers concepts such as symbols, language, cognition, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.

Same as ANT 64.

Credits: 3

On Occasion

SOC 65 Culture and Mental Health
This course is an examination of the sociocultural factors which produce or perpetuate psychiatric disorders and their variations by culture.

Same as ANT 65.

Credits: 3

On Occasion

SOC 66 The African-American Experience
This course explores the persistent concern for the distinctive character of African-American identity and experience. Historical and contemporary analyses of African-American social thought and experience are included.

Credits: 3

On Occasion

SOC 67 Gangs and American Society
This course examines various contemporary gangs and focuses on the transformation and spread of gang cultures by clarifying the differences among groups that are defined as gangs and tracing their evolution, diversification and diffusion.

Credits: 3

On Occasion

SOC 68 Sociology of Asian Americans
This course examines the diverse experiences of Asian Americans from a sociological perspective. We will focus on topics such as immigration policies and ethnic acculturation, ethnic entrepreneurship, conflict and the urban community; gender and family; and the portrayals of Asian Americans in popular culture. The course also explores concepts such as panethnic identity, race, racism, ethnicity, prejudice, and discrimination. Meets core curriculum requirements when combined with Sociology 1 or Anthropology 1 or 2.

Credits: 3

On Occasion

SOC 69 Race and Ethnicity
This course examines the background and current realities of historically marginalized racial-ethnic groups in the United States. The semester begins with an overview of theoretical perspectives on racial-ethnic relations, a brief history of the main racial-ethnic groups in the US, and a discussion of new immigration to this country. We then discuss several key arenas for racial-ethnic inequality, including housing, the criminal justice system, education and the workplace. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SOC 70 Sociology of Poverty
This course examines the extent and characteristics of poverty within the US and globally, including how the risk of poverty varies with respect to differences in race, ethnicity, gender, age, family background, and geographical residence. Students will also explore the consequences of poverty on individuals, families, and communities, as well as the social policies that directly or indirectly impact poverty and inequality. Students will compare US policies to those in other developed nations, and will learn what is occurring to combat poverty on a global level. Meets Core Curriculum requirements when combined with Sociology 1 or Anthropology 1 or 2.

Credits: 3

On Occasion

SOC 71 Globalization
Sociological study of globalization explores the growing global interconnectedness between peoples, nations, cultures, and societies. People in various nations and societies around the world experience globalization differently - their experiences vary by race, gender, class, sexuality, and other key social locations. This course approaches the study of globalization critically, with an eye to inequality, an emphasis on sociological theories and the important social and environmental impacts of globalization. Specific topics examined include: free trade, sweatshops, migration, environmental degradation, gender inequality, the digital divide, transnational corporations, and the role of technology.

Credits: 3

On Occasion

SOC 72 People in Crisis
This course is an introduction to crisis intervention theory and strategies of intervention with individuals and families in life crises such as: illness, substance abuse, family violence, divorce, suicide, death and/or catastrophe.

Credits: 3

On Occasion
SOC 73 Environmental Sociology
This course introduces students to the growing interdisciplinary field of environmental sociology, which examines the complex relationship between society and the environment. Topics include the impacts of humans on the environment, how the environment constrains human society, and more specifically, the debates on climate change, natural disasters, food and agriculture, technology, energy, environmental conservation, risks, environmental justice, and environmental sustainability in the global world. The course investigates the social-structural causes of environmental degradation, such as consumption and commodity production, and how our daily lives impact the environment. In addition, the course examines social movements, public policy, and individuals who work to resist environmental degradation. Not open to students who took SOC 98 (Topics in Sociology: Environmental Sociology) prior to Fall 2013. Credits: 3 On Occasion

SOC 77 Interpersonal Relations
This course focuses on the relation between self and society through an examination of social interaction at various levels and in various contexts including interpersonal, small group and larger institutions. Credits: 3 On Occasion

SOC 85 Social Theory
How have sociological theorists understood society and the human condition? This course explores the theoretical traditions of sociology by studying the theories of the major figures of classical and contemporary sociology including Marx, Weber, Durkheim, Du Bois, Simmel, Mead, Marcuse, C. Wright Mills, Eving Goffman, bell hooks, among others. Themes discussed include the basis of community stability, religion, belief and social order; alienation in modern life; bureaucracy and power; suicide, social pathology and group life; economic exploitation and consumer society; social change and social conflict. This course is required to fulfill the major and full minor in sociology. Prerequisite of Soc 1 with Junior or Senior status is required. Credits: 3 Every Fall

SOC 87 Sociology of Knowledge
This course covers social conditions that give rise to systems of thought and theories of symbolic interaction. Credits: 3 On Occasion

SOC 91 Methods of Social Research
This course introduces students to a variety of research methods, with particular focus on interviewing, survey research, observation, and content analysis. Other topics include research ethics, theoretical approaches to research, experimental research methods, evaluation research, and data analysis. Students complete an independent research project to give them experience in data collection and analysis. This course is required of Sociology majors. Prerequisite of SOC 53 is required. Prerequisite of SOC 93 is required. Credits: 3 Every Spring

SOC 92 Internship and Practicum in Applied Sociology
Students undergo a supervised, off-campus internship in an area related to sociology or anthropology. In addition to devoting 100 hours to a community organization, each intern will complete a series of written assignments. Students applying for internships should generally have at least a 3.2 GPA, should have adequate time to devote to an internship, and should at least be a junior. Students may contact the sociology department if they are interested in this course. Placement and registration will be contingent upon faculty approval. Prerequisite of Sociology major or minor, or Anthropology minor and permission of Chair are required. Prerequisite of Sociology major or minor or Anthropology minor and permission of Department are required. Credits: 3 Every Semester

SOC 93 Community Service I
The first in a two-course sequence, this course serves as preparation for the following semester’s field practice experience. The course considers major theories and methods in community service (what are the leading questions and approaches to community service in the past and present and their present day relevance?), along with the development of awareness and understanding for language usage and communication approaches to work effectively with different racial/ethnic, class and gender individuals. Credits: 3 On Occasion

SOC 94 Community Service II
A continuation of SOC 93, this course represents an actual field experience through which students have the opportunity to put into practice knowledge and skills learned in SOC 93. Students develop and participate in a service project in a community-based organization, school, church, etc. Students are required to participate in their project at least three times a week for a minimum of 3 hours per visit and a weekly two hour seminar. Prerequisite of SOC 93 is required. Credits: 3 On Occasion

SOC 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology. Same as ECO 95, GGR 85, HIS 95 and POL 95. Prerequisite of Adolescent Education Social Studies major is required. Credits: 3 Annually

SOC 98 Topics in Sociology
This course examines special sociological issues. The topic varies each semester as noted in the Schedule of Classes. Specific course descriptions are available from the Sociology and Anthropology Department. Credits: 3 On Occasion

SOC 99 Independent Study
This course is an individually-tailored program of supervised study in a selected area of sociology. Prerequisite of 15 units of SOC (Sociology) are required Credits: 3 On Occasion

SOC 303 Introduction to Sociology - Honors Core
This course provides an in-depth survey of the major theories and concepts of sociology including analyses of social structure, social interaction, socialization, normative and deviant behavior. It traces the development of sociology through the often competing theories of Marx, Weber, Durkheim, Mead, Mills, Merton, Goffman and others. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum. Must be in Honors College Credits: 3 Every Fall

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

SOC 400 State, Society, and the Individuals Hoxie Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the
participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.

Same as ANT 400, ECO 400, GGR 400, HIS 400 and POL 400.

Prerequisite of Senior status is required.

Credits: 3
On Occasion

SOC 422 American Social Problems in a Global Context
American society and its social problems are examined here utilizing a comparative approach focusing on the global interconnectedness of societies. Social problems theory, grounded in broader sociological perspectives, is used to enhance student learning of the social problems impacting post-modernity globally, including issues of poverty and concentrated wealth; economic and social inequalities; social conflict; peace and war; work and culture; gendered institutions and family; society, nature and the environment; social institutions and their impact on healthcare and health itself. While the focus is primarily on American social problems, the comparative, global approach brings into the discussion both globalization's impact on these problems and alternative institutional responses to the problems. For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

Economics Courses

ECO 5 Current Economic Problems
This course is a one-semester survey of basic economic principles. Topics include: nature and functioning of American capitalism, the socialist alternative, big business and competition, the role of money, inflation and deflation, the economic system and environmental problems, the economy of the city, the ghetto and other urban problems, the U.S. and the international economy. Not open to students who have taken ECO 11. If, after completion of ECO 5, students wish to major in Economics or Business, they should consult the chair.

Credits: 3
On Occasion

ECO 7 Political Aspects of Economics
This course covers political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels.

Credits: 3
On Occasion

ECO 10 Introduction to Microeconomics
This course discusses the important economic theories and concepts that facilitate understanding economic events and issues. Its main focus is on the choices made by consumers, producers, and governments, and the interactions of these choices. Topics include demand and supply, consumption, and production, competitive and non-competitive product markets, markets for resources, and welfare. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

ECO 10 Introduction to Macroeconomics
This course discusses the important economic theory and concepts that facilitate understating economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 10 is required.

Credits: 3
Every Fall, Spring and Summer

ECO 14 Everyday Economics
This course has students examine how economics decision-making influences their lives every day. It includes examining daily life choices in areas such as time management and financial management. Topics will include cost-benefit analysis, the time value of money, basic taxation concepts, employee benefits that help shelter income and the fundamentals of investing to plan for future financial security.

Credits: 3
On Occasion

ECO 21 Money and Banking
This course covers the description and analysis of the monetary and credit system and appraisal of the contributions of Federal Reserve policy to a program of economic stabilization.

Same as FIN 21.

Prerequisite of ECO 5 or 11 is required.

Credits: 3
On Occasion

ECO 22 Economics for Investors
This course is a "hands-on" application of basic economic principles in asset allocation and portfolio selection. Emphasis is given to macroeconomic and microeconomic indicators, and the ways they are used to make intelligent investment decisions. The course is also valuable for students interested in pursuing Series 7 and Series 63 certification.

Prerequisite of ECO 10 or 11 is required.

Credits: 3
On Occasion

ECO 23 Behavioral Economics
This course describes how the use of evidence from psychology can improve the predictive power of standard economic theories. Standard economic theories represent human beings in ways that are often different from how they really behave. Evidence suggests that human behavior diverges often from standard notions of economic rationality in predictable ways. Predictions about individual behavior are more accurate and the policies of governments are more effective when this evidence is effectively used. This course is a non-technical introduction to the intersection of psychology and economics.

Same as PSY 23.

Credits: 3
On Occasion

ECO 25 Economic Geography
This course is a study of the area differentiation of economic activities over the surface of the earth, and the physical and human environmental factors affecting the geographical pattern of economic activity.

Same as GGR 25.

Credits: 3
On Occasion

ECO 32 Economics of American Industry
This course looks at the factors - including government policies - that influence the behavior of firms. The effects of firms' choices on the welfare of consumers are examined. Topics include perfect competition, monopoly, oligopoly, monopolistic competition, pricing strategies, antitrust laws, and regulation.

Prerequisite of ECO 10 is required.

Credits: 3
On Occasion

ECO 35 Economics of Government
This course examines the role of government in a market economy, the justification for government intervention, and the design of efficient government policies. Topics include the incidence and effects of taxation, government expenditure programs, public goods, externalities, benefits-cost analysis, efficiency, equity, budget deficits, national debt, and democratic politics.

Prerequisite of ECO 10 or 11 is required.

Credits: 3
On Occasion

ECO 36 Health Economics
This course is an introduction to the field of health economics. Health economics is an active field of...
microeconomics with a large and growing literature. This course will cover a variety of topics concerning the determinants of health, the supply and demand for healthcare services, the impact of insurance on the demand for healthcare services, and the role of government in healthcare markets and in promoting health behavior. Pre requisite of ECO 10 is required. ECO 61 is recommended but not required. Credits: 3
On Occasion

ECO 42 Economics of Underdeveloped Countries
This course studies the theories of economic development and offers a comparative and analytical examination of factors that explain growth of various countries and regions. Prerequisite of ECO 10 is required. Credits: 3
On Occasion

ECO 43 The Japanese Economy
Japan is one of the largest single economies in the world, an important U.S. trade partner and a major investor in the U.S. economy. Among the issues discussed are Japan's management system, trade with the U.S. and business opportunities and strategies for international firms. Prerequisite of ECO 10 is required. Credits: 3
On Occasion

ECO 44 The Transition Economies of Eastern Europe and the Former Soviet Union
The historical analysis of the Soviet Union and Eastern European economic systems is studied along with a focus on recent changes and related problems in the region. Prerequisite of ECO 11 is required. Credits: 3
On Occasion

ECO 45 Economics of the Middle East
This course surveys the major economics issues facing countries in the Middle East today: education, health, income distribution, poverty, labor migration, population growth, oil incomes, water supplies and military spending. The economic impact on the socio-political issues of the region will be discussed. Prerequisite of ECO 11 or permission of instructor is required. Credits: 3
On Occasion

ECO 46 Current Economic Issues
This course explains the economics of current issues such as: immigration, air pollution, health care, drugs and crime, college education, educational reform, social security, poverty, growth, deficits, surpluses and debt. Each issue is analyzed in detail and we discuss the possible outcomes for these issues. Prerequisite of ECO 10 or 11 is required. Credits: 3
On Occasion

ECO 47 Economics and Aging
This course focuses on the economic issues and policies impacting the aging and the aged in addition to the market and non-market solutions to the problems of economic security and retirement for the aging portion of our population. Prerequisites ECO 10 and 11 or permission of instructor are required. Credits: 3
On Occasion

ECO 48 Economics and the Law
This course explores the applications of economic knowledge to legal issues: an analysis of major court decisions in selected areas of the law including but not limited to property, contract, environmental law, antitrust, equal employment opportunity, labor law and securities. Prerequisites ECO 10 and 11 or permission of instructor are required. Credits: 3
On Occasion

ECO 49 Economics of the Environment
Focuses on economic issues of vital interest in domestic and global environmental policy. This course demonstrates how solutions to environmental problems exhibit costs as well as benefits and examines ways in which public policy can be crafted to meet environmental concerns while maintaining important economic objectives such as economic growth, increased employment and international competitiveness. Prerequisite of ECO 10 is required. Credits: 3
On Occasion

ECO 54 History of Economic Thought
This course highlights the contributions of leading economists and the relevance of their theories to later periods. Systems of economic thought and consideration of application are compared to address current problems. Credits: 3
On Occasion

ECO 55 American Economic History
This course is a descriptive and analytical account of economic growth of the United States and institutional and organizational changes that gave rise to rapid growth in living standards. Credits: 3
On Occasion

ECO 56 Microeconomic Analysis
This course covers the theory of cost, demand, price, market structures and factor payments with special emphasis on firm economics. Prerequisite of ECO 10 is required. Credits: 3
Every Fall

ECO 57 Macroeconomic Analysis
This course covers income and employment theory that deals with the dynamics of aggregate consumption, investment and government spending in relationship to stability and growth. Prerequisite of ECO 11 is required. Credits: 3
Every Spring

**ECO 63 Labor Economics**
This course examines historical and institutional forces in industrial relations. Collective bargaining issues and public policy to promote labor-management cooperation, and other problems and issues associated with industrial society are covered.
Credits: 3
On Occasion

**ECO 65 Money and Capital Markets**
The main goal of this writing-across-the-curriculum course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will therefore be placed on both financial theory and the U.S. institutional structure. The former will include the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates. The latter will include an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and both traditional and new financial instruments will also be evaluated. Use of the Federal Reserve's flow of funds will be integrated into the course as will material from rating agencies and major financial firms. Current events also will be integrated into the course. Same as FIN 65.
Prerequisite of FIN 11 or permission of chair is required.
Credits: 3
On Occasion

**ECO 72 Statistics**
Topics covered include descriptive statistics, elementary probability theory and probability distributions, sampling, estimation, hypothesis testing, Analysis of variance, regression and correlation analysis and index numbers are introduced.
Prerequisite of one of the following courses is required: MTH 1, 3, 4, 4S, 5, 6, 7, 8, 15, or 16.
Credits: 3
Every Fall, Spring and Summer

**ECO 73 Intermediate Business Statistics**
This course is an introduction to the theory and practice of econometrics, with the goal of making students effective consumers and producers of empirical research in economics. Emphasis is placed on intuitive understanding rather than on formal arguments; concepts are illustrated with applications in economics using statistical software (for example, STATA) to estimate models using data sets.
Prerequisite of ECO 72 is required.
Credits: 3
On Occasion

**ECO 74 Mathematical Economics**
This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.
Prerequisites of ECO 10 or 11 and MTH 6 are required.
Credits: 3
On Occasion

**ECO 75 Game Theory: Individual Choices and Group Outcomes**
This course is an interdisciplinary introduction to game theory, which tries to understand the behavior of a group (of people, businesses, nations, species, etc.) by focusing on the motivations of the individual members of the group. Familiar examples (from politics, international relations, economics, business, biology, etc.) are used to illuminate the general principles of the use of strategy.
Prerequisite of one of the following courses is required: MTH 1, 3, 4, 4S, 5, 6, 7, 8, 15, or 16.
Credits: 3
On Occasion

**ECO 77 Introduction to Economic Theory**
This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.
Prerequisites of ECO 10 or 11 and MTH 6 are required.
Credits: 3
On Occasion

**ECO 78 Economics in the World**
This is a capstone course that focuses on assisting students in applying economic thinking to situations in the world. Specifically the course will examine recent issues in macroeconomics, applied microeconomics, quantitative analysis and other economic sub-fields. In the world most situations involve imperfect markets with asymmetric information and/or market failures of some type. The analysis and understanding of these imperfect markets requires a deeper level of analysis and reflection, this course will develop this advanced level of critical thinking. Students will utilize economic theory to understand decision-making in these situations and describe the motivations, and actions of the agents involved.
A prerequisite of Senior Status, ECO 10, 11, 61, 62, 72, a pre or co-requisite of ECO 73 and a minimum of 5 additional upper level ECO courses are required.
Credits: 3
On Occasion

**ECO 80 Economics for Non-Economics Majors**
This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.
Prerequisites of ECO 10 or 11 and MTH 6 are required.
Credits: 3
On Occasion

**ECO 81 Research Problems in Economics**
Guided student research in the field of economics. In special cases, the chairman of the department may permit students to enroll in graduate courses.
Credits: 3
On Occasion

**ECO 88 Economics in the World**
This is a capstone course that focuses on assisting students in applying economic thinking to situations in the world. Specifically the course will examine recent issues in macroeconomics, applied microeconomics, quantitative analysis and other economic sub-fields. In the world most situations involve imperfect markets with asymmetric information and/or market failures of some type. The analysis and understanding of these imperfect markets requires a deeper level of analysis and reflection, this course will develop this advanced level of critical thinking. Students will utilize economic theory to understand decision-making in these situations and describe the motivations, and actions of the agents involved.
A prerequisite of Senior Status, ECO 10, 11, 61, 62, 72, a pre or co-requisite of ECO 73 and a minimum of 5 additional upper level ECO courses are required.
Credits: 3
On Occasion

**ECO 95 Literacy in the Social Sciences**
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology.

**ECO 100 Core:**
This course is an introduction to the theory and practice of econometrics, with the goal of making students effective consumers and producers of empirical research in economics. Emphasis is placed on intuitive understanding rather than on formal arguments; concepts are illustrated with applications in economics using statistical software (for example, STATA) to estimate models using data sets.
Prerequisite of ECO 72 is required.
Credits: 3
On Occasion

**ECO 101 Intermediate Business Statistics**
This course is an introduction to the theory and practice of econometrics, with the goal of making students effective consumers and producers of empirical research in economics. Emphasis is placed on intuitive understanding rather than on formal arguments; concepts are illustrated with applications in economics using statistical software (for example, STATA) to estimate models using data sets.
Prerequisite of ECO 72 is required.
Credits: 3
On Occasion

**ECO 102 Mathematical Economics**
This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.
Prerequisites of ECO 10 or 11 and MTH 6 are required.
Credits: 3
On Occasion

**ECO 103 Introductory Microeconomics - Honors Core**
The course deals with the theory of supply and demand, theory of the firm, resource allocation and international trade. Students study the application of these concepts to contemporary America and to an economic system of another time and/or place. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Must be in Honors College
Credits: 3
Every Fall

**ECO 104 Introductory Macroeconomics - Honors Core**
Topics include economic institutions, national income and product, money and banking and principles of economic growth. Students apply this fundamental background to contemporary America and to an economic system of another time and/or place. May be used to fulfill ECO core requirement. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Prerequisite of ECO 303 is required.
Credits: 3
Every Spring

**ECO 400 State, Society, and the Individual Hoxie Colloquium**
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/ International Studies and Sociology/ Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.
Same as ANT 400, GGR 400, HIS 400, POL 400 and SOC 400.
Credits: 3
On Occasion

**ECO 422 Economic Issues and Policy**
This course presents and uses simple tools of micro- and macroeconomics to analyze current issues and government policy. Examples of tools include supply and demand diagram, measuring elasticity, defining gross domestic product, unemployment rate, etc. Examples of current issues and policy include how growing national debt, the sustainability of our entitlement programs, the role
of secondary and higher education in our society. For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.

Credits: 3
On Occasion

History Courses

**HIS 1 The West and the World to 1750**
A survey of the political, economic, social and intellectual developments that shaped Pre-modern and early Modern Europe and Europe's relationship to the rest of the world. Covers the ancient period through the middle of the eighteenth century. Explores the rise of European dominance in a global context and the growth of "the West" as a concept. Special sections are offered for students in the Program for Academic Success (P sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall and Spring

**HIS 1P The West and the World to 1750**
Same as HIS 1. For students in the Program for Academic Success.
Four hours lecture/recitation
Must be in Program for Academic Success.
Credits: 3
Every Fall

**HIS 2 The West and the World Since 1750**
A survey of modern Western civilization and its interaction with other world cultures from the mid-eighteenth century to the present. Examines developments including industrialization, nationalism, socialism, liberalism, imperialism and colonization, decolonization, revolutions, world wars and globalization. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall, Spring and Summer

**HIS 2F The West and the World Since 1750**
Same as HIS 2. For international students only.
Four hours lecture/recitation
Must be in Program for Academic Success.
Credits: 3
Every Fall

**HIS 3 American Civilization to 1877**
A survey of major political, social, economic and cultural developments in what is now the United States from initial colonization through the end of Reconstruction. Explores early cultural encounters, the origins of slavery, the American Revolution, the market revolution and the coming of the Civil War. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall, Spring and Summer

**HIS 4 American Civilization Since 1877**
A survey of the political, economic, social and cultural change that shaped the United States from the end of Reconstruction to the present. Topics include: emergence of mass society, immigration, economic and technological changes, civil rights movements, and the impact of U.S. military power at home and abroad. Special sections are offered for native speakers (P sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall, Spring and Summer

**HIS 7 Roots of the Modern World**
An introduction to the study of history, not as a mere list of facts, but as a way of making sense of the world around us. Each section of this course focuses on a particular theme, the origins of some important aspect of the modern world. Through regular writing and discussion, the course explores how to trace processes of change that took decades or centuries and how to better understand these changes by analyzing primary sources from various points of view.

Credits: 3
On Occasion

**HIS 8 Roots of the Modern World Wars and Revolutions**
This course explores the ways in which revolutions have transformed societies and our understandings of them. What have been the roles of wars and revolutions in disrupting social order, reordering political power or serving imperial ambitions? Will we explore the connections among civil wars, revolutions and world wars and their effects on social structure, class relations, and international relations. Will examine the ways in which contemporaries tried to make sense of revolutions by examining select cases of France, Russia, Mexico, Spain, China, and Cuba, among others.

Credits: 3
On Occasion

**HIS 9 Roots of the Modern World Migrations**
This course explores the movements of people across regional and national borders to gain an understanding of the causes, motivations and consequences of human migrations. We will study both voluntary and forced migrations, investigating those that resulted from wars, changes in land use, industrialization, and shifting labor needs. Among the subjects covered: the Atlantic slave trade, European enclosure movement, indentured labor, contract labor, immigration, war refugees, internment camps, ethnic cleansing, human trafficking, migrant and guest workers, as well as the problems posed by statelessness, the growth of megacities and environmental degradation.

Credits: 3
On Occasion

**HIS 10 Roots of the Modern World Religion**
An exploration of the formation of the major Western religious traditions of Judaism, Christianity, and Islam, in comparison with other world spiritual traditions, and the role these religions have played in shaping human society. Beginning with Biblical Israelite religion, this course explores the basic patterns of Greek polytheism, the intertwined roots of Christianity and rabbinic Judaism, the formation of Islamic traditions, the spread and fragmentation of these monotheistic communities, and the contrast between these "religions" and spiritual traditions for which the label "religion" does not fit as well (e.g. Hinduism, Buddhism).

Credits: 3
On Occasion

**HIS 11 Roots of the Modern World Nature**
This course will explore how people of different societies have used and transformed the natural world. All human communities are intimately dependent on their environments, but how particular societies have interacted with nature both intellectually and materially have varied enormously. Some societies found strategies for sustainability, while others have exploited resources in ways that endanger local ecologies and global stability. This course will combine an overview of environmental history with specific case studies of the relationship of distinct cultures to the natural world.

Credits: 3
On Occasion

**HIS 12 Roots of the Modern World Gender**
This course explores how men and women defined their social roles based on sex difference and how ideas about masculinity and femininity defined those men and women's historical choices. We will examine the place of women in the home, during the rise of science, at the origins of industrialization, and in modern political movements. Students are introduced to the perspectives of historians of gender, who have highlighted the importance of issues such as marriage, domesticity, respectability, and female enfranchisement in the making of the modern world.

Credits: 3
On Occasion

**HIS 13 Roots of the Modern World Science**
The ascendency of science and the scientific method are defining characteristics of the modern
world. But this development was neither inevitable nor without serious controversies. This course will explore the changing definitions of "science" and scientific knowledge and the shifting relationships between science and society. Through case studies from around the world, the course will examine the political, religious, and social contexts for debates that ensued over the findings of scientists such as Copernicus, Newton, Galileo, Darwin, or Einstein, the political and social crises that emerged over the atomic and hydrogen bombs, as well as controversies over recent scientific technologies.

Credits: 3  
On Occasion

HIS 112 The American Revolution
Students will study the narrative of the war for American political-independence and the initial formation of the United States, and examine competing interpretations of the significance of these events. Through this study, students will consider problems in the nature of revolution, of identity-formation, and of nation-making.

Credits: 3  
On Occasion

HIS 113 Jacksonian America
America during Andrew Jackson's presidency has often been dubbed, "The Era of the Common Man," signaling the nation's shift from a republic to a democracy. Understanding the political transformation was a market revolution that altered every aspect of life and work for antebellum Americans. This course will study the spread of industrial capitalism and the rise of wage labor, the expansion of slavery, and political crises over the relationship between liberty and economic power. The first president to come from humble beginnings, Jackson gave expression to the anxieties spawned by growing inequities in wealth. Simultaneously, he was responsible for the largest expulsion of Indians east of the Mississippi and faced one of the earliest constitutional crises over slavery. The course will analyze the significance evangelical revivals, reform moments, that attempted to control drinking, gambling, sexual relations and health, and the most radical of all reforms abolitionism.

Credits: 3  
On Occasion

HIS 114 The Old South
The history of American society during the era its most cataclysmic event - the Civil War - and its boldest experiment in social change and civil equality - Reconstruction. The course will explore the social and political changes that led to war: the expansion of slavery in the South, the spread of industrial capitalism in the North; the emergence of ideologies of reform, abolitionism, and free labor, and the defense of slavery by the southern ideologies. We will analyze the political compromises over slavery that defined the American polity since the ratification of the Constitution, the failure of those compromises, and the crisis of secession. Will cover the military, political and social character of emancipation, and the legacy of Reconstruction. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3  
On Occasion

HIS 115 The Era of Civil War and Reconstruction
The history of American society during the era its most cataclysmic event - the Civil War - and its boldest experiment in social change and civil equality - Reconstruction. The course will explore the social and political changes that led to war: the expansion of slavery in the South, the spread of industrial capitalism in the North; the emergence of ideologies of reform, abolitionism, and free labor, and the defense of slavery by the southern ideologies. We will analyze the political compromises over slavery that defined the American polity since the ratification of the Constitution, the failure of those compromises, and the crisis of secession. Will cover the military, political and social character of emancipation, and the legacy of Reconstruction. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3  
On Occasion

HIS 116 American Society and Culture, 1876-1919
The emergence of modern America from the end of Reconstruction through the First World War. Covers ears known as the "Gilded Age" and the "Progressive Era," the rise of corporate structures, large-scale industry, and the growing links between financial leaders and political figures. Will analyze the consequences of rapid industrialization and urbanization, immigration, the rise of eugenics, Jim Crow legislation, Populism, the labor movement, movements for suffrage, and the reach for empire.

Credits: 3  
On Occasion

HIS 117 The United States 1920-1945: From the Jazz Age to Total War
This course examines the dramatic changes and frustrating continuities in an era that spans the "Roaring Twenties," the Great Depression during the 1930s, and World War II, which paved the way for the emergence of the US as the most powerful nation in the world. Topics include the urban culture of the 1920s, rise of modern organized crime, Republican Party dominance and downfall,
FDR and the New Deal, women in society and politics, racial segregation, the "Golden Age of Hollywood" as a force in American culture, the consolidation of a modern consumer society and home-front experiences of World War II.

Credits: 3
On Occasion

HIS 118 The U.S. Since 1945: The Age of the American Colossus
American history from the end of World War II to the present. Covers rise of domestic prosperity, unprecedented international power, and social-cultural ferment. Topics include the civil rights movement, the Cold War at home and abroad, the Vietnam War, modern feminism, the sexual revolution and the gay rights movement, the shift from Democratic to Republican Party dominance in American politics, the rise of the religious right, environmentalism, large-scale immigration from the boom mentality of the 1990s to the "War on Terror."

Credits: 3
On Occasion

HIS 119 History of International Relations Since 1815
This course provides a narrative and thematic examination of major events and trends in international relations history from the end of the Napoleonic era through the post-Cold War period and up to the present. Although much attention will be focused on traditional great power state-to-state relations, we will also examine other dimensions of modern/contemporary international relations as well, such as culture, economics, international organizations and non-state actors, ecology, immigration, and the role of technology.

Credits: 3
On Occasion

HIS 120 African-American History
The history of African Americans from the origins of slavery to the present. Will explore African-American slavery, experiences of blacks during Reconstruction, and the impact of what "redemption". Topics include: Jim Crow legislation, rise of the "New Negro," lynchings, anti-lynching campaigns, the "Great Migration," the Harlem Renaissance, African-American life during the depression and World War II, the Civil Rights movement, black nationalism, Black Power, and black urban politics. Will pay special attention to the myriad ways in which diasporic Africans have shaped American society, embedded in notions of "race," and the history of racism.

Credits: 3
On Occasion

HIS 121 The Peopling of the United States
The course will examine the historical sources of America's cultural and ethnic diversity. We will explore changes in "American" national identity and definitions of citizenship from the late 18th century to the present and the multiplicity of immigrant and migrant experiences.

Credits: 3
On Occasion

HIS 122 American Urban History
The rise and development of American cities and suburbs from the late 18th century to the present. Will cover the growth of cities in the early national period, the separation of residential and work sites in the antebellum era, the commercialization of urban leisure, immigration, tenement housing, sweatshop labor and urban industries. Course will explore the impact of government policy on urban and suburban development, including post war federally-subsidized mortgages, federal support for the highways and suburbs, racialized urban renewal programs, public housing, white flight, racial steering and urban crises. Will pay particular attention to the tension between public and private ownership urban spaces.

Credits: 3
On Occasion

HIS 123 Gender in American History
Gender ideals and practices have varied widely in tandem with historical changes in society and culture. Students will analyze selected problems in the history of femininity and masculinity in the United States. Topics may include the family, sexuality, labor, race, and ethnicity, popular culture and ideology.

Credits: 3
On Occasion

HIS 124 The American West
The trans-Mississippi West is a region that has a distinctive place in the American cultural imagination. This course will present students with diverse perspectives on the history of this region through the consideration of the topics such as frontiers and borderlands, nature and the environment, cultural diversity and conflict, competing visions of government, and the representation of the region in art and film.

Credits: 3
On Occasion

HIS 125 U.S. Environmental History
An historical examination of changes in the relationship between human beings and the natural environment from the colonial period to the present in different regions of the United States. The course will draw on the natural sciences, economics, public policy, philosophy, and popular culture in order to offer students a variety of perspectives on historically significant environmental issues.

Credits: 3
On Occasion

HIS 126 Resistance and Rebellion in America
From the Boston Tea Parties to abolitionists, from beatniks and hippies to hip hop artists and "riot girls," Americans have a reputation for being rebels. Sometimes roundly censured, sometimes read as the very spirit of American heroism, how does resistance shape our national experience of identity, of freedom? This course examines instances of American political rebellion - grassroots uprisings, slave revolts, prison riots, wildcat strikes and cultural rebellion - like the youth cultures of the Jazz Age and the Sixties, to the grunge and rap movements of the 1990s. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

HIS 127 History of American Capitalism
Examination of the rise of industrial capitalism in the 18th century, its spread over time and space to the recent "post-industrial" era. Will cover structural economic changes, role of government in American economic development, effects of commercialization on society, and historical critiques of capitalism. Will examine the ways capitalism altered the nature of work, gender and family relations. Others topics include the evolution of the division of labor, racial, gender, and segmentation of the workforce, labor struggles of the consumption, and the strategies of corporate power. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

HIS 130 Nineteenth-Century American Popular Culture
An exploration of the forms of popular culture that emerged in the nineteenth-century America in response to the rise of the industrial capitalism and democratic politics. Novel cultural forms developed to express new ideologies about manhood, womanhood, race, frontier, and empire. Course will analyze the birth of a commercialized popular culture that included museum exhibits, street amusements, pornography, burlesque, sports, genre paintings, daguerreotypes, photography, and "self-culture" movement. Will examine the emergence of narratives that captured popular imaginations, including sentimental novels, mysteries, and stories of scandal.

Credits: 3
On Occasion

HIS 132 American Popular Culture Since 1900
Traces the era in which American popular culture consolidated mass art/entertainment forms such as Hollywood films, jazz, rock and roll, rock and rap, radio and television programming, tabloid journalism, computer gaming, Internet entertainment. Topics include modern technologies, tensions between art and commerce, the role of outsider groups, especially Jews and African Americans, as well as gays, in the making of American pop culture, popular portrayals of the powerful and the marginal, the "culture of celebrity," the mainstreaming of erotica and
pornography, and the extent to which popular culture caused, as opposed to reflected, changes in American social norms.

Credits: 3
On Occasion

HIS 135 History of Cartography
While representing material space graphically has been a common human practice in virtually all times and places, the ways people have mapped and what they have chosen to represent as significant has varied enormously. In this World History course, students will study the mapping practices of such disparate peoples Australian Aborigines, Aztecs, and Ming Dynasty Chinese, and will examine the relationship between mapping and their larger cultures. Students will also study the development of modern mapping.

Credits: 3
On Occasion

HIS 136 Disease and History
An exploration of the history of illness and medicine in relationship to the changing social and cultural contexts, this course allows students to link global historical change with microhistories of particular times and places. Topics may include the impact of epidemics on politics and economics, changing conceptions of the body and disease, warfare and disease, public health and social policy, and technologies of healing.

Credits: 3
On Occasion

HIS 138 History of American Militarism
History of militarism in America from political, economic, social, and cultural perspectives. Focuses on Americans' experiences in wars, the intersections between society and military institutions from the 18th century to present. Course will examine changing styles of warfare, technology and military ideologies, definitions of a "just war" and offensive wars. Will explore the composition of military establishments (militias, citizen, armies, paid professionals, mercenaries), and people's perceptions of military conflicts. Topics may include: concept of "Manifest Destiny," conquest, settlement, Indian wars, foreign wars, cold war, the Vietnam War, the "Vietnam Syndrome," the Iraq war, recruitment, draft, and resistance, as well as antiwar, disarmament and peace movements.

Credits: 3
On Occasion

HIS 140 The Ancient Middle East
A comparative examination of the interrelated societies of the Middle East and surrounding regions, from the advent of agriculture to the 6th century BC unification of the region under Persian rule. Particular attention is paid to the relationship between human society and the environment, the cultural predominance of Mesopotamia and Egypt, the impact of migration and long-distance contacts, and the way in which later societies (e.g. the ancient Israelites) reused existing cultural elements in the ways that continue to influence the modern world.

Credits: 3
On Occasion

HIS 141 Ancient Greece and the Mediterranean World
An examination of the history of ancient Greek society in its broader Mediterranean context, from the late Bronze Age (16th-12th century BC) to the period of Roman conquest (2-1st century BC). The course traces the development of Greek political, social and cultural traditions, the spread of these traditions, and their use in building community across the Mediterranean region.

Credits: 3
On Occasion

HIS 142 The Roman Empire
This course surveys the major political, social and cultural developments of the Mediterranean from the beginning of the Roman conquest in the 4th century BC to the formation of successor societies (Christian and Islamic) in the 7th century AD. Attention is paid to the changing Roman political systems and social patterns, as well as the development of new forms of community based on religion.

Credits: 3
On Occasion

HIS 143 Monks, Saints, and Heretics: Medieval Religion
An exploration of the dramatic changes in religious life that affected Europe from 1000-1300, accomplished by exploring the many different roles that religion played in medieval life and the various forms of religious expression available to medieval Europeans. Topics include the relationship between institutionalized church authority and lay religious movements, new direction in spirituality and theology, the role of monastic communities in medieval society, and the cult of saints. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3
On Occasion

HIS 144 Medieval Europe
This course examines the major historical developments that transformed Europe from roughly 400 to 1500, a period often characterized as the "Middle Ages" of European history. Topics covered include the conflict between visions of the ideal society and the realities of social and political life, the nature of education and cultural expression, the varieties of religious expression, and the nature of marginal groups and peripheral spaces during the Middle Ages.

Credits: 3
On Occasion

HIS 145 Early Modern Europe
An examination of the changes in European society and culture between 1400 and 1700, focusing on the emergence of the nation-state as a political entity, the growth of a rational and scientific view of the world, the development of humanism, and the start of European expansion and imperialism. The goal of this course is to explore the notion of "early modernity," assessing the case for the formation of a modern Europe order born of a rupture from the medieval past.

Credits: 3
On Occasion

HIS 146 The Age of Revolutions
This course provides an introduction to the experience of women and the social and cultural construction of gender in the confrontation with modernity. It examines how women contributed to the larger trends in European history of the 19th and 20th centuries and explores how ideas about gender and sexuality shaped that history. Topics to be studied include: women and revolution, the shifting nature and meaning of women's work in industrial urban society, middle-class models of domesticity, the history of feminism, and the role of the state, industry, and science in shaping women's roles in the home, the workplace, and in civil society.

Credits: 3
On Occasion

HIS 147 Modern French History
A study of the social, cultural, economic, and political structures of the Old Regime as causes of the Revolution of 1789. This course provides an assessment of the radicalization of the Revolution, the Reign of Terror, and the rise and role of Napoleon.

Credits: 3
On Occasion

HIS 149 Love and Hate in the Middle Ages
This course explores medieval attitudes toward the two most passionate human emotions, while also delving into the methodological problems of the history of emotions. Topics include the role of classical Roman philosophy in medieval attitudes to emotion, the development of courtly love, Christian ideas of love and hate, and the place of vengeance, feud, and violence in medieval society.

Credits: 3
On Occasion

HIS 150 The French Revolution
A study of the social, cultural, economic, and political structures of the Old Regime as causes of the Revolution of 1789. This course provides an assessment of the radicalization of the Revolution, the Reign of Terror, and the rise and role of Napoleon.

Credits: 3
On Occasion

HIS 151 European Cultural History, 1600-1789
This course is a study of the impact of political, social, economic, and religious upheaval in 17th- and 18th-century Europe. Topics include: popular culture, religion, mysticism, the rise of toleration, political and legal thought, theories of revolution, the Scientific Revolution, the Enlightenment and pre-Romantic currents.

Credits: 3
On Occasion

HIS 152 European Women in the Age of Revolutions
This course provides an introduction to the experience of women and the social and cultural construction of gender in the confrontation with modernity. It examines how women contributed to larger trends in European history of the 19th and 20th centuries and explores how ideas about gender and sexuality shaped that history. Topics to be studied include: women and revolution, the shifting nature and meaning of women's work in industrial urban society, middle-class models of domesticity, the history of feminism, and the role of the state, industry, and science in shaping women's roles in the home, the workplace, and in civil society.

Credits: 3
On Occasion

HIS 153 The Family in Early Modern Europe
An examination of family structures and daily life structures during the Middle Ages and the early modern period, focusing on the role of the family in shaping individual identities and social relations. The course traces the development of modern family structures and the role of gender in shaping family dynamics.

Credits: 3
On Occasion

HIS 154 The Social History of the Family
An exploration of the social history of the family from the Middle Ages to the present, examining the ways in which family structures and daily life practices have evolved over time. The course will focus on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 155 The History of the Family in the Modern World
This course provides an overview of the history of the family in the modern world, from the early modern period to the present day. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 156 The Rise of the Modern Family
An exploration of the historical development of the modern family, focusing on the changes in family structures and daily life practices that have occurred since the early modern period. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 157 The Decline of the Modern Family
This course provides an overview of the historical development of the modern family, focusing on the changes in family structures and daily life practices that have occurred since the early modern period. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 158 The Family in the Modern World
This course provides an overview of the history of the family in the modern world, from the early modern period to the present day. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 159 The Family in the Postmodern World
This course explores the changing nature of family structures and daily life practices in the postmodern world, focusing on the ways in which family structures and daily life practices have evolved since the early modern period. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion

HIS 160 The Family in the Global Village
This course provides an overview of the history of the family in the modern world, from the early modern period to the present day. The course examines the ways in which family structures and daily life practices have evolved over time, focusing on key issues such as the role of marriage, the position of women, the impact of the industrial revolution, and the development of modern family law.

Credits: 3
On Occasion
between the Renaissance and the French Revolution. It investigates the experiences of childhood, adolescence, marriage and widowhood as well as orthodox and unorthodox alternatives to family life.

**Credits: 3
On Occasion**

**HIS 160 Nineteenth-Century Europe**

A survey of the nineteenth century that investigates the origins and development of major concepts, ideologies, and institutions like the nation state, the welfare system, capitalism, social democracy, communism, and nationalism. The course also follows the lives of European men and women, exploring the impact of urbanization, industrialization, social and cultural change on gender roles, male-female, and family relationships and seeks to make students aware of the ambiguities inherent of the notion of “progress” associated with nineteenth-century developments.

**Credits: 3
On Occasion**

**HIS 161 Europe Since 1945**

This course will explore major trends in the recent history of Europe in four sections: first from the period of postwar reconstruction and the Cold War, next through the decades of the “economic miracle” on to the period of experimentation with new political solutions like social democracy, neo-liberalism and goulash socialism; and finally to recent decades attempting to reconcile economic and political unification with a new focus on the importance of local and regional identities. In addition to secondary history texts, a mix of readings and films from east and west will help students overcome a national-histories approach to the period and reach the end of the semester able to consider in an informed way the problems faced by an area with such rich and troubled memory politics.

**Credits: 3
On Occasion**

**HIS 162 Age of Catastrophes Europe 1914-1945**

“The Great War without precedent... never had so many nations taken up arms at a single time. Never had the battlefield been so vast... never had the world witnessed such destruction...” The *War World of 1914-18 – The Great War*, as contemporaries called it - was the first man-made catastrophe of the 20th century. And worse was to come. The rise of fascism, the Second World War and genocide, the millions of lost and displaced persons. How are students of history to understand this darkest of history’s periods? In this course we will study primary and secondary sources, movies and contemporary accounts, and today’s best historical texts on the subject in the search for answers and interpretations of Europe’s age of catastrophes.

**Credits: 3
On Occasion**

**HIS 163 Nazi Germany**

A historical examination of the Third Reich and National Socialism from the early 1920s until the end of the Second World War. The course will investigate the ideological origins of National Socialism and its impact on politics, culture, and society in Germany during the 1930s and 1940s.

The course will use a variety of materials, including film, music, radio recordings, public policy documents, and memoirs, introducing students to National Socialism’s multifaceted and often ambiguous character.

**Credits: 3
On Occasion**

**HIS 164 History as Film: European Cinema in the 20th Century**

A historical examination of major events and developments in 20th century world history, such as the First and Second World Wars, the Holocaust, the Cold War, student protest movements in the 1960s, feminism, and ethnic strife in the 1990s, through the lens of cinema.

The course will investigate how artists have used the medium to articulate their views about the past, the present, or the future, as well as the impact of film on society and politics. The course material will include films, screenplays, reviews, and scholarly literature.

**Credits: 3
On Occasion**

**HIS 165 The Holocaust**

A course in the history and interpretation of the Holocaust, the killing of approximately six million Jews by the Nazis and their collaborators during World War II. The course will investigate the evolution, implementation, and the aftermath of “Final Solution,” the Nazi’s plan to exterminate the world’s Jews. We well also pay attention to other groups persecuted during the Holocaust, either because of their perceived “radical inferiority” (Gypsies, the handicapped, some of the Slavic peoples), or on some political or behavioral grounds (homosexuals, Jehovah’s Witnesses, socialists, communists). Our main focus, however, will be the Jews - the Nazi regime’s principal targets. The course will use a variety of primary materials, including film, music, memoirs, painting, poetry, as well as scholarly literature, from the perspective of victims, perpetrators, bystanders and postwar intellectuals.

**Credits: 3
On Occasion**

**HIS 168 Russia Since 1917**

This course traces the demise of the czars, and the road to World War I, communist revolution, and civil conflict. Topics include the Soviet state’s effort under Lenin and Stalin to create a modern utopia in Russia, the emergence of dictatorialism in Soviet politics, and there impact of World War II on modern Russia. The class ends with an assessment of the “collapse of communism” and its meaning for a post-Cold War world.

**Credits: 3
On Occasion**

**HIS 169 Modern China, 1839 to the Present**

This course surveys Japanese history from the end of the Tokugawa period in the nineteenth century to the present by focusing on the modernization process. Covering the rise and fall of Japanese imperialism, the devastation of World War II and unprecedented postwar growth, the course also explores Japan’s connection with the outside world, the spread of mass consumer society, popular and elite cultures, and the contours of everyday life.

**Credits: 3
On Occasion**

**HIS 180 History of Israel and Palestine**

An examination of the various cultural, religious and political communities in the region of Israel-Palestine from the late Ottoman period to the present day. The course covers the relations between Israelis and Palestinians, the social and cultural development of Israeli and Palestinian societies, and the involvement of outside powers, and its situates these topics within a broader historical and comparative context.

**Prerequisites of HIS 2 or permission of instructor is required.
Credits: 3
On Occasion**

**HIS 182 Latin American History and Film**

This course explores important social, cultural, economic and political aspects of Latin American history through film. Students will study movies and historical texts that mediate and construct national, regional, and hemispheric identities and values. They will learn to analyze cinematic depictions of the “other” and the process by which North American, Latin American, and European filmmakers and audiences have created, internalized, or contested those images. The course pays special attention to power, wealth, and technology imbalances that render the cinema a problematic but important site of history-making.

Potential themes include the European-indigenous encounter, nineteenth-century nation-building, the Mexican Revolution, the Good Neighbor era, the Cold War, military dictatorship, immigration, and the war on drugs. Students also will gain a basic understanding of cinema history and key concepts in film criticism.

**Credits: 3
On Occasion**

**HIS 183 History of the Middle East**

A survey of the history of the Middle East from the rise and expansion of Islam to the present. It will cover the rise of nationalism, changes in state structure, rise of mandate regimes, Palestine, Arab-Israeli conflict and the Iranian revolution.

**Credits: 3
On Occasion**

**HIS 184 The Making of Modern Japan, 1660 to the Present**

This course surveys Japanese history from the end of the Tokugawa period in the nineteenth century to the present by focusing on the modernization process. Covering the rise and fall of Japanese imperialism, the devastation of World War II and unprecedented postwar growth, the course also explores Japan’s connection with the outside world, the spread of mass consumer society, popular and elite cultures, and the contours of everyday life.

**Credits: 3
On Occasion**

**HIS 185 Modern China, 1839 to the Present**
This course is an examination of the major political, social and intellectual developments in modern China from the Opium War to the present.
Credits: 3
On Occasion

HIS 186 History of Latin America, 1000 A.D. to 1810 A.D.
This course underscores the uneven manner in which Europeans colonized and organized the New World. A study of the centuries before 1492 demonstrates that social, political, cultural, and economic realities in Europe and the New World set the conditions for colonization. The course challenges the concepts of "conquerors" and "conquered" and confronts preconceived notions about colonial domination. An examination of conquistadors, priests, colonial functionaries, Indian workers, indigenous nobles, women, mixed-race peoples, and African slaves helps understand life under Spanish and Portuguese rule, resistance to social and culture domination, and the production of new culture and racial fusions. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

HIS 187 History of Modern Latin America
Course will cover the major events of modern Latin American history from the independence movements against colonial rule through the construction of modern nations. It will explore the formation of national, ethnic and racial identities, social movements, revolutions, populism, and economic and political developments.
Credits: 3
On Occasion

HIS 188 Political Violence, "Dirty Wars," and Truth Commissions in Latin America
This seminar examines political violence and human rights violations in Latin America in the twentieth century. Police and military forces frequently used violence against leftwing or communist "subversion", often with the state's approval. This disproportionate response often resulted in "dirty wars" that left hundreds of thousands of civilians dead. Especially after 1970, largescale investigations or truth commissions researched and reported on these violent internal conflicts and civil wars as a way to promote healing and reconciliation. The seminar situates political violence within a broader history of human rights, particularly tensions between individuals and collectivities in the modern nation-state.
Credits: 3
On Occasion

HIS 189 Andean History, Culture and Politics
This course examines important themes and concepts in the Andean world (broadly defined as Peru, Colombia, Ecuador, Bolivia and Chile), including pre-Hispanic society, the European-indigenous encounter, and the colonial and national periods. Primary and secondary sources problematize the context, worldview, and representation of cultural interactions. Particularly important is how Indians, Europeans, and republican citizens understood and employed history as a narrative strategy to justify or contest power. Broad themes include how the Incas and the other indigenous groups engaged and imagined the Andean environment and organized society before the Spanish arrival; how Andeans and Europeans came to understand themselves and the "other" at the transformative Early Modern movement; how the process of resistance and accommodation - economic, religious, social, and cultural - led to readjustments and rethinking in the Spanish and indigenous worlds amid dramatic power asymmetries; and how enduring colonial structures help shape nation-building in the nineteenth and twentieth centuries.
Credits: 3
On Occasion

HIS 190 Seminar in History
Course on different historical topics that will be announced under relevant subtitles.
Credits: 3
On Occasion

HIS 191 Internship in Public History
An opportunity for individual students to gain valuable experience with the methods and problems of presenting history to the public. Students pursue guided work under public historians through an off-campus placement in archives, historic sites, or museums, or in organizations producing documentary films, radio programs, or publications. Students also research a problem related to their internship placement.
Prerequisite of 12 credits of History and permission of instructor are required.
Credits: 3
Every Semester

HIS 197 Sophomore Seminar in Historical Methods
This course is designed to introduce sophomore and transfer History majors to the primary task of the historian, the careful analysis of primary sources, including written and audio and visual sources and artifacts, in the context of relevant historical literature. The theme of course will vary depending upon the professor. This course is required of, and limited to History majors. Open to History BA or History BA/Adolescence Education MS majors only. At least Sophomore standing is required.
Credits: 3
Every Spring

HIS 198 Senior Seminar in Historical Research
A required course for senior History majors, this seminar will offer an opportunity for students to develop significant project requiring historical research in both primary and secondary sources. As such, it is intended to allow students to integrate the range of skills they have developed in previous coursework. It will be useful for those interested in graduate training and will also be important for those pursuing professional work. The topic will vary by semester.
Prerequisite of HIS 197 is required. Open to Senior History BA or History BA/Adolescence Education MS majors only.
Credits: 3
Every Fall

HIS 201 History and the Bible
This course examines the parts of the Bible as historical sources. It explores societies that produced material that ended up in various versions of the Bible. Such societies included ancient Egypt and Mesopotamia, the ancient Israelite kingdoms, the Middle East under Persia rule, the Hellenistic kingdoms and the Eastern parts of the Roman Empire. It discusses how the Bible was written, compiled and reinterpreted to shape Jewish and Christian religious communities. Readings include portions of the Bible, other ancient religious writings, and various interpretations by modern scholars.
Credits: 3
On Occasion

HIS 203 Worlding China, 1800-Present
In the West, China has long been depicted as isolated and unaffected by the outside world. Contrary to this popular stereotype, however, China has been influenced in profound ways by developments in other parts of the world and the Chinese people have integrated this knowledge to create their own ideas about the connections between their countries and others. This course explores modern Chinese history through an examination of China's connection with the world from 1800 to the present. Divided into "historical background" and "case study," each class will lay out the main themes, events, and principal concepts that shaped the ways Chinese, in different historical eras, imagined the world and perceived themselves within it. The course examines how concepts of modernity, nationalism, revolution, and globalization were embedded in specific Chinese "worlding" projects.
Credits: 3
On Occasion

HIS 212 History of Central Asia
This course offers an introduction to history and culture of Central Asia. The class will survey the effects of Russian colonization, the region's relationship with the Turkish peoples of the Middle East and the emergence of the modern states of Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan. The course will also explore the challenges of the present day and the roles played by oil, cotton, war and terrorism in shaping contemporary Central Asian society.
His 303 Civilization from the Ancient World to the 18th Century - Honors Core
A general but high-level seminar, this course covers the study of the most important social, political, and religious developments of societies in Europe and surrounding regions from the ancient period to the 18th century - especially those developments which continue to influence the modern world. Together, students examine not just individuals, events and institutions, but cultural values, social patterns, and the place of European communities in the broader context of human society. Students also consider the way people have used such communities and their "civilization." This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.
Must be in Honors College
Credits: 3
Every Fall

His 304 European History from the French Revolution - Honors Core
A general survey of European politics, economic institutions, religion, culture, and ideas form the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European Unification. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum. This course is included in the Perspectives on World Cultures cluster.
Must be in Honors College
Credits: 3
Every Spring

His 400 State, Society, and the Individual Honors Colloquium
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium's topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department. Same as ANT 400, ECO 400, GGR 400, POL 400 and SOC 400.
Prerequisite of Senior status is required.
Credits: 3
On Occasion

Political Science Courses

POL 2 Introduction to American Politics
This course introduces the study of the Constitutional structure, major functions and operations of the national government. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall, Spring and Summer

POL 2F Introduction to American Politics
Same as POL 2. For international students only.
Credits: 3
On Occasion

POL 2P Introduction to American Politics
Same as POL 2. For students in the Program for Academic Success.
Must be in Program for Academic Success.
Credits: 3
Every Fall

POL 2SP Introduction to American Politics
Same as POL 2. For international students only.
Credits: 3
On Occasion

POL 3 Introduction to Political Science
This course is an analysis of the nature of the state, political power, law sovereignty and political ideologies. The stress is on analysis of contemporary concepts. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
Every Fall, Spring and Summer

POL 3F Introduction to Political Science
Same as POL 3. For international students only.
Same as POL 1F prior to Fall 2014.
Credits: 3
Annually

POL 3P Introduction to Political Science
Same as POL 3. For students in the Program for Academic Success.

POL 4 Political Psychology
This course is an analysis of the relationship between psychological phenomena and the formation, maintenance and transformation of political beliefs and behavior. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.
Credits: 3
On Occasion

POL 5 Ethnicity, Race and Politics
The influences of race and ethnicity on politics within selected states and regions of the world are covered in this course.
Credits: 3
On Occasion

POL 7 Political Aspects of Economics
This course is an examination of the political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels.
Credits: 3
On Occasion

POL 10 Research Problems in Political Science
This course may be taken more than once by Political Science majors.
Credits 1 to 3
On Occasion

POL 15 Introduction to Research and Writing in Political Science
This course will help students develop their skills in the field of political science. Students will develop their ability to read and analyze different types of literature in the discipline and they will learn to use and evaluate these sources in order to answer research questions.
Pre requisite of POL 1 or POL 2 is required.
Credits: 3
Annually

POL 18 Women and Contemporary Politics
This course is an examination of the current political role of women and an examination of their impact on the political system.
Credits: 3
On Occasion

POL 19 Political Sociology
This course is an examination of power in society: definitions, theories, and studies of who has power to do what to whom. In addition, the course includes: the symbolic uses of politics, the politics of status, the subordination of economics interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 21</td>
<td>American Political Theory</td>
</tr>
<tr>
<td>POL 22</td>
<td>Asian Political Theory</td>
</tr>
<tr>
<td>POL 23</td>
<td>Modern China Pre-Modern Political Doctrines and Society</td>
</tr>
<tr>
<td>POL 24</td>
<td>Greek Political Theory</td>
</tr>
<tr>
<td>POL 25</td>
<td>European Political Theory I</td>
</tr>
<tr>
<td>POL 26</td>
<td>European Political Theory II</td>
</tr>
<tr>
<td>POL 27</td>
<td>European Political Theory II</td>
</tr>
<tr>
<td>POL 28</td>
<td>Machiavelli and Machiavellianism the Acquisition, the Exercise and the</td>
</tr>
<tr>
<td></td>
<td>Maintenance of Power</td>
</tr>
<tr>
<td>POL 29</td>
<td>Problems in Contemporary Political Theory</td>
</tr>
<tr>
<td>POL 30</td>
<td>American Constitutional Law I</td>
</tr>
<tr>
<td>POL 31</td>
<td>American Constitutional Law II</td>
</tr>
<tr>
<td>POL 32</td>
<td>American Constitutional Law II</td>
</tr>
<tr>
<td>POL 33</td>
<td>Law and Film</td>
</tr>
<tr>
<td>POL 34</td>
<td>Legislative Process</td>
</tr>
<tr>
<td>POL 35</td>
<td>The American Judicial Process</td>
</tr>
<tr>
<td>POL 36</td>
<td>Public Opinion</td>
</tr>
<tr>
<td>POL 37</td>
<td>Political Parties</td>
</tr>
<tr>
<td>POL 38</td>
<td>Radical Movements and Politics of Change in the United States</td>
</tr>
<tr>
<td>POL 39</td>
<td>American Governments State and Local</td>
</tr>
<tr>
<td>POL 40</td>
<td>Women and the Anglo-American Legal Experience</td>
</tr>
<tr>
<td>POL 41</td>
<td>The Media and the Law</td>
</tr>
<tr>
<td>POL 42</td>
<td>Law and Aging in America</td>
</tr>
</tbody>
</table>

Other courses:
- **POL 21 American Political Theory**
  Origin and nature of political theory in the United States is reflected in the writings of political theorists from the ancient world to the present. Must be taken by all Political Science majors.
  Credits: 3
  On Occasion

- **POL 22 Asian Political Theory**
  This course is an analysis and discussion of selected writers and doctrines in the tradition of Asian thought about politics and society from the classical period to the present.
  Credits: 3
  Every Fall

- **POL 23 Modern China Pre-Modern Political Doctrines and Society**
  The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.
  Credits: 3
  On Occasion

- **POL 24 Greek Political Theory**
  This course is an intensive study of Greek political theory with special emphasis on the works of Plato and Aristotle plus an analysis of the major philosophical premises of the Stoic and Epicurean Schools. Specific topics include the Hellenic theory of human nature, the notion of cosmos, political psychology, the teleological view of the state, the concept of justice and the development of natural law theory.
  Credits: 3
  On Occasion

- **POL 25 European Political Theory I**
  The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Machiavelli to the present. This course, or Political Science 26, must be taken by all Political Science majors.
  Credits: 3
  Alternate Years

- **POL 26 European Political Theory II**
  The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Machiavelli to the present. This course, or Political Science 26, must be taken by all Political Science majors.
  Credits: 3
  Alternate Years

- **POL 27 Machiavelli and Machiavellianism the Acquisition, the Exercise and the Maintenance of Power**
  This course is a study of the main ideas of Machiavelli and their impact on modern political thought. Selected works of Machiavelli and his followers are analyzed and discussed.
  Credits: 3
  On Occasion

- **POL 28 Problems in Contemporary Political Theory**
  This course is an analysis of selected problems of contemporary political ideologies in relation to their political, social and intellectual backgrounds. Stress is given to liberalism, socialism, communism, fascism and conservatism.
  Credits: 3
  On Occasion

- **POL 29 American Constitutional Law I**
  This course covers American constitutional law, its historical evolution and the Supreme Court as a political institution. Emphasis is placed on civil rights and civil liberties.
  Credits: 3
  Every Fall

- **POL 30 American Constitutional Law II**
  This course covers American Constitutional law, its historical evolution and the Supreme Court as a political institution. Attention is given to federal courts and the law, the federal system, powers of the various branches of government, economic regulation and taxation.
  Credits: 3
  Every Spring

- **POL 31 Law and Film**
  This course uses films to illuminate themes that are central to our understanding of law and judicial politics. These themes include the relationship between law and justice, the ways in which law is practiced and taught, and the role that courts and trials play in a political system.
  Credits: 3
  On Occasion

- **POL 32 Legislative Process**
  This course covers legislative bodies particularly Congress, the New York legislature, and the City Council of New York; the effect of political parties exercise and the bureaucracy, pressure groups and public opinion.
  Credits: 3
  On Occasion

- **POL 33 The American Judicial Process**
  This course covers the structure and function of judicial systems; organization, administration, and politics of judicial bureaucracies; roles of judges, juries, counsel, litigants and interest groups in the adjudication process.
  Credits: 3
  On Occasion

- **POL 34 Public Opinion**
  This course covers the nature and formation of public opinion and its role in political and social affairs; influence of leadership, pressure groups and propaganda; areas of consensus; efforts to measure public opinion.
  Credits: 3
  On Occasion

- **POL 35 Political Parties**
  This course covers the development, organization, and activities of American political parties and the social and political conditions that influence their character and purpose.
  Credits: 3
  On Occasion

- **POL 36 Radical Movements and Politics of Change in the United States**
  This course studies the growth of organizations and associations representing the interests of the radical movements in the United States and their impact on the political scene.
  Credits: 3
  On Occasion

- **POL 37 American Governments State and Local**
  This course is a study of the constitutional structure, major functions and operations of state and local governments.
  Credits: 3
  Every Fall

- **POL 38 Women and the Anglo-American Legal Experience**
  This course covers the legal position of women as it developed from English common law into American law. Among other topics, the following are considered: English common law and its initial effect on present American law; domestic relations; political and civil rights; abortion, adoption, and sterilization; equal opportunity employment and pay issues; credit; and women in the American legal profession.
  Credits: 3
  On Occasion

- **POL 39 The Media and the Law**
  This course is a study of the law and ethics of the communications media. A special examination is made of their rights, risks, restraints and responsibilities. Included are freedom of the press, privilege, libel, self-regulatory codes, prior restraint, copyright, licensing, governmental controls.
  Credits: 3
  Same as CMA 10.

- **POL 40 Law and Aging in America**
  A general introduction to law as it relates to gerontology. The course covers statutory, case, and administrative law. Consideration is given to entitlement programs, tax implications, disposition of property upon death or incompetence, housing for the elderly, medical care and sources of income.
  Credits: 3
  On Occasion
Trade Organizations.

POL 50 International Organization

A study of the origins, role, structure and function of international institutions essential to an understanding of the global system and its attempts at organization. Possible areas of study include the United Nations, the European Union, and World Trade Organizations.

Credits: 3
On Occasion

POL 51 International Relations

This course considers the development and characteristics of relations among states, national policy, sources of strength and weaknesses in the policies of states, actual and potential importance of areas of the world in determining the course of world events. Must be taken by all Political Science majors. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3
Every Fall

POL 52 Psychological Foundations of International Relations

This course is an examination of the psychological factors affecting interactions (behavior) among nations with an emphasis on perception and misperception, aggression, the management of conflict and decision-making.

Credits: 3
On Occasion

POL 53 International Law I

This course is a study of the concepts of sovereignty and the international community and the development of international organizations from ancient times to the creation of the United Nations.

Credits: 3
On Occasion

POL 54 International Law II

This course is a study of international law to determine its development, changing nature, and the various methods used to enforce it, with special reference to codes of conduct, rights of nationals abroad and the treaties and conventions that make up this body of law.

Credits: 3
On Occasion

POL 55 Politics of the Developing Nations

This course is a survey of problems of new nations as developing areas, trends in political structure and ideologies, problems of economic development, relationships to existing great powers.

Credits: 3
On Occasion

POL 56 World Affairs since 1945

This course studies the impact of World War II upon the state system, the cold war and the development of bipolar international politics, the United Nations as an instrument for international order and security, the decline of the colonial system and the emergence of new states, development of the People's Republic of China and Western Europe as new power centers.

Credits: 3
On Occasion

POL 57 Asian Religions in World Politics

The doctrines, practices, and institutions of selected Asian religions with special attention to their role in contemporary world politics are examined in this course.

Credits: 3
On Occasion

POL 58 Islam in World Politics

This course is a study of the doctrines and practices of Islam with special attention to its current impact on social, economic and political developments in Asia, Africa and the Middle East.

Credits: 3
On Occasion

POL 59 China in World Politics

This course is an analysis and discussion of the international politics and foreign relations of China.

Credits: 3
On Occasion

POL 60 Modern Chinese Political Constitution and Society

The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.

Credits: 3
On Occasion

POL 61 Modern China: Political Doctrines and Society

This course is an analysis and discussion of the historical development, the viewpoints of the various parties involved, its proposed solutions and its international implications are analyzed and evaluated. The topic for in-depth research varies each time the course is offered.

Credits: 3
On Occasion

POL 62 Research Seminar in International Studies

This course is a comparative analysis of government and politics in selected state systems in the contemporary global community.

Credits: 3
Every Fall and Spring
POL 67 Government and Politics of East Asia
This course is an examination of the political institutions and processes of China, Japan and Korea.
Credits: 3
On Occasion

POL 68 Government and Politics of Western Europe
This course covers internal government structures, principles and practices of leading Western European powers.
Credits: 3
On Occasion

POL 69 Government and Politics of Eastern Europe
This course covers internal government structures, principles and practices of leading Eastern European powers.
Credits: 3
On Occasion

POL 70 Government and Politics of the Middle East
This course covers internal government structures, principles and practices of selected countries in the Middle East.
Credits: 3
On Occasion

POL 71 Russian Government and Politics
This course is an analysis of the institutions, processes and theoretical foundations of government and politics from the Imperial period to the present.
Credits: 3
On Occasion

POL 72 Government and Politics of Africa
This course covers the internal government structures, principles and practices of selected countries in Africa.
Credits: 3
On Occasion

POL 73 Government and Politics of Latin America
This course covers the internal structures, principles and practices of leading Latin American countries.
Credits: 3
On Occasion

POL 75 International Politics
Credits: 3
Not Set

POL 76 Comparative Analysis of Dictatorships
This course is an analysis and discussion of selected problems of modern dictatorship using communist and fascist political systems for comparative purposes.
Credits: 3
On Occasion

POL 77 Political Elites
This course is a survey of the major concepts, theories, and approaches to political leadership that focuses on the recruitment, socialization, and circulation of those who rule, elite/mass relations and the role of elites in the policy process.
Credits: 3
On Occasion

POL 79 Violence in Contemporary Politics
This course is an analytic study of the background, causes, motivations, possible justifications and impact of political violence in modern times.
Credits: 3
On Occasion

POL 80 Administrative Behavior
This course covers the concepts and theories of administrative and organizational behavior. A survey of the literature on administrative patterns will be provided, with special attention to public organization, decision-making, leadership and small-group behavior in the social system bureaucracy.
Credits: 3
Every Fall

POL 81 Political Leadership in Democratic Societies
This course is a study of the theory and practices of leadership applied to selected democratic societies.
Credits: 3
On Occasion

POL 82 Introduction to Public Administration
This course studies the structures and operations of the American administrative system with a review of some problems inherent in bureaucracy.
Credits: 3
On Occasion

POL 83 Policy-Making in American Government
This course studies the emphasis on policy-making at different levels of national, state, and local government. It includes an analysis of relationships of political inputs to policy outputs; evolution of the results of the policy process; relationship to the democratic process and the limitations.
Credits: 3
On Occasion

POL 84 The Executive Process
This course examines the requirements of institutional leadership; internal and external communications; the selections, use and evaluation of staff; advice; patterns of delegation and control; and political relations.
Credits: 3
On Occasion

POL 88 Contemporary Problems in Public Administration
This course is a senior seminar examining selected issues in public administration. May be repeated with the permission of the chair.
Credits: 3
On Occasion

POL 90 Senior Seminar in Politics and Government
Seniors majoring in Political Science consider a given topic chosen by the instructor. The topic varies from year to year.
Credits: 3
On Occasion

POL 91 Diplomacy and Negotiation
This course provides an introduction to the core concepts, processes, and techniques of diplomacy and negotiation. The course focuses on the role of diplomacy by individuals and governments (Track I diplomacy) and other types of diplomacy (Track II and III diplomacy).
Credits: 3
Annually

POL 93, 93A, 93B, 93C, 93L Political Science Internship I
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Credits: 1 to 6
Annually

POL 94, 94A, 94B, 94C, 94L Political Science Internship I
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Prerequisite of 3.0 average and the permission of the department chair.
Credits: 3
Annually

POL 95 Literacy in the Social Sciences
This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Economics, Geography, History, Political Science, and Sociology.
Same as ECO 95, GGR 85, HIS 95 and SOC 95.
Prerequisite of Adolescent Education Social Studies major is required.
Credits: 3
Annually

POL 97 Public Administration Internship I
Placement within a government agency provides administrative experience in the operations of the public sector.
Prerequisite of junior or senior status and Political Science major.
Credits: 3
Annually

POL 98 Public Administration Internship II
Placement within a government agency provides
administrative experience in the operations of the public sector.  

Prerequisite of junior or senior status and Political Science major.  
Credits: 3  
Annually

**POL 303 European Political Theory I - Honors Core**
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Plato to Machiavelli. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.  
Must be in Honors College  
Credits: 3  
Every Fall

**POL 304 European Political Theory II - Honors Core**
This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Machiavelli to the modern world. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.  
Must be in Honors College  
Credits: 3  
Every Spring

**POL 400 State, Society, and the Individuals Hoxie Colloquium**
This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course is led on a rotating basis by faculty from the departments of Earth and Environmental Science, Economics, History, Political Science/International Studies and Sociology/Anthropology. The faculty member leading the colloquium topic selects the colloquium’s topic in consultation with the participating departments. Open to students with advanced standing (ordinarily senior status) in the participating department.  
Same as ANT 400, ECO 400, GGR 400, HIS 400 and SOC 400.  
Prerequisite of Senior status is required.  
Credits: 3  
On Occasion

**POL 422 Global Affairs Since 1945**
This class will combine a close examination of international relations (IR) theories, with real world issues and events. We will begin with theoretical discussions about how IR scholars study and understand world events. The class then discusses the major events of the Cold War and changes in both our thinking about world politics and events since the end of the Cold War in 1990. The second half of the semester will focus on current events that include national security issues, as well as economic issues, and questions of human welfare.  
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.  
Credits: 3  
On Occasion

**POL 423 American Foreign Policy: Past, Present and Future**
This course covers the history of American foreign policy since 1945. We will analyze past, and current policy questions, and look at the future of U.S. Policy. We will focus on policy evaluation. What consequences did these policies produce for the U.S. and for the rest of the international community? Were these decisions good or bad for American Foreign policy? How much does American Foreign Policy affect the world we live in?  
For students in Interdisciplinary Studies B.S., following "Critical Issues for 21st-Century Professionals Track" (Business, Health Care Admin, and Liberal Arts) ONLY.  
Credits: 3  
On Occasion
Committed to access and excellence, the College of Management offers innovative, practice-based, engaged learning and promotes relevant and impactful scholarship to empower students with the functional competencies, critical thinking, global knowledge, and ethical values to become successful professionals in enterprise and society. Graduates of the College should possess professional accountability and social responsibility along with the functional skills and professional capabilities to contribute in meaningful ways as members of today’s technology-based economy in public companies, private organizations and nonprofit entities.

The College is distinguished by AACSB-accredited bachelor of science degrees in accountancy and business administration (with concentrations in finance, international business, management, management information systems and marketing). AACSB-accredited accelerated shared credit programs with master’s degrees in accountancy and business administration (M.B.A.) are also available. In addition, the College started to offer in 2019 a new master of science degree in data analytics and strategic business intelligence (M.D.A.)

A number of engaged learning opportunities have been introduced beginning in 2015 and have already been recognized by AACSB for their excellence. LIU-iQ Student Consulting, LIU-iF Student Investment Fund and LIU-iBL Institute for Branding and licensing are examples where students can take classes for credit and then apply what they have learning in real-world settings.

The College of Management comprises three schools, the School of Business, the School of Professional Accountancy, and the School of Computer Science, Innovation and Management Engineering, where at the undergraduate level, the bachelor of science degree in Computer Science is offered and which houses the new major in Sports Management as well as Fashion Merchandising. This demonstrates the College's commitment to embracing disruption where student capabilities must be cultivated to meet market demands.

Across the College, courses of study are taught by a distinctively credentialed faculty and practicing professionals who provide students with the discipline area skills, knowledge, professional abilities and personal attributes that can form the basis for success in their professional lives.

Please direct your questions to the dean’s office at 516-299-3017, email: liupostbiz@liu.edu or fax: 516-299-3131.

Robert Valli
Dean
Rob.Valli@liu.edu

Graziela Fusaro
Assistant Dean
Graziela.Fusaro@liu.edu
SCHOOL OF BUSINESS

DEPARTMENT OF BUSINESS ADMINISTRATION

Phone: 516-299-3017
Fax: 516-299-3131
Chair: Baichuan Xiao
Senior Professor: Xiao
Professors: Chang, Dalvi, Rao, Siddiqi, Palvia, Wang
Associate Professors: Boyer, Zhang, Freeley, Jalajas, Kobeissi, Porrini, Shin, Yang, Zhu
Assistant Professors: Bao
Professors Emeritus: Ewald, Hiris & Smith
Adjunct Faculty: 19

The 21st century is more challenging to managers than preceding decades. The Department of Business Administration curriculum helps students develop analytical and behavioral skills needed to face managerial challenges in a global economy. The primary function of managers is to creatively solve problems and/or facilitate the problem solving efforts of others. Students develop an understanding of this function through the management process of creative problem solving in planning, organizing, leading and controlling.

Academic programs include the Bachelor of Science in Business Administration with a concentration in Management and another with a concentration in Management Information Systems and the accelerated Bachelor of Science in Business Administration program with a concentration in Management and another with a concentration in Management Information Systems. All programs are accredited by AACSB International — the Association to Advance Collegiate Schools of Business, the world’s premier business education accreditation agency.

The roles and behaviors expected of managers are explained and the skills required to be a successful manager are developed. Courses cover general management, human resource management, organizational behavior, management information systems, operations management, decision analysis, statistics, business policy, international management and management of technology. A GPA of 2.0 is required of all management majors.

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.

The Bachelor of Science in Business Administration also offers concentrations in Marketing, International Business and Finance; and the five-year accelerated shared credit Bachelor of Science in Business Administration/Master of Business Administration (M.B.A.) degree program. All programs are accredited by AACSB International – the Association to Advance Collegiate Schools of Business, the world’s premier business education accreditation agency. The Department of Business Administration offers a wide range of courses which cover basic and advanced concepts in marketing and international business strategy.

Students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the marketing mix. A GPA of 2.0 is required for all marketing and international business majors.

The Finance curriculum and faculty bring new and vital research into the classroom, recognizing the challenges of the global financial marketplace. Students are prepared for careers in corporate financial management and the financial services industry. Experienced faculty members bring fresh ideas and a wealth of experience to the classroom in the areas of money management, banking, capital markets, global debt, investments and stock exchanges. Students learn the techniques to adapt to shifting issues in the field, including corporate governance standards, securities regulation, ethics and compensation. In order to complement classroom knowledge with real-world experiences, the University offers internships in professional settings.

B.S. Business Administration

CONCENTRATION IN MANAGEMENT

The undergraduate program in management combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in management or management information systems. The 120-credit degree focuses on the roles and behaviors necessary to become an effective manager: planning, organizing, problem-solving, leading, operating and controlling. The program equips students with the professional skills to run a successful, competitive company, and to productively interact with customers, employees and shareholders. Through specialized courses in organizational behavior, human resource management and labor relations, business and society, international management and cross-cultural behavior, and creating and managing a small business, you will develop a broad knowledge of the inner workings of all types of commerce.

The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. The College’s Center for Learning, located in the campus library, is equipped with wireless classrooms, two board rooms, a financial markets classroom, small seminar rooms and a student lounge. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island.

The B.S. degree in Business Administration is accredited by AACSB International (Association to Advance Collegiate Schools of Business), the world’s leading business accrediting agency.

CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

The undergraduate program in Management Information Systems (MIS) combines liberal arts courses with professional education in business and MIS, leading to the Bachelor of Science in Business Administration (BSBA) with a concentration in MIS. The 120-credit degree focuses on the roles and responsibilities necessary to become an effective manager equipped with solid knowledge of information technology (IT), business intelligence, and through strategic information systems. Through specialized courses in MIS students will develop skills to manage IT and manage with IT effectively. After completing the program, students will develop a professional career related to IT/IS management in any organization – start-ups, small and medium size enterprises, large firms, multinational corporations, or not-for-profit organizations.

Careers related to the MIS concentration include business analyst, IT consultant, data scientist, big data specialist, database analyst and database administrator, network analyst, network manager, IT project manager, information security manager, e-business manager, information privacy officer, chief information officer, and more. According to the U.S. Department of Labor’s projections for 2020 and beyond, students with the MIS major are increasingly in demand not only for IT departments, but for all business units in all industries.

Double majoring in MIS with Accounting, Finance, International Business, Management, or Marketing substantially enhances employability significantly. If double majoring with MIS, three of the five courses can count towards required nine credits of business electives. In essence, a student has to take only two additional MIS courses to get a double major. Moreover, the best GPA achiever in the MIS concentration will be considered a candidate for the Dr. Shailendra Palvia Endowment Scholarship.

CONCENTRATION IN MARKETING

In today’s fiercely competitive global economy, sophisticated marketing is often the key to the survival and continued growth of any business organization. The undergraduate program in marketing combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in marketing. Within the 120-credit degree program, students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the ever-changing marketing mix.
The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. The College's Center for Learning is equipped with wireless classrooms, two board rooms, a financial markets classroom, small seminar rooms and a student lounge. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island.

The Bachelor of Science degree in Business Administration is accredited by AACSB International. The AACSB designation recognizes that you have received the highest quality preparation and skills in basic and advanced concepts of marketing and business administration.

CONCENTRATION IN INTERNATIONAL BUSINESS

In this age of increasing globalization, graduates with a degree in business administration and a specialty in international business are in demand. If you love to travel and are curious about the world beyond America’s borders, this 120-credit undergraduate program will prepare you for a career working for international corporations in the U.S. or working overseas for multinational corporations.

Through classes such as "International Marketing," “Global Financial Markets," "International Management" and "Cross Cultural Behavior," you will learn cutting-edge strategies for cross-cultural management, cross-border manufacturing and marketing to different cultures in today’s globally competitive marketplace. The College of Management at LIU Post is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. The College's Center for Learning is equipped with wireless classrooms, two board rooms, a financial markets classroom, small seminar rooms and a student lounge. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island. Students have opportunity to study abroad through LIU Global in such countries as China, England and Australia.

CONCENTRATION IN FINANCE

The 120-credit Bachelor of Science in Business Administration with a concentration in finance prepares you for a diverse career in all aspects of global financial management.

The Bachelor of Science degree in Business Administration is accredited by the prestigious AACSB International – The Association to Advance Collegiate Schools of Business. This means that your degree will be recognized around the world. The AACSB designation recognizes that you have received the highest quality preparation and skills in global management and business administration.

ADMISSION REQUIREMENTS FOR ALL

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Business Administration required courses (36 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACC 11 Accounting Principles I 3.00</td>
</tr>
<tr>
<td></td>
<td>ACC 12 Accounting Principles II 3.00</td>
</tr>
<tr>
<td></td>
<td>FIN 11 Principles of Finance I 3.00</td>
</tr>
<tr>
<td></td>
<td>FIN 12 Principles of Finance II 3.00</td>
</tr>
<tr>
<td></td>
<td>LAW 13 Legal Environment of Business 3.00</td>
</tr>
<tr>
<td></td>
<td>MAN 11 Principles of Management 3.00</td>
</tr>
<tr>
<td></td>
<td>MAN 12 Organizational Behavior 3.00</td>
</tr>
<tr>
<td></td>
<td>MAN 16 Business Communication 3.00</td>
</tr>
</tbody>
</table>

| 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 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
- Add'l course from one cluster 3-4 credits
- (ECO 11 required)

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

Finance Concentration Requirements

Required Statistics Course (3 credits):

- QAS 20 Business Statistics 3.00

Required Economic Analysis Course (3 credits - count as Liberal Arts):

- Students must complete one of the following:
  - ECO 61 Microeconomic Analysis 3.00
  - ECO 62 Macroeconomic Analysis 3.00

Required Finance Courses (6 credits):

- FIN 31 Investments 3.00
- FIN 81 Seminar in Financial Services 3.00

Finance Elective Courses (6 credits):

- Students must complete two courses from the list below:
  - FIN 29 Private Equity and Venture Capital 3.00
  - FIN 32 Security Analysis 3.00
  - FIN 33 Derivative Markets 3.00
  - FIN 35 Spreadsheet Modeling In Finance 3.00
  - FIN 61 Advanced Financial Policies 3.00
  - FIN 65 Money and Capital Markets 3.00
  - FIN 71 Global Financial Markets 3.00
  - FIN 72 Global Financial Management 3.00
  - FIN 91 Independent Research Study 1.00
Management Concentration Requirements

Required Statistics Course (3 credits):
QAS 20 Business Statistics 3.00

Required Management Courses (6 credits):
MAN 14 Creating and Managing a Small Business 3.00
MAN 81 Management Seminar 3.00

Students must complete two of the following Management Elective Courses (6 credits):
QAS 19 Business Analytics 3.00
MAN 13 Managing Group Dynamics 3.00
MAN 22 Human Resource Management and Labor Relations 3.00
MAN 62 Business and Society 3.00
MAN 31 Negotiation 3.00
MAN 34 Service Management 3.00
MAN 51 Production Management 3.00
MAN 75 International Management and Cross Cultural Behavior 3.00
MAN 91 Independent Research Study 1.00
MAN 92 Independent Research Study 2.00
MAN 93 Management Internships 3.00
MAN 94 Management Internships 3.00

Business Elective
Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. (6 credits).

Management Information Systems (MIS) Requirements

Required Statistics Course (3 credits):
QAS 20 Business Statistics 3.00

Required MIS Courses (15 credits):
MIS 20 Information Systems Management 3.00

MIS 30 Business Systems Analysis and Database Management 3.00
MIS 40 Business Intelligence and Decision Support Systems 3.00
MIS 50 Managing Information Technology and Electronic Commerce 3.00
MIS 60 Managing Globally Information Technology and Electronic Commerce 3.00

Business Elective (3 credits):
Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MKT or QAS. Please note that for MIS concentration students intending to pursue the dual degree, B.S./M.B.A., they will take MBA 620 instead of MIS 60 to meet the requirements for both the MIS concentration and M.B.A. The other business elective will be directed toward a second course appropriate for the dual degree.

Marketing Concentration Requirements

Required Statistics Course (3 credits):
QAS 20 Business Statistics 3.00

Required Marketing Courses (6 credits):
MKT 51 Marketing Research 3.00
MKT 81 Marketing Seminar 3.00

Marketing Elective Courses (6 credits):
Students must complete two of the following courses
MKT 21 Retailing 3.00
MKT 24 Digital Marketing and Branding 3.00
MKT 25 Brand Management 3.00
MKT 31 Sales Management 3.00
MKT 33 Marketing and the Regulatory Environment 3.00
MKT 35 Integrated Marketing Communications 3.00
MKT 36 Brand Licensing 3.00
MKT 41 Advertising 3.00
MKT 45 Industrial Marketing 3.00
MKT 55 Marketing Channels 3.00
MKT 61 Product Strategy 3.00
MKT 70 International Business The Firm & Environment 3.00
MKT 71 International Marketing 3.00
MKT 72 Entry Strategies 3.00
MKT 73 Fundamentals of Export Marketing 3.00

International Business Concentration Requirements

Required Statistics Course (3 credits):
QAS 20 Business Statistics 3.00

Required International Business Courses (9 credits):
FIN 71 Global Financial Markets 3.00
MKT 70 International Business The Firm & Environment 3.00
MKT 71 International Marketing 3.00

Students must complete 2 of the following International Business Elective Courses (6 credits):
FIN 72 Global Financial Management 3.00
MAN 75 International Mangement and Cross Cultural Behavior 3.00

Business Elective (3 credits):
Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. Please note that for International Business Concentration. Please note that for International Business concentration students intending to pursue the dual degree, B.S./M.B.A., they will only be able to take advantage of 3 credits that double count toward both the B.S. and the M.B.A. Concentrations in Finance, Management and Marketing allow for 6 credits that double count.

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Business Major Credits: 57
Free Elective Credits: 3
Minimum Major GPA: 2.00

ACCELERATED SHARED CREDIT PROGRAM

B.S. Business Administration and M.B.A. Business Administration
The 150-credit B.S. Business Administration and M.B.A. in Business Administration accelerated shared credit program offers students the opportunity to complete two AACSB-accredited business degrees in only five years. Earn a Bachelor of Science degree in Business Administration with concentrations in finance, international business, management, management information systems or marketing, then seamlessly transition into the Master of Business Administration (M.B.A.) program. This accelerated shared-credit program enables you to enter the business world sooner, armed with superior credentials and higher earning potential. Small class sizes guarantee individualized attention from our internationally renowned faculty. To accommodate busy schedules, M.B.A. students have the option to take courses offered on weeknights and in some cases on Saturdays. In designing a curriculum that fits your needs and career goals you can choose from a rich array of M.B.A. electives, such as "Program Management," "International Marketing," "Corporate Mergers and Restructuring Strategies" (online course); "Negotiation Strategy" and "Business Consulting" to name a few.

The business programs at LIU Post are accredited by AACSB International – the Association to Advance Collegiate Schools of Business, the world’s leading business school accrediting organization. AACSB accreditation represents the highest standard of achievement for business schools worldwide; less than one-third of American schools and 5 percent of international programs can claim this distinction.

ADMISSION REQUIREMENTS
Undergraduate students can apply for admission into the 5-year B.S. Business Administration and M.B.A. in Business Administration accelerated shared credit program during their junior year. Before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:

1. Minimum overall GPA of 3.0 (all colleges/universities attended)
2. At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
   - ECO 11 AND ECO 12
   - ACC 11 OR ACC 12
   - FIN 11 OR FIN12
   - MAN 11
   - MKT 11
   - QAS 20
3. Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and
4. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

BS Business Administration and MBA

Business Administration
{Program Codes: 00990 and 79096}
{HEGIS: 0506 and 0506}

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Business Administration must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum
(32-33 credits)

<table>
<thead>
<tr>
<th>POST 101</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 5)</td>
<td>3 credits required</td>
</tr>
</tbody>
</table>

Scientific Inquiry & the Natural World

Creativity, Media & the Arts

Perspectives on World Cultures

Self, Society & Ethics

Power, Institutions & Structures

(ECO 10 required)

Add 1 course from one cluster

(ECO 11 required)

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

Major Requirements

Required Undergraduate Business Administration Courses
A grade of B or better is required in ACC 11 OR 12, FIN 11 OR 12, MAN 11 & MKT 11

<table>
<thead>
<tr>
<th>ACC 11</th>
<th>Accounting Principles I</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 12</td>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 12</td>
<td>Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 16</td>
<td>Business Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 18</td>
<td>Introduction to Business Information Processing</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 71</td>
<td>Business Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 14</td>
<td>Consumer Motivation and Behavior</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Finance Concentration Requirements

Required Undergraduate Economic Analysis Course
One of the following:

<table>
<thead>
<tr>
<th>ECO 61</th>
<th>Microeconomic Analysis</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 62</td>
<td>Macroeconomic Analysis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Undergraduate Statistics Course

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

| QAS 20 | Business Statistics | 3.00 |

Required Undergraduate Finance Course

<table>
<thead>
<tr>
<th>FIN 31</th>
<th>Investments</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 81</td>
<td>Seminar in Financial Services</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Choose three of the following:

<table>
<thead>
<tr>
<th>FIN 29</th>
<th>Private Equity and Venture Capital</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 32</td>
<td>Security Analysis and Student Investment Fund</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 33</td>
<td>Derivative Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 35</td>
<td>Spreadsheet Modeling in Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 61</td>
<td>Advanced Financial Policies</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 65</td>
<td>Money and Capital Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 71</td>
<td>Global Financial Markets</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 72</td>
<td>Global Financial Management</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 92</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>FIN 93</td>
<td>Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 94</td>
<td>Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS

<table>
<thead>
<tr>
<th>ACC ##</th>
<th>All ACC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 3#</td>
<td>All FIN Courses</td>
</tr>
<tr>
<td>BUS ##</td>
<td>All MAN Courses</td>
</tr>
<tr>
<td>BUS ##</td>
<td>All MKT Courses</td>
</tr>
<tr>
<td>FIN ##</td>
<td>All MIS Courses</td>
</tr>
<tr>
<td>FIN 3#</td>
<td>All LAW Courses</td>
</tr>
<tr>
<td>FIN 4#</td>
<td>All QAS Courses</td>
</tr>
<tr>
<td>LAW All BUS Courses</td>
<td></td>
</tr>
<tr>
<td>MAN ##</td>
<td></td>
</tr>
<tr>
<td>MAN 3#</td>
<td></td>
</tr>
<tr>
<td>MIS ##</td>
<td></td>
</tr>
<tr>
<td>MKT ##</td>
<td></td>
</tr>
</tbody>
</table>
**Required Undergraduate Management Courses**

Must receive B or better to waive requirement for MBA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 621</td>
<td>Financial Markets and Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Operations Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Management Perspective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 620</td>
<td>Managing Information Technology and e-Commerce</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Competitive Marketing Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 623</td>
<td>Organizational Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Global Business: Environment and Operations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Statistics Courses**

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Marketing Concentration Requirements**

Required Undergraduate Statistics Courses

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 622</td>
<td>Competitive Marketing Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Global Business: Environment and Operations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective Graduate Business Courses**

Choose any five courses from FIN, IBU, MAN, MIS, MKT

**Required Undergraduate Co-Related Courses**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 820</td>
<td>Business Policy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Co-Related Courses for MBA**

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

**Marketing Concentration Requirements**

Required Undergraduate Statistics Courses

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 51</td>
<td>Operations Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Management Perspective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 620</td>
<td>Managing Information Technology and e-Commerce</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 621</td>
<td>Financial Markets and Institutions</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 81</td>
<td>Management Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Nine Credits of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 13</td>
<td>Managing Group Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 22</td>
<td>Human Resource Management and Labor Relations</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 23</td>
<td>Business and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 31</td>
<td>Negotiation Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 34</td>
<td>Service Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 51</td>
<td>Production Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 75</td>
<td>International Management and Cross Cultural Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 91</td>
<td>Independent Research Study</td>
<td>1.00</td>
</tr>
<tr>
<td>MAN 92</td>
<td>Independent Research Study</td>
<td>2.00</td>
</tr>
<tr>
<td>MAN 93</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 94</td>
<td>Management Internships</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS**

**3.00 Management Concentration Undergraduate Major GPA required**

Required Undergraduate Statistics Courses

Must receive B or better in QAS 20 OR ECO 72 to waive GBA 525.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS</td>
<td>Business Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Marketing Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 51</td>
<td>Marketing Research</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 81</td>
<td>Marketing Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Nine Credits of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 21</td>
<td>Retailing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 24</td>
<td>Digital Marketing and Branding</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 31</td>
<td>Sales Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 33</td>
<td>Marketing and the Regulatory Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 35</td>
<td>Integrated Marketing Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 41</td>
<td>Advertising</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 45</td>
<td>Industrial Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 55</td>
<td>Marketing Channels</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 61</td>
<td>Product Strategy</td>
<td>3.00</td>
</tr>
</tbody>
</table>
MKT 70  International Business: The Firm & Environment  3.00
MKT 71  International Marketing  3.00
MKT 72  Entry Strategies  3.00
MKT 73  Fundamentals of Export Marketing  3.00
MKT 91  Independent Research Study  1.00
MKT 92  Independent Research Study  2.00
MKT 95  Internship  3.00

One undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS

ACC  ##  All ACC Courses
ACC  3##  All FIN Courses
BUS  ##  All MAN Courses
BUS  ###  All MKT Courses
FIN  ##  All MIS Courses
FIN  3##  All LAW Courses
FIN  4##  All QAS Courses
LAW  All BUS Courses
MAN  ##
MAN  3##
MIS  ##
MKT  ##
MKT  3##
QAS

Required Graduate Business Courses
A grade of B or better is required to satisfy this requirement.
MBA 620  Competitive Marketing Strategy  3.00
MBA 625  Global Business: Environment and Operations  3.00

Required Graduate Management Perspective Courses
MBA 620  Managing Information Technology and e-Commerce  3.00
MBA 621  Financial Markets and Institutions  3.00
MBA 622  Competitive Marketing Strategy  3.00
MBA 623  Organizational Behavior  3.00
MBA 624  Operations Management  3.00

Elective Graduate Business Courses
Grade of B or better is needed to satisfy this requirement.
BLW 701  Law For Business Managers  3.00
TAX 726  Tax Strategies and Business Decisions  3.00
FIN 7##  all SUBJECT = 'FIN' CATALOG0NB
IBU 7##  all SUBJECT = 'IBU' CATALOG0NB
MAN 7##  all SUBJECT = 'MAN' CATALOG0NB
MIS 7##  all SUBJECT = 'MIS' CATALOG0NB
MKT 7##  all SUBJECT = 'MKT' CATALOG0NB
MKT 8##  all SUBJECT = 'MKT' CATALOG0NB

Required Graduate Capstone Course
MBA 820  Business Policy  3.00

Required Undergraduate Co-Related Courses
A grade of B or better is required for ECO 11, 12. Must receive B or better in QAS 20 to waive GBA 525.
EOO 10  Introduction to Microeconomics  3.00
ECO 11  Introduction to Macroeconomics  3.00

Required Undergraduate Co-Related Courses
A grade of B or better is required for ECO 11, 12. Must receive B or better in QAS 20 to waive GBA 525.
ECO  11  Introduction to Microeconomics  3.00
ECO  1  Introduction to Macroeconomics  3.00

One undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS

ACC  ##  All ACC Courses
ACC  3##  All FIN Courses
BUS  ##  All MAN Courses
BUS  ###  All MKT Courses
FIN  ##  All MIS Courses
FIN  3##  All LAW Courses
FIN  4##  All QAS Courses
LAW  All BUS Courses
MAN  ##
MAN  3##
MIS  ##
MKT  ##
MKT  3##
QAS

Required Graduate Business Courses
Grade of B or better is needed to satisfy this requirement
MBA 620  Managing Information Technology and e-Commerce  3.00
MBA 625  Global Business: Environment and Operations  3.00

Required Graduate Management Perspective Courses
MBA 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

Elective Graduate Business Courses
Grade of B or better is needed to satisfy this requirement
BLW 701  Law For Business Managers  3.00
TAX 726  Tax Strategies and Business Decisions  3.00
FIN 7##  all SUBJECT = 'FIN' CATALOG0NB
IBU 7##  all SUBJECT = 'IBU' CATALOG0NB
MAN 7##  all SUBJECT = 'MAN' CATALOG0NB
MIS 7##  all SUBJECT = 'MIS' CATALOG0NB
MKT 7##  all SUBJECT = 'MKT' CATALOG0NB
MKT 8##  all SUBJECT = 'MKT' CATALOG0NB

Required Graduate Capstone Course
MBA 820  Business Policy  3.00

Required Undergraduate Co-Related Courses
A grade of B or better is required for ECO 11, 12. Must receive B or better in QAS 20 to waive GBA 525.
ECO 10  Introduction to Microeconomics  3.00
ECO 11  Introduction to Macroeconomics  3.00
MTH 5 Linear Mathematics for Business and Social Science 3.00
MTH 6 Calculus for Business and Social Science 3.00
POL 2 Introduction to American Politics 3.00

FIN, LAW, MAN, MIS, MKT or QAS

One undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS

ACC ## All ACC Courses
ACC 3## All FIN Courses
BUS ## All MAN Courses
BUS ### All MKT Courses
FIN ## All MIS Courses
FIN 3## All LAW Courses
FIN 4## All QAS Courses
LAW All BUS Courses
MAN ##
MAN 3##

MIS ##
MKT ##
MKT 3##
QAS

Required Graduate Business Courses

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

MBA 620 Managing Information Technology and e-Commerce 3.00
MBA 625 Global Business: Environment and Operations 3.00

Required Graduate Management Perspective Courses

MBA 621 Financial Markets and Institutions 3.00
MBA 622 Competitive Marketing Strategy 3.00
MBA 623 Organizational Behavior 3.00
MBA 624 Operations Management 3.00

Elective Graduate Business Courses

Choose any five courses from FIN, IBU, MAN, MIS, MKT numbered 700 or above, BLW 701 or TAX 726. GBA 525.

Required Graduate Capstone Course

MBA 820 Business Policy 3.00

Minimum Graduate GPA: 3.00

MINORS

Minor: Business Administration

A minor in Business Administration is a great complement to any degree. Students have the ability to master business knowledge and skills with a Business Minor, which consists of 18 credits: 9 credits of required business core courses and 9 credits of elective courses from any of the four Business Administration areas of specialization (finance, international business, management and marketing). Students seeking a business minor should contact an academic and career counselor for more information.

Minor in Business Administration Requirements

Required Business Courses

MAN 11 Principles of Management 3.00
MKT 11 Marketing Principles and Practices 3.00

Student must complete one from the following:

ACC 11 Accounting Principles I 3.00
FIN 11 Principles of Finance I 3.00

Business Elective Courses

Students must complete nine credits in ACC, BUS, FIN, LAW, MAN, MIS, MKT, QAS. Students must complete 18 credits for the minor in Business.

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.25

Minor: Branding and Licensing

Branding and licensing are ubiquitous in the world of business. Brand management is a central marketing activity that has existed for a long time, but its importance really became evident during the merger and acquisition wave in the 1980s as companies paid large sums of money for the intangible value of brands. Universities soon followed with research and courses dedicated to pursuing brand management, and in particular, brand equity. However, very few branding and licensing programs exist at universities, and if they do, the focus tends to be on graduate education and/or “one-off” course offerings. Although branding and licensing commonly are associated with the field of marketing, it is clear that they transcend marketing to also affect areas as disparate as law and accounting. A minor in Branding and Licensing can help fill this void and appeal to undergraduate students from a variety of majors.
Minor in Branding and Licensing

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 14</td>
<td>Consumer Motivation and Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 24</td>
<td>Digital Marketing and Branding</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 25</td>
<td>Brand Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 36</td>
<td>Brand Licensing</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 51</td>
<td>Marketing Research</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 96</td>
<td>Internship for Branding and Licensing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Major GPA: 3.0

Minor: Entrepreneurship

The 18-credit Minor in Entrepreneurship is intended for both business majors and non-business majors who want to acquire business knowledge and entrepreneurial skills necessary to transform innovative ideas into a new venture and sustaining competitive advantage in small business management.

Minor in Entrepreneurship

Requirements

Required Entrepreneurship Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 12</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 15</td>
<td>Creating and Managing a Small Business</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 16</td>
<td>Management Seminar</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following basic electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 13</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 14</td>
<td>Accounting Principles</td>
<td>3.00</td>
</tr>
</tbody>
</table>

And one of the following advanced electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 17</td>
<td>Social Entrepreneurship Consulting</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 101</td>
<td>Foundations of Entrepreneurship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Major GPA: 2.25

Minor: Private Equity and Alternative Investments

Focusing on investment opportunities outside the traditional capital markets, the Private Equity and Alternative Investments minor focuses on private equity strategies. The financing of entrepreneurial firms through venture capital, acquisitions and restructurings will be studied. Drawing upon the expertise of leaders in the field, students will also be exposed to real estate, insurance, hedge funds, commodities, currencies and fine art investments.

Minor in Private Equity and Alternative Investments

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 29</td>
<td>Private Equity and Venture Capital</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 37</td>
<td>Seminar in Alternative Investments</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 95</td>
<td>Internships in Alternative Investments</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 36</td>
<td>Entrepreneurial Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 38</td>
<td>Insurance</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 43</td>
<td>Real Estate Investments</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 12 (plus FIN 11 Principles of Finance I or permission of the chair)
Minimum Major GPA: 2.50
Finance Courses

FIN 11 Principles of Finance I
This course provides basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations. Prerequisite or Co-requisite of ACC 11 is required or permission of Chair. Credits: 3 Every Semester

FIN 12 Principles of Finance II
This writing across-the-curriculum course is an analysis of corporate policy with respect to internal financial control, capital budgeting, dividend policy, and the issuance and sale of new securities. Emphasis will be placed on corporate decision-making under uncertainty in areas of investment and financing alternatives, both domestically and internationally. Tools and techniques for risk assessment and risk management will be explored using financial calculators and spreadsheet models. Prerequisites of FIN 11 and ACC 11 are required. Credits: 3 Every Semester

FIN 23 Personal Finance
This course gives students, regardless of major or background, an overview of how to manage their individual financial circumstances. Topics covered will include: personal, auto, and home equity loans; property and casualty insurance; life insurance; investing fundamentals; tax planning; retirement planning and estate planning. Principles of budgeting, financing, insurance, investing and retirement planning will be outlined so that students will have a better idea of how to live within their means and prepare for the future. Business Elective. Credits: 3 Annually

FIN 25 Introduction to Real Estate
This course will focus on the business of real estate with a particular focus on the New York metropolitan and Long Island areas. Topics covered will include real estate instruments, real estate brokerage, real estate financing, appraisals and valuations, marketing real estate, managing property and government financing programs. Many of the classes will include presentations by real estate professionals from the area. Business Elective. Credits: 3 On Occasion

FIN 29 Private Equity and Venture Capital
The course is designed to study the venture capital and private equity industry. Topics to be covered include how private equity funds are raised and structured, the features of private equity funds and the fundraising process. In addition, the course considers the interactions between private equity investors and the entrepreneurs that they finance, as well as the exit process for the investor. Several private equity transactions, including venture capital, buyouts, build-ups, and venture leasing, will be illustrated. Prerequisite of FIN 11 is required. Credits: 3 On Occasion

FIN 31 Investments
The course focuses on security markets and investment opportunities. Students are exposed to the concepts of markets efficiency and risk and return in the context of valuations of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios. Prerequisite of FIN 11 is required. Credits: 3 Every Fall and Spring

FIN 32 Security Analysis and Student Investment Fund
Students in this course will build on the theoretical concepts learned in foundational finance courses, and expanded upon in the prerequisite intermediate course, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities. Students will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies. Students will conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors who have invested the funds to be managed through this engaged learning initiative. Prerequisite of FIN 31 is required. Credits: 3 Every Spring

FIN 33 Derivative Markets
The purpose of this course is to learn to price derivative instruments and also study their use for speculation and hedging. Students study the use of the Binomial Options pricing model and the Black-Scholes models to price these securities. Some of the other topics covered are netting, haircuts, forward contracts, options, futures on financials and commodities, options on futures, and swaps. Credits: 3 Annually

FIN 35 Spreadsheet Modeling in Finance
The purpose of this course is to instruct students in the use of Microsoft Excel for financial analyses and modeling. The course will address the basic principles of finance within the context of Microsoft Excel. Topics will include spreadsheet basics including a survey of Excel functions and formulas, financial statement development and analysis, cash budgeting, sensitivity analysis, financial forecasting, the time value of money, duration, stock, and bond valuation, the cost of capital and capital budgeting. Credits: 3 Every Fall

FIN 36 Entrepreneurial Finance
Before going public, companies rely on venture capital financing to grow. Similar companies are increasingly choosing private market solutions. Course focus is on development of secondary markets that provide an alternative to the traditional IPO. This course teaches the necessary tools for investors and entrepreneurs to build and evaluate these early-stage companies. Credits: 3 On Occasion

FIN 37 Seminar in Alternative Investments
Utilizing cases and readings and drawing upon the experience and expertise of practitioners, this course will offer students a perspective on current issues in the various fields of alternative investments. Topics include industry trends, opportunities and challenges, regulation, financial reporting and accounting issues. Credits: 3 On Occasion

FIN 38 Insurance
This course considers how insurance is used to compensate for risk and presents the specific uses of insurance with respect to personal and business risks that arise from health, property liability contingencies. Theory, institutional relationships, and legal factors are emphasized. Credits: 3 On Occasion

FIN 43 Real Estate Investments
The business of real estate with a particular focus on the New York Metropolitan and Long Island areas is the course focus. The theory and measurement of return and risk on real estate loans and equity investments, investment decision making and financing alternatives, techniques of real estate investment financing, evaluation of investment risk and credit quality on selected types of properties and loans will be investigated. Topics include: site selection, income properties, office buildings, shopping centers, industrial properties, condos and coops, leasing valuation and marketing. Classes will offer presentations by real estate professionals from the area. Credits: 3 On Occasion

FIN 61 Advanced Financial Policies
This course builds upon the basic principles of managerial finance by providing further theoretical
knowledge and analytic skills necessary for identification, evaluation and solution of financial policy issues. The course also provides perspectives on corporate financial policies pertaining to three fundamental strategies: namely, investing, financing and dividend decisions. The course investigates the choice of particular policies and quantifies the valuation consequences of real world corporate decisions, including those relating to financial analysis, planning and strategy, capital budgeting, intermediate and long-term financing, financial structure, the cost of capital and dividend policy, mergers and acquisitions, and risk management.

**FIN 65 Money and Capital Markets**
The main goal of this writing-across-the-curriculum course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will therefore be placed on both financial theory and the U.S. institutional structure. The former will include the financial structure, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates. The latter will include an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and both traditional and new financial instruments will also be evaluated.

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 multicity currency cash and exposure management, capital budgeting and cost of capital considerations as well as multinational performance and evaluation criteria. The case study method is utilized.
Prerequisite of FIN 71 is required.
Credits: 3
Annually

**FIN 81 Seminar in Financial Services**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 11</td>
<td>Principles of Management</td>
<td>This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.</td>
<td>FIN 12</td>
<td>3</td>
<td>Every Semester</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Organization Behavior</td>
<td>This course focuses on human behavior within organizations, including such topics as: personality, job attitudes, motivation, leadership, group process, diversity, formal and informal organizations, decision making and negotiation, and organizational culture.</td>
<td></td>
<td>3</td>
<td>Every Semester</td>
</tr>
<tr>
<td>FIN 14</td>
<td>Creating and Managing a Small Business</td>
<td>This course examines the opportunities and problems inherent in the process of business communication. The course is designed to improve effective business communication with emphasis on individual and interpersonal skills building. Topics include, but are not limited to, determining appropriate style and tone in various types of written business communications; strengthening verbal effectiveness through the use of presentations and graphics; and learning to interpret and use non-verbal communication for greater impact. This course addresses the unique communication challenges that arise as a result of diversity, globalization and the pervasiveness of technology.</td>
<td>FIN 11</td>
<td>3</td>
<td>Every Semester</td>
</tr>
<tr>
<td>FIN 16</td>
<td>Business Communication</td>
<td>This course is an introduction to information processing. Emphasis is on computer hardware and software and how it is integrated by end-users for management information systems. Personal Computer packages (spreadsheets, database management systems, and word processing) will be used to illustrate the tools available to managers.</td>
<td>FIN 11</td>
<td>3</td>
<td>Every Semester</td>
</tr>
<tr>
<td>FIN 18</td>
<td>Introduction to Business Information Processing</td>
<td>This course is a review of current human resource management and labor relations policies, practices and techniques. Topics include recruitment,</td>
<td></td>
<td>3</td>
<td>On Occasion</td>
</tr>
</tbody>
</table>
placement, evaluation and compensation of employees.
Prerequisite of MAN 11 is required.
Credits: 3
Every Fall and Spring

MAN 23 Business and Society
This course is a review of the major cultural, political and ethical issues that confront corporate systems in its attempt to adapt to the needs of a changing environment. This course of study includes analysis of the interrelationships of business with government (U.S. and foreign), labor, and the individual in society.
Credits: 3
Every Fall and Spring

MAN 31 Negotiation Strategy
Negotiation is a central part of personal, career, and organizational strategy. Through the study and practice of negotiation students develop strategic thinking, learn about the psychology of bargaining, explore decision making, and recognize psychological biases. Students develop ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. Through circumspect situational-analysis balancing ethical consideration students refine strategic thinking. Students will build a comprehensive set of skills necessary for success in any personal, career, entrepreneurial, and organizational setting. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.
Credits: 3
Every Semester

MAN 34 Service Management
This course provides students with the concepts and tools necessary to effectively manage a service operation. The strategic focus should also provide students with the foundation to open their own service businesses. Topics are organized around three modules: (1) Understanding Services, (2) Designing the Service Enterprise, and (3) Managing Service Operations.
Credits: 3
Every Fall

MAN 71 Business Policy
This is a capstone course in which the disciplines of management, finance, marketing and accounting are integrated to focus on policy decision-making to solve business problems. Computer based business simulations may be used to make essential policy decisions.
Prerequisite of MAN 11 & 18 & FIN 11 & MKT 11 and Senior status is required.
Credits: 3
Every Semester

MAN 75 International Management and Cross Cultural Behavior
This course is a survey of managerial actions and practices in a global setting. The impact of economic, political, and socio-cultural differences in international business management are explored. This course provides a framework for understanding cultural differences and the implications of such differences in forming managerial policies.
Prerequisite of MAN 11 is required.
Credits: 3
Every Fall and Spring

MAN 81 Management Seminar
In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of a pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology.
Prerequisite of Senior status is required.
Credits: 3
Every Semester

MAN 91 Independent Research Study
A program of supervised research in a selected area of management.
Prerequisite of Senior status is required.
Credits: 1
Every Semester

MAN 92 Independent Research Study
A program of supervised research in a selected area of management.
Prerequisite of Senior status is required.
Credits: 2
Every Semester

MAN 93 Management Internships
Internships are planned programs of research observations, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Students who have reached senior status and have maintained a major GPA of 3.0 or better for the past two academic years may apply.
Credits: 3
On Occasion

MAN 94 Management Internships
Internships are planned programs of research observations, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Students who have reached senior status and have maintained a major GPA of 3.0 or better for the past two academic years may apply.
Credits: 3
On Occasion

MAN 96 Lean Innovation and Entrepreneurship
This is an interactive hands-on course that immerses students in real-world aspects of starting a business. Rather than creating a business plan, students learn “lean” methods of testing and adapting business ideas to determine if there is a viable business opportunity. Students collaborate as interdisciplinary teams, form companies and select business ideas (the teams may be formed prior to class or at the outset of the course.

Our goal, within the constraints of a classroom and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and demands of the real world in an early stage start up. You’ll work in teams learning how to turn a great idea into a great company. You’ll learn how to use a business model to brainstorm each part of a company and customer development to get out of the classroom to see whether anyone other than you would want/use your product.

Finally, based on the customer and market feedback you gathered, you would use agile development to rapidly iterate your product to build something customers would actually use and buy. Each day will be a new adventure outside the classroom as you test each part of your business model and then share the hard earned knowledge with the rest of the class.
Prerequisite of Sophomore, Junior or Senior status and in Honors College are required.
Credits: 3
On Occasion

Management Information Systems Courses

MIS 20 Information Systems Management
This course is an overview of information systems technology. This course will emphasize management concepts and strategy essential for the selection, development, design, implementation, use, and maintenance of information technologies (IT) and information systems (IS) applications.
Business case studies are used to facilitate classroom discussion.
Prerequisite or co-requisite of MAN 18 is required for all business majors.
Co-requisite of ACC80 is required for accounting majors.
Credits: 3
Every Semester

MIS 30 Business Systems Analysis and Database Design
The topics included in this course are the approaches to collecting and analyzing users, information requirements, principles of entity relationship and data modeling, normalization principles to improve database design, data administration, data security, database backup and recovery, and new directions in Data Base Management Systems (DBMS).
Prerequisite or co-requisite of MIS 20 is required.
MIS 40 Management Support Systems
This course introduces the use of computer-based systems - Management Support Systems (MSS) - in support of managerial decision-making and organizational activity. MSS support managers in their decision-making process and improve the effectiveness of managerial activities. Topics include the evolution of MSS, decision-making, data management and modeling which include these Systems: Decision Support (DSS), Expert Support (ES), Group Support (GSS), and Executive Support (ESS).
Prerequisite or co-requisite of MIS 20 is required.
Credits: 3
On Demand

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

MKT 21 Retailing
This is a survey course emphasizing retail strategy, the evolution of retail institutions such as hypermarkets and the wheel of retailing, markups, atmospheres, location and distribution strategy, scrambled merchandising, market analysis and inventory control. Also, the creation of store image and consumer loyalty is studied.
Prerequisite of MKT 11 is required.
Credits: 3
Every Semester

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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 35</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
<td>MKT 11</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 36</td>
<td>Brand Licensing</td>
<td>3</td>
<td>MKT 11</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 41</td>
<td>Advertising</td>
<td>3</td>
<td>MKT 11</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 43</td>
<td>Direct Marketing</td>
<td>3</td>
<td>MKT 11</td>
<td>Direct response sales is one of the fastest growing areas in the field of marketing. Methods of tapping this market constitute some of the most sophisticated techniques devised and are the cutting edge of information technology. This course will familiarize students with the entire range of direct response channels and the advertising strategies appropriate to each. Prerequisite of MKT 11 is required.</td>
</tr>
<tr>
<td>MKT 45</td>
<td>Industrial Marketing</td>
<td>3</td>
<td>MKT 11</td>
<td>This course covers study of business-to-business marketing, organizational buying behavior, decision-making units, buying center processes, OEMs, value added dealers, industrial segmentation, market concentration, SIC codes, derived demand, joint demand, straight/modify/new task purchases, make/buy/lease decisions and government marketing. Prerequisite of MKT 11 is required.</td>
</tr>
<tr>
<td>MKT 51</td>
<td>Marketing Research</td>
<td>3</td>
<td>MKT 11</td>
<td>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 relatively, 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.</td>
</tr>
<tr>
<td>MKT 55</td>
<td>Marketing Channels</td>
<td>3</td>
<td>MKT 11</td>
<td>This course covers the analysis and management of distribution strategies, including selection of wholesalers, channel power and conflict, channel dominance, physical distribution and logistics, legal constraints and international comparisons of marketing distribution systems. Prerequisite of MKT 11 is required.</td>
</tr>
<tr>
<td>MKT 61</td>
<td>Product Strategy</td>
<td>3</td>
<td>MKT 51</td>
<td>This course presents a comprehensive presentation of the product planning and development process. Topics include idea generation, concept development, screening criteria, concept testing, commercialization and the development of marketing plans. Marketing mix decisions and strategies over the product's life cycle are also covered. The global dimensions of product development and product strategies as well as ethical issues are explored and integrated into the course. Prerequisite or co-requisite of MKT 51 is required.</td>
</tr>
<tr>
<td>MKT 70</td>
<td>International Business: The Firm &amp; Environment</td>
<td>3</td>
<td></td>
<td>The course aims to introduce the students to the discipline of international business. It discusses the uniqueness of the international environment and identifies the opportunities and threats for domestic business. It explains the key institutions which have facilitated globalization through the multilateral negotiation process. The bilateral forces stimulating regionalization are also analyzed. Of particular concern is the role of the firm in these processes. Theories and concepts related to trade, investment and strategic decisions including corporate structural options are discussed.</td>
</tr>
<tr>
<td>MKT 71</td>
<td>International Marketing</td>
<td>3</td>
<td>MKT 11</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 72</td>
<td>Entry Strategies</td>
<td>3</td>
<td>MKT 71</td>
<td>This course is an overview of International Marketing entry strategies. Students will examine the infrastructure of these markets, emerging trends, barriers to entry, and the development of marketing strategies needed to enter and compete in these unique environments. Prerequisite of MKT 71 is required.</td>
</tr>
<tr>
<td>MKT 73</td>
<td>Fundamentals of Export Marketing</td>
<td>3</td>
<td>MKT 71</td>
<td>This course is an introduction to international marketing tactics for those students interested in exporting. The course examines the discovery of leads for export targets, analyzes marketing methods, sales costs and expenses, surveys, and how to design, control and operate a global distribution network. In addition, the various governmental agencies and support systems available to assist businesses in globalizing their marketing activities are examined. Prerequisite of MKT 71 is required.</td>
</tr>
<tr>
<td>MKT 81</td>
<td>Marketing Seminar</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

LIU Post Undergraduate Bulletin 2019 - 2020
MKT 91 Independent Research Study
This is a program of supervised research in a selected area of marketing.
Prerequisites of MKT 11 and 14 are required.
Credits: 3
Every Semester

MKT 92 Independent Research Study
This is a program of supervised research in a selected area of marketing.
Prerequisites of MKT 11 and 14 are required.
Credits: 2
Every Semester

MKT 95 Internship
Internships are planned programs of research observation, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students and approval must be obtained from the Chair of the Marketing & International Business Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship.
Prerequisite of MKT 11, 14, Marketing subplan with Senior status and a 3.00 MKT courses GPA are required.
Credits: 3
Every Semester

MKT 96 Internship for Branding and Licensing
Internships are planned programs of research, observation, study, and participation in selected organizations for students who plan to become professional brand or product managers. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students with assistance from LIMA member organizations. Approval must be obtained from the Chair of the Marketing & International Business Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship.
A prerequisite of MKT 25, MKT 36 and Senior status with a 3.00 MKT courses GPA are required.
Credits: 3
Annually

Entrepreneurship Courses

ENT 11 Principles of Management
This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.
Credits: 3
Every Semester

ENT 12 Marketing Principles and Practices
This is a survey course of the field of marketing with particular emphasis on segmentation and target marketing, differential advantage, product life cycles, positioning, marketing mix decisions and product development.
Credits: 3
Every Semester

ENT 13 Principles of Finance 1
This course provides basic principles by which the modern corporation manages its assets, controls its liabilities, and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations.
Credits: 3
Every Semester

ENT 14 Accounting Principles
This course presents an introduction to fundamental financial accounting principles, concentrating on identifying, recording, and communicating the economic events of a business organization. This course studies the theory and practice of accounting. Topics covered during the semester include the balance sheet, income statement, and principles required to understand financial accounting systems.
Credits: 3
Every Fall and Spring

ENT 15 Idea to Enterprise
An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal enterprise pitch culminating in a presentation to a panel of venture capitalists.
Prerequisite of MAN 11 and FIN 11 are required.
Credits: 3
Every Fall

ENT 16 Management Seminar
In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology.
Prerequisite of Senior status is required.
Credits: 3
Every Semester

ENT 17 Social Entrepreneurship Consulting
On a rotating semester basis various entrepreneurship specialties will be covered such as social marketing, crowd funding, E-commerce, social entrepreneurship, etc.
Credits: 3
Every Semester

ENT 101 Foundations of Entrepreneurship
Introduction to the fundamentals of entrepreneurship helps students gain an understanding of the business principles necessary to start and operate a business. Students will develop an awareness of the opportunities for new venture formation and develop the planning skills needed to open a new technology-based enterprise. Students will explore the traits and characteristics of successful entrepreneurs and, gain an awareness of knowledge needed in research, planning, operations, and regulations impacting investment readiness. They will learn strategies of business in management and marketing and the economic role of the entrepreneur in the market system. The course will cover all aspects of entrepreneurship and enterprise formation. By the end of the class students should be ready to start their own business from the ground up.
Credits: 3
Every Spring
SCHOOL OF PROFESSIONAL ACCOUNTANCY

Accounting
Phone: 516-299-4193
Fax: 516-299-3265
Email: liupostbiz@liu.edu
Admissions: 516-299-2900 (post-enroll@liu.edu)
Acting Director, Dr. Rebecca L. Rosner
Professors: Abatemarco, Rosner
Associate Professor: Leopold-Persoff
Assistant Professors: Haq, Hoops, Siraj
Adjuncts: 6

The LIU Post School of Professional Accountancy holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the School prepares students for careers in accounting as auditors, forensic accountants, tax preparers, estate and financial planners, and more. The Accounting curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State.

The School’s M.B.A. and Master of Science degrees are offered in accountancy (select a concentration in professional accounting or taxation). Graduate programs in accountancy comprise several courses offered in the blended learning format, which combines the convenience of online learning with the benefits of live classroom discussion and interaction. All graduate Tax courses are offered fully online. The courses are offered asynchronously which provides the flexibility for course participation at any time without being restricted to a specific course time slot. The School is part of LIU Post’s College of Management, which is accredited by AACSB International – the Association to Advance Collegiate Schools of Business.

B.S. Accountancy

The 120-credit Bachelor of Science in Accountancy prepares students for a successful career in the fields of accountancy, auditing, taxation, and other business services. Professors with extensive professional experience and top academic credentials lead small classes, interacting closely with students.

Students have opportunities for internships at the Big Four accounting firms, as well as mid-sized and small firms. In addition, the LIU Post Accounting Society and the Kappa Omicron Chapter of Beta Alpha Psi bring together practicing accounting professionals and accounting majors through formal and informal events throughout the year. It is common for students in the program to have offers of full-time employment even before graduating. Alumni of this program can be found in positions of leadership at major New York-based accounting and business services firms.

B.S. in Accounting Learning Goals
Goal 1: Students will be able to use information technology for decision making and problem solving in business.
Goal 2: Students will be able to demonstrate knowledge of, and the ability to apply, accounting, auditing, and tax concepts in domestic and global settings.
Goal 3: Students will be able to understand professional responsibilities and methods for identifying and addressing ethical and legal issues in business and accounting.
Goal 4: Students will be able to demonstrate effective communication skills.
Goal 5: Students will be able to demonstrate effective collaborative skills.

ADMISSION REQUIREMENTS
- Incoming freshmen should have a solid B average (3.0 or 100 point equivalent grade point range of 82-85) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Accountancy

[Program Code: 06983] [HEGIS:0502.0]

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

LIU Post Thematic Core Curriculum (32-33 credits)
POST 101 1 credit
First-Year Seminar 3 credits
Writing I 3 credits
Writing II 3 credits
Quantitative Reasoning (MTH 5 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
Add'l course from one cluster (ECO 11 required) 3-4 credits

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

Major Requirements
Required Accountancy Courses
Students must have a grade of C or better in all courses to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Accounting Principles I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 12</td>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 21</td>
<td>External Reporting I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 22</td>
<td>External Reporting II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 61</td>
<td>Managerial Cost Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 80</td>
<td>Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 82</td>
<td>Auditing</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 84</td>
<td>Tax &amp; Business Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 85</td>
<td>Advanced Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 90</td>
<td>Applications in Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 19</td>
<td>Commercial Law for Accountants</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MIS 20</td>
<td>Information Systems Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>QAS 19</td>
<td>Business Analytics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Algebra for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note that ECO 10, ECO 11 and Mth 5 are mentioned in the first section as core requirements and repeated here for clarity. Students that do not display computer literacy (either through placement examination or previous course work) may be required to take CLA 6 (3 credits). Students must complete one of the following:

ORC 1 Public Speaking | 3.00 |
ACCELERATED SHARED CREDIT PROGRAMS

B.S. Accountancy and M.S. Accountancy

The School of Professional Accountancy, offers an accelerated shared credit program for qualified students to earn both a Bachelor of Science and a Master of Science in Accountancy. This 150-credit program allows the student to obtain both degrees in five years. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S. Accountancy and M.S. Accountancy accelerated shared credit program meets the 150-hour CPA licensure-qualifying requirements and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose the accelerated shared credit program in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

Students in this program have a choice of a concentration in Professional Accountancy or Taxation.

ADMISSION REQUIREMENTS

- Minimum overall GPA of 3.0 (all colleges/universities attended)
- At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
  - FIN 11 OR FIN 12
  - MAN 11
  - MKT 11
  - ECO 72 or QAS 20
- Minimum GMAT score of 400; and
- Meet the same standards for admission to the M.S. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

B.S. and M.S. Accountancy

Credit and GPA Requirements

| Minimum Total Credits: 120 |
| Minimum Liberal Arts Credits: 60 |
| Minimum Accounting and Business Credits: 54 |
| Minimum Accounting GPA: 2.0 |
| Minimum Business Courses GPA: 2.00 |
| Minimum Cumulative GPA: 2.00 |
| Minimum Accounting and Business Credits: 54 |
| Minimum Liberal Arts Credits: 60 |
| Minimum Total Credits: 120 |

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 5)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>(ECO 10)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Additional course from one cluster (ECO 11)</td>
<td>3-4 credits</td>
<td></td>
</tr>
</tbody>
</table>

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

Undergraduate Major Requirements

Required Undergraduate Accounting Courses

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Accounting Principles I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 12</td>
<td>Accounting Principles II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 21</td>
<td>External Reporting I</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 22</td>
<td>External Reporting II</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 61</td>
<td>Managerial Cost Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 80</td>
<td>Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 82</td>
<td>Auditing</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 84</td>
<td>Tax &amp; Business Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 85</td>
<td>Advanced Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 90</td>
<td>Applications in Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Undergraduate Business Courses

All courses must be completed with a grade of B or better

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 11</td>
<td>Principles of Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>FIN 12</td>
<td>Principles of Finance II</td>
<td>3.00</td>
</tr>
<tr>
<td>LAW 13</td>
<td>Legal Environment of Business</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Graduate Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 19</td>
<td>Commercial Law for Accountants</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Managing Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>MKT 11</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Operations Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note that dual degree candidates in the B.S./M.S. take MBA 620 in place of MIS 20 (Information Systems Management) and MBA 624 in place of QAS 19 (Business Analytics). These do not count toward the required 30 graduate credits (as is the case for the Dual B.S./M.B.A.).

Required Undergraduate Co-Related Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Algebra for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note that ECO 10, ECO 11 and MTH 5 are mentioned in the first section as core requirements and repeated here for clarity. Students that do not display computer literacy (either through placement examination or previous course work) may be required to take CLA 6 (3 credits).

Students must complete one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 17</td>
<td>Speech Communication in Organizations</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Graduate Accounting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 742</td>
<td>Financial Statement Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 750</td>
<td>Advanced Accounting Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 620</td>
<td>Tax Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Professional Accounting Concentration

Required Graduate Accounting Courses

Students must complete all of the following (12 credits total):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 720</td>
<td>Not-for-Profit Entity Accounting</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 753</td>
<td>Advanced Auditing and Data Analytics</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 754</td>
<td>Forensic Accounting</td>
<td>3.00</td>
</tr>
</tbody>
</table>
## Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives (9 credits total). Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 709</td>
<td>Corporate Financial Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 625</td>
<td>Federal Taxation of Estates, Gifts and Trusts</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 726</td>
<td>Tax Strategies and Business Decisions</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 729</td>
<td>State &amp; Local Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 760</td>
<td>Tax Research</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 762</td>
<td>Procedures and Practices in Federal Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 771</td>
<td>Corporate Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 772</td>
<td>Corporate Reorganizations and Consolidations</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 773</td>
<td>Consolidated Returns</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 774</td>
<td>Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 775</td>
<td>Partnerships and Limited Liability Entities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 776</td>
<td>Subchapter S Corporations</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 777</td>
<td>Estate Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 778</td>
<td>Advanced Partnerships and Limited Liability Entities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 779</td>
<td>Tax Exempt Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 780</td>
<td>Fundamentals of Qualified Employee Benefit Plans</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 788</td>
<td>International Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 791</td>
<td>Independent Study (Director’s Permission)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

## Taxation Concentration

### Required Graduate Taxation Courses

Students must complete all of the following (12 credits total):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAX 760</td>
<td>Tax Research</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 762</td>
<td>Procedures &amp; Practices in Federal Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 771</td>
<td>Corporate Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 775</td>
<td>Partnerships &amp; Limited Liability Entities</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives (9 credits total). Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 709</td>
<td>Corporate Financial Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 720</td>
<td>Not-for-Profit Entity Accounting</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 753</td>
<td>Advanced Assurance &amp; Data Analytics</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 754</td>
<td>Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>ACC 790</td>
<td>Developments in Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 625</td>
<td>Federal Taxation of Estates, Gifts and Trusts</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 726</td>
<td>Tax Strategies and Business Decisions</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 729</td>
<td>State &amp; Local Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 772</td>
<td>Corporate Reorganizations and Consolidations</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 773</td>
<td>Consolidated Returns</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 774</td>
<td>Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 776</td>
<td>Partnerships and Limited Liability Entities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 777</td>
<td>Estate Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 778</td>
<td>Advanced Partnerships and Limited Liability Entities</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 779</td>
<td>Tax Exempt Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 780</td>
<td>Fundamentals of Qualified Employee Benefit Plans</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 788</td>
<td>International Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 790</td>
<td>Developments in Taxation</td>
<td>3.00</td>
</tr>
<tr>
<td>TAX 791</td>
<td>Independent Study (Director’s Permission)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

For scheduling purposes please note:

- Generally offered in the Fall: ACC 754, TAX 771, TAX 776, TAX 778, TAX 788
- Generally offered in the Spring: ACC 753, TAX 625, TAX 729, TAX 762, TAX 775

### Credit and GPA Requirements

- **Minimum Total Credits:** 150
- **Minimum Undergraduate Business Credits:** 24
- **Minimum Undergraduate Accounting Credits:** 30
- **Minimum Undergraduate Liberal Arts Credits:** 60
- **Minimum Graduate Credits:** 30
- **Minimum Undergraduate Major GPA:** 3.00
- **Minimum Undergraduate Cumulative GPA:** 3.00
- **Minimum Graduate GPA:** 3.00

## B.S. Accountancy and M.B.A. Accountancy

The School of Professional Accountancy offers an accelerated shared credit program for qualified students to earn both a Bachelor of Science Accountancy and an M.B.A. Accountancy. This 150-credit program allows the student to obtain both degrees in five years. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S. Accountancy and M.B.A. Accountancy meets the 150-hour CPA licensure-qualifying requirements and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose the accelerated shared credit program in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

### Admission Requirements

- **Minimum overall GPA of 3.0** (all colleges/universities attended)
- **At least a grade of “B” (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):**
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
  - FIN 11 OR FIN 12
  - MAN 11
  - MKT 11
  - ECO 72 or QAS 20
- **Minimum GMAT or GRE score of 400, or minimum LSAT score of 141; and**
- **Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.**

## B.S. Accountancy and M.B.A. Accountancy

### Program Code: 06983 and 79066) [HEGIS: 0502.0 and 0506.0]

### Core Curriculum Requirements

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 5)</td>
<td>3 credits required</td>
</tr>
</tbody>
</table>

Students must earn a grade of B or better in all courses to fulfill this requirement.

**Required Undergraduate Business Courses**

Students must complete at least 50% (15 credits) toward both undergraduate and graduate credit requirements.

Students can only count courses 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**

Students must complete six credits from the following: ACC 700 or above.

**Elective Accounting Courses**

Students must take a minimum of three of the following: ACC, BLW, TAX or any FIN, IUB, MAN, MIS or MKT courses 700 or above.

**Credit and GPA Requirements**

- Minimum Total Credits: 150
- Minimum Total Undergraduate Credits: 120
- Minimum Undergraduate Liberal Arts Credits: 60
- Minimum Graduate Major Credits: 36
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

**MINORS**

**Minor in Accounting**

Undergraduate students who are pursuing a major in another subject area can apply elective courses (18 credits) toward a minor in accountancy. Contact your academic and career counselor about further requirements and additional information.

**Minor in Accounting Requirements**

- Required Accounting Courses
- Elective Undergraduate Courses
- Elective Accounting Courses
- Credit and GPA Requirements

**Required Graduate Capstone Course**

**Required Graduate Capstone Course**

MBA 820 Business Policy 3.00

**Elective Undergraduate Courses**

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

**Elective Graduate Business Administration Courses**

Students must take a minimum of three of the following: ACC, BLW, TAX or any FIN, IUB, MAN, MIS or MKT courses 700 or above.

**Credit and GPA Requirements**

- Minimum Total Credits: 18
- Minimum Minor GPA: 2.5
Accounting and Business Law Courses

ACC 11 Accounting Principles I
This course presents an introduction to fundamental financial accounting principles, concentrating on identifying, recording, and communicating the economic events of a business organization. This course studies the theory and practice of accounting. Topics covered during the semester include the balance sheet, income statement, and principles required to understand financial accounting systems.
Credits: 3
Every Semester

ACC 12 Accounting Principles II
This course is the second in the accounting principles sequence. The first part of the course focuses on partnerships and the corporate form of business organization, including financial statement analysis and cash flow statements. Students are then introduced to managerial accounting concepts and how they can be used in fostering internal business decision-making. Information concerning the behavior of costs, profit planning, and budgeting is analyzed to enhance meaningful comprehension of managerial accounting.
Prerequisite of ACC 11 is required.
Credits: 3
Every Semester

ACC 21 External Reporting I
This course focuses on the preparation and analysis of financial information for users external to the organization. Topics include the accounting cycle; income measurement, cash, receivables, inventories, operational assets, investments, and preparation of financial statements. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.
Prerequisite of ACC 12 is required.
Credits: 3
Every Fall

ACC 22 External Reporting II
This course is a continuation of ACC 21 External Reporting I. This course is an in-depth study of the underlying concepts, measurement, analysis, and interpretation of financial information for external users. Topics include long-term liabilities, investments, stockholder's equity, earnings per share, leases, pensions, cash flow statements, accounting errors and changes, and deferred income taxes. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.
Prerequisite of ACC 21 is required.
Credits: 3
Every Fall and Spring

ACC 61 Managerial Cost Analysis
This course provides an in-depth understanding of the theory and concepts underlying conventional cost systems and the rationale for the development and understanding of modern cost management systems including: 1) cost accumulation systems for product costing, cost behavior concepts for planning and control, and activity-based-costing; 2) the use of cost information for strategic decision analysis and support; and 3) financial planning and control systems with a quality management perspective.
Prerequisite of ACC 21 is required.
Credits: 3
Every Fall

ACC 80 Accounting Information Systems
This course develops an understanding of the roles of accounting information and information technology and their influence on decision making, operational support, and organizational competitiveness. The course will include, but not be limited to, the framework of accounting information systems and decisions that impact on their design and implementation, the role of accounting information systems in transaction processing and internal control, and the functions of the major subsystems. The student will also gain hands-on experience in using and in evaluating accounting information systems, as well as further develop collaborative, oral, and written communication skills.
Prerequisite of ACC 21 is required.
Credits: 3
Every Semester

ACC 82 Auditing
This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. Course coverage includes the audit risk model, understanding and testing internal controls, substantive testing, fraud, reports on audited financial statements, professional ethics, and an introduction to computer auditing.
Prerequisites of ACC 22 and ACC 80 are required.
Credits: 3
Every Semester

ACC 84 Tax & Business Strategies
Tax basics of all types of entities will be studied. The course stresses the importance of exposure to a range of tax concepts within the framework of financial reporting. Critical thinking and problem solving skills will be developed utilizing tax planning decision models. Recognition of tax savings and tax hazards will prepare students for many possible work environments.
Prerequisite of ACC 21 is required.
Credits: 3
Every Fall

ACC 85 Advanced Taxation
A continuation of ACC 84, this course will review more advanced areas of the Federal tax law as promulgated by the Internal Revenue Code of 1986, as amended, including applicable rulings, case law precedent and treasury regulations. The student will become familiar with rules applicable to the taxation of business entities, including C and S corporations, LLCs, partnerships, and specially taxed corporations. An introduction to N.Y. State taxes will be covered.
Prerequisite of ACC 84 is required.
Credits: 3
Every Spring

ACC 90 Applications in Accounting
This course covers accounting for business combinations, international transactions and reporting, governmental and not-for-profit entities, and other key advanced topics. The course links theory and practice with constant emphasis on the logic of procedures.
Prerequisite of ACC 22 is required.
Credits: 3
Every Semester

LAW 13 Legal Environment of Business
This course examines the origins of law, business ethics, court system, business related torts, contracts, agency, partnership, corporations, employment law, intellectual property, and international business law.
Credits: 3
Every Semester

LAW 19 Commercial Law for Accountants
This course covers real and personal property, bills and notes, insurance, suretyship and bankruptcy, law of sales and negotiable instruments, wills and trusts, secured transactions, accountant's liability, and security regulation.
Prerequisite of LAW 13 is required.
Credits: 3
Every Semester
Graduates of the B.S. in Computer Science will:

- Understand the theoretical and practical foundations and real-world applications of computer science
- Use a variety of programming languages and software development tools
- Function in a variety of cross-platform operating environments

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Computer Science

[Program Code: 06996] [HEGIS: 0702.0]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Computer Science must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 6)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World (PHY 3 or 11 required)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3 credits</td>
</tr>
<tr>
<td>Add'l course from one cluster (PHY 4 or 12 required)</td>
<td>3-4 credits</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World cluster</td>
<td></td>
</tr>
</tbody>
</table>

B.S. Information Systems

PLEASE NOTE THAT THE B.S. INFORMATIONS SYSTEMS WILL BE AVAILABLE ONLY FOR THE PURPOSE OF THE ACCELERATED SHARED CREDIT B.S.
**B.S. Information Systems**  
(Program Code: 87502)  
[HEGIS: 0702.0]

**IMPORTANT NOTE:** This program is not designed as a stand-alone B.S. This course progression exists for those following the accelerated shared credit B.S. Information Systems and M.S. Information Systems.

**Core Curriculum Requirements**

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

- **LIU Post Thematic Core Curriculum (32-33 credits)**
  - POST 101 1 credit
  - First-Year Seminar 3 credits
  - Writing I 3 credits
  - Writing II 3 credits
  - Quantitative Reasoning (MTH 5 3 credits required)
  - Scientific Inquiry & the Natural World 4 credits
  - Creativity, Media & the Arts 3 credits
  - Perspectives on World Cultures 3 credits
  - Self, Society & Ethics 3 credits
  - Power, Institutions & Structures 3 credits
  - 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 requirements. Note that IT 266 requirement for the major, also counts toward liberal arts and sciences credit requirements.

### Required Co-Related Courses

| MTH 5 | Linear Mathematics for Business and Social Science |
| MTH 6 | Calculus for Business and Social Science |

### Major Requirements

**Required Computer Science and Information Systems Courses (54 credits)**

- Grade of C or better is required in all CS & IT courses
- Minimum Overall GPA: 2.00
- Minimum Liberal Arts: 60 credits
- Minimum Major: 57 credits
- Minimum Total: 120 credits

| CS 101 | Problem Solving |
| CS 106 | Foundations of Web Design and Development |
| CS 111 | Object Oriented Programming 1 |
| CS 133 | Agile Analysis and Design |
| CS 151 | COBOL 1 |
| CS 229 | Foundations Of Information Systems |
| CS 231 | Foundations of Database |
| CS 245 | Working in a Team Environment |
| CS 248 | Web Development I |
| CS 255 | Technical Communications |
| CS 266 | Web Development 2 |
| IT 151 | Foundations of Information Technology |

| IT 266 | Policy, Legal and Ethical Issues in Information Technology |
| Two (2) approved major electives |

### Credit and GPA Requirements

- Minimum Total: 120
- Minimum Liberal Arts: 60 credits
- Minimum Major: 57 credits
- Minimum Major GPA: 2.00
- Minimum Overall GPA: 2.00

### B.S. Information Management & Technology

In the Information Age, successfully storing, retrieving and using data is of paramount importance in every aspect of our lives. Business, health care, security, education, the environment — all of these fields and many more rely on the ability to preserve and deploy knowledge. LIU Post’s Bachelor of Science program in Information Management and Technology prepares graduates to function in an information-driven, high-technology environment.

The 120-credit program includes coursework on legal and ethical issues in information technology, the role of information in society and advanced information access and retrieval. Knowledge of the services and technologies that facilitate the management and use of information by individuals and organizations are the backbone of the program. The B.S. in Information Management and Technology will give you a wide array of career choices and provides an excellent foundation for further study at the master’s or doctoral levels.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.
pursuing the B.S. Information Management & Technology must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 1,3,5,6,7,8,15 or 16)</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>Additional course from one cluster</td>
<td>3-4</td>
</tr>
</tbody>
</table>

For a more detailed listing of these requirements, see the core curriculum section of this bulletin. Students will choose electives in order to satisfy 60-credit liberal arts requirement. Note that IT 266 requirement for the major, also counts toward liberal arts and sciences credit requirements.

Co-Related Courses:
The only co-related courses for IMT majors are MTH 19 and IT 50 (as a FYS - First Year Seminar).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 19 Basic Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 50 Effective Strategies for Academic Success</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Major Requirements
Grade of C or better is required in all CS & IT courses

Required Computer Science and Information Technology Transfer Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 106 Foundations of Web Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 110 Programming with Python</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 136 Networks and IT</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 229 Foundations of Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 233 Operating Systems with Linux</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 237 HCI and Usability</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 133 IS Analysis and Logical Design</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151 Foundations of Information Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 245 Working in a Team Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 255 Technical Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 266 Legal, Social and Ethical Issues</td>
<td>3.00</td>
</tr>
<tr>
<td>Two (2) approved major electives</td>
<td>6.00</td>
</tr>
<tr>
<td>Five (5) approved Area of Concentration courses</td>
<td>15.00</td>
</tr>
</tbody>
</table>

Total credits: 54 (33 required, 6 elective, 15 AoC)

The area of concentration and the appropriateness of courses used to fulfill it must be approved by the department chair. Such areas might include technology areas such as Information Management or IT and Cybersecurity, or other areas such as business, English, foreign language, or media arts.

Credit and GPA Requirements
Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 60 credits
Minimum Major GPA: 2.00
Minimum Overall GPA: 2.00

ACCELERATED SHARED CREDIT PROGRAM

B.S. Information Systems and M.S. Information Systems

A degree in information systems is a valuable credential. It signifies mastery of the fundamentals of the integration of technology, people and strategy – knowledge that is prized by every organization and business. The 150-credit LIU Post Bachelor of Science and Master of Science in Information Systems will enable you to earn both a bachelor’s degree and a master’s degree in this thriving field in just five years, a significant saving of time and money over the traditional approach of pursuing the two degrees separately.

Graduates of this program possess the knowledge and skills to develop and manage sophisticated information systems, as well as managing the people and processes involved in systems development. At the heart of the degree is the integration of technology into the business process, including the technical foundations of information systems and the skills required to manage resources and to lead people. Throughout the program, courses are taught in a way that will enable you to learn to integrate all components of information system technology (hardware and software), people and business strategy into an efficient and effective resource that helps an organization fulfill its unique mission within the economy and society.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Information Systems and M.S. Information Systems (ISY)

<table>
<thead>
<tr>
<th>Program Code: 87502 and 19734</th>
</tr>
</thead>
<tbody>
<tr>
<td>{HEGIS: 0702. and 0702.}</td>
</tr>
<tr>
<td>Program Code: 87502 and 19734</td>
</tr>
</tbody>
</table>

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. / M.S. Information Systems must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 5 3 credits required)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Admission

Entry and Academic Requirements
Students intending to enroll in the dual ISY program must apply to the department by the end of the spring semester of their junior year. The entrance requirements for this program are:

- Overall undergraduate GPA of 3.0
- Major GPA of 3.25
Students must achieve a grade of B or better in each graduate course taken in senior year in order to continue in the program. This will be monitored at the conclusion of each semester. Students who do not complete the entire program or who do not meet minimum standards in their graduate work may choose to apply appropriate graduate credits toward the bachelor's degree; they must then reapply for admission to the graduate program.

**Major Requirements**

**Required Undergraduate Computer Science & Information Systems Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 106</td>
<td>Foundations of Web Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 125</td>
<td>Systems and Environments</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 136</td>
<td>Networks and IT</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 229</td>
<td>Foundations of Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 231</td>
<td>Database Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 232</td>
<td>Advanced DB Programming using SQL</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 245</td>
<td>Working in a Team Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 248</td>
<td>Web Development I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 250</td>
<td>Foundations of Mobile Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 283</td>
<td>Approved Topics</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151</td>
<td>Foundations of Information Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 266</td>
<td>Legal, Social and Ethical Issues (WAC) Approved CS Elective</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Senior Year Graduate Information Systems Courses (Fall); take two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 554</td>
<td>Information Systems Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 600</td>
<td>Database Design</td>
<td>3.00</td>
</tr>
</tbody>
</table>

AND

**Required Fifth Year Graduate Information Systems Courses (Fall), Take two of the following plus two approved electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 540</td>
<td>Database Fundamentals</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 624</td>
<td>Communicating and Documenting Information Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Senior Year Graduate Information Systems Courses (Spring); take two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 650</td>
<td>Human Computer Interaction</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 710</td>
<td>Information Systems Project Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

- **Minimum Overall Undergraduate GPA:** 3.00
- **Minimum Major GPA:** 3.25
- **Minimum Undergraduate Major:** 54 credits
- **Minimum Liberal Arts:** 60 credits
- **Minimum Graduate Major:** 36 credits
- **Minimum Graduate Major GPA:** 3.25
- **Minimum Overall Undergraduate GPA:** 3.00

---

**MINORS**

**Minor: Computer Information Systems**

Undergraduate students who are pursuing a major in another subject area can apply elective courses (15 credits) toward a minor in Information Systems. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Contact your academic and career counselor about further requirements and additional information.

**Minor in Computer Information Systems**

**Required Computer Information Systems Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 106</td>
<td>Foundations of Web Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 111</td>
<td>Object oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 229</td>
<td>Foundations of Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>IT 151</td>
<td>Foundations of Information Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and G.P.A. Requirements**

- **Minimum Total:** 15 Credits
- **Minimum G.P.A.:** 2.00

**Minor: Computer Science**

Undergraduate students who are pursuing a major in another subject area can apply elective courses (15 credits) toward a minor in Computer Science. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.

Contact your academic and career counselor about further requirements and additional information.

**Minor in Computer Science**

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 116</td>
<td>Object Oriented Programming II (Data Structures)</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 251</td>
<td>Programming Languages</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### Credit and GPA Requirements

**Minimum Total:** 15 Credits  
**Minimum GPA:** 2.00

### Minor: Game Programming

Games are developed by teams of people. The bottom line is that someone has to take the design specifications and translate them into executable computer instructions. A decent knowledge of programming is required, as well as the understanding of how to apply it using a game engine. This series of courses will provide a student with programming essentials (including data structures) as well as applying those skills in a production capable game engine, building 2D or 3D games of basic to intermediate complexity.

### Minor in Game Programming

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Computer Program Development I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 116</td>
<td>Computer Program Development II</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 127</td>
<td>Introduction to Game Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 263</td>
<td>Advanced Data Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 271</td>
<td>Advanced Game Programming</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

**Minimum Total Credits:** 15 Credits  
**Minimum GPA:** 2.00

### Minor: Information Management Technology

This minor is a subset of our Information Management Technology undergraduate program and is designed to provide students with an introduction to how data is organized (stored and retrieved) for use by an organization. Students would be better prepared to work with technicians or venture into organizational roles requiring familiarity with underlying technology and the flow of data in a given organization.

### Minor in Information Management Technology

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

**Minimum Total Credits:** 15 Credits  
**Minimum GPA:** 2.00

### Minor in Web and Mobile Development

**Required Computer Science Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 106</td>
<td>Foundations of Web Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 111</td>
<td>Object Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 248</td>
<td>Web Development I</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 250</td>
<td>Foundations of Mobile Development</td>
<td>3.00</td>
</tr>
<tr>
<td>CS 251</td>
<td>Programming Languages</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

**Minimum Total Credits:** 15 Credits  
**Minimum GPA:** 2.00
Computer Science, Innovation and Management Engineering Courses

CLA 6 Living in a Digital World
This is a survey course of computer concepts designed for non-majors (satisfies the Computer Competency requirement). Topics include: fundamentals of hardware and software, uses and capabilities of personal computers, the Internet, social, legal and ethical implications of computers. The prerequisite of non-major status is required.
Credits: 3
On Occasion

CLA 11 Computer Technology
This is a survey of technical topics relating to computer systems and computer environments. For non-majors. The prerequisite of CS 101 or CLA 6 and non-major status is required.
Credits: 3
On Occasion

CLA 13 Computer Problem Solving
This course covers the use of spreadsheets and tools such as Visual Basic for Applications to solve practical problems. It is an introduction to elementary programming concepts and visual programming environments. The prerequisite CLA 6 and non-major status is required.
Credits: 3
On Occasion

CLA 15 Organizing and Presenting Information
This course covers desktop publishing and presentation graphics to integrate information provided by application packages such as word processing packages, spreadsheets and database management systems. Topics include the principles and techniques of typesetting, design, page layout and slide show production. Not for major credit. The prerequisite CLA 6 and non-major status is required.
Credits: 3
On Occasion

CLA 25 Internet Fundamentals
This course covers the technologies underlying the Internet. Topics include: creation of web pages, linking of web pages into a web site, inclusion of graphics, web-based form design, Internet protocols, Internet basic services, and markup languages. The prerequisite CLA 6 and non-major status is required.
Credits: 3
On Occasion

CLA 29 Structuring & Managing Data
This course covers the design and use of practical databases. Fundamental definitions, data modeling, graphical form design, user interaction, queries and reports are examined along with the role of databases in contemporary application systems. The prerequisite of CS 101 or CLA 6 and non-major status is required.
Credits: 3
On Occasion

CLA 31 Elements Of Systems Analysis
This course covers the stages in the information system life cycle and the role of information systems in the workplace. Topics include: information system planning, including analysis of system requirements; formulation of requirements into recommendations; development of a framework for evaluating system alternatives, both hardware and software, that implement these recommendations; and methodologies for system design. For non-majors. The prerequisite of 9 units of CLA courses is required.
Credits: 3
On Occasion

CS 01 Preparatory Computer Science
This course is designed for students transferring units from other institutions or with life experience, where certain selected topics in our regular courses were not covered by the student’s prior work. The student is taught the missing topics by means of faculty supervised independent study and laboratory work. Satisfactory completion permits the granting of full credit and advanced standing for prior work. This course may be taken more than once when required for completion of requirements in different courses. Special fee equal to tuition fee for one unit.
Credits: 0
On Occasion

CS 106 Foundations of Web Design and Development
This course covers usage of HTML and CSS in the design and construction of web pages and sites. A focus on design with user interaction in mind is central to the courses theme.
Credits: 3
Every Fall

CS 110 Programming with Python
Students will learn the essentials of programming. Fundamentals constructs such as decisions, repetitions, datatypes, and basic collections of data (scalar values, arrays, lists and sets) will be covered. Students will understand problem deconstruction and basic modularization (functions). The language will be instructed against a background of ‘traditional’ problems as well as introducing how it is applied in web scraping, data visualization, machine learning, and other examples appropriate in data management domains. No prior programming experience is necessary. Pre requisite: CS or IMT majors only
Credits: 3
Every Spring

CS 111 Object Oriented Programming
This course discusses the fundamentals of object-oriented programming techniques using a production level language. The course begins with a review of elementary language topics, and proceeds through other topics such as: foundations of data structures, class based programming, inheritance, and polymorphism. Students will be required to produce program specification and testing documentation for each project.
Credits: 3
Every Fall

CS 116 Data Structures and Algorithms
This course applies and extends the programming concepts of CS 111. The student will design and build programs of increased complexity and size. Application of more advanced data structures as well as “Big O” will be considered in building solutions. Students will be required to produce program specification and testing documentation for each project. Prerequisite of CS 111 is required or by permission.
Credits: 3
Every Spring

CS 125 Systems And Environments
This course presents a survey of computer systems and environments. Topics include: comparative
operating systems, computer architectures and organization, and an overview of hardware and peripherals.

**Prerequisite CS 116 is required.**

**Credits: 3**

**On Occasion**

**CS 127 Design for Game Programming**

This course presents the software development life cycle from the perspective of game design. Topics include: rule based scenarios, story boarding, virtual environments, interaction design, and prototyping.

**Credits: 3**

**Every Spring**

**CS 133 Software Systems Methodologies**

This course examines software systems analysis and design in relation to various methodologies. Students will learn to express and analyze user requirements and to design components that comply to requirements.

**Credits: 3**

**Every Fall**

**CS 136 Networks and IT**

This course covers a broad foundation of networking including: computer communications architectures; LANs and WANs, physical network media and their characteristics; data transmission modes and data encoding; communication protocols; gateways and message routing schemes; circuit switching and packet switching; and architecture of the Internet.

**Credits: 3**

**Every Fall**

**CS 151 Enterprise Python**

This course covers the enterprise application of the Python language. Topics include data visualization, data manipulation and basic GUI interfaces on both desktop and Web platforms.

**Pre requisite of CS 111 is required or by permission.**

**Credits: 3**

**On Occasion**

**CS 153 System Software - C Language**

System software implementation using C language. Topics include: functional decomposition, separate implementation code compilation, static and dynamic data structures, input/output, preprocessor facilities and the C Library.

**Pre requisite CS 116 is required.**

**Credits: 3**

**On Occasion**

**CS 214 Computer and Information Systems Architecture**

This course adopts a holistic perspective of the computer components comprising an information system. A review of the current technologies available and their relationships forms the basis for students in evaluating IS frameworks appropriate to enterprise needs.

**Pre requisite CS 116 is required.**

**Credits: 3**

**On Occasion**

**CS 229 Foundations of Information Systems**

This course covers the relationship of information systems (IS) organizations. It also covers the fundamentals of RDBMS Systems including entity relationship modeling, relational data design and basic data retrieval using SQL.

**Credits: 3**

**Every Spring**

**CS 231 Database Systems**

This course resumes where CS 229 leaves off. Introducing students to intermediate data retrieval, backup and recovery, security/authorization and other basic administrative considerations.

**A pre-req of CS 229 is required or by permission.**

**Credits: 3**

**On Occasion**

**CS 232 Programming for Database Systems**

The course covers programmatic methods used in the maintenance and accessing of database systems, including RDBMS and systems such as NoSQL. **Prerequisite CS 231 is required.**

**Credits: 3**

**On Occasion**

**CS 233 Operating Systems with Linux**

This course covers fundamental operating systems concepts and theory. Using Linux for illustration, the course examines: an overview of operating systems architecture and functionality; comparison of current operating systems; processes, synchronization, scheduling and deadlocks; physical and virtual memory management; file systems; and an introduction to network operating systems. Other operating systems will be examined for comparison.

**Pre or co-requisite of IT 151 is required.**

**Credits: 3**

**Every Spring**

**CS 234 Desktop Development**

This course review methodologies for the development of applications using various current technologies and tools. Students will produce Desktop programs from small discreet applications to intermediate information system components.

**A prerequisite of CS 106 and CS 111 are required.**

**Credits: 3**

**On Occasion**

**CS 237 HCI and Usability**

This course discusses human factors concepts applied to human-computer interface design. Three generations of interface paradigms are examined in relation to the historical development of hardware and software. Students will explore various development methodologies that have evolved and learn how to organize and plan for usability testing. Students will gain an understanding of the importance of human perception in the development of digital interfaces and the types of strategies involved in that process.

**Design theories are applied to usability testing problems.**

**Prerequisite of CS 111 is required or by permission.**

**Credits: 3**

**Alternate Spring**

**CS 241 Software Systems Engineering**

This course will examine the theories and principles of software engineering and apply them to a discipline specific problem. Topics include systems analysis and systems thinking, writing requirements, different modeling paradigms, and software quality. **Prerequisite CS 116 is required.**

**Credits: 3**

**On Occasion**

**CS 245 Working in a Team Environment**

This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating, tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized.

Experiential learning through team projects occurs in a laboratory setting. Same as IT 245.

**Pre requisite of senior status in the major is required**

**Credits: 3**

**Alternate Spring**

**CS 246 Cybersecurity**

This course provides an overview of computer-based security issues. Students will enumerate standalone or system components which may be compromised and lead to exposures or failures in confidentiality, integrity and availability of data and systems.

Identification and evaluation of risk, and prevention and mitigation of breaches will be discussed.

**Prerequisites of (CS 125 or CS 233 or CS 261) & CS 136 are required.**

**Credits: 3**

**On Occasion**

**CS 248 Foundations of Web Development**

This course covers web site architecture and page design. Topics include: markup languages, scripting languages, style sheets, forms, and cross platform development. Discipline dependent projects will be assigned.

**A prerequisite of CS 106 and CS 111 are required.**

**Credits: 3**

**Alternate Fall**

**CS 250 Foundations of Mobile Development**

The purpose of the course is to instruct students about mobile computing appropriate to web-enabled e-commerce environments. The course will emphasize web services, interoperability, using an appropriate Interactive Development Environment, Android’s lOs programming language, packaging, application server delivery, and application to client
CS 251 Programming Languages for Data Science
This course is a 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 classical language concepts such as scope and binding, parameter passing, memory allocation, data representation and abstraction.
Prerequisite of CS 111 is required or by permission.
Credits: 3
Alternate Spring

CS 252 Compiler Theory & Design
This course includes: structure of compilers; review of basic concepts and terminology in programming analysis; finite state machines, state diagrams and graphs, state equivalence; Turing machines, finite automata; lexical analysis, regular expressions, and finite state techniques; context-free grammars; parsing methodologies; intermediate code generation and optimization.
Prerequisite of CS 251 is required.
Credits: 3
On Occasion

CS 254 Artificial Intelligence and Machine Learning Fundamentals
This course examines basic AI and ML concepts and behaviors as applied in various domains such as gaming, robotics and data science. Students will investigate and apply basic supervised machine learning to solve real-world problems.
Prerequisite CS 116 is required.
Credits: 3
On Occasion

CS 255 Technical Communication Systems and Software Documentation
This course focuses on oral and written communication practices covering the entire system development life cycle, including data, process, and user perspectives. Students will apply communication analysis to various oral and written assignments, including system requirements, analysis and design documents, code documentation and on-line and printed user support. Same as IT 255.
Pre requisite: Senior status in the major or by permission of the Chair. Pre or co-requisite of CS 244.
Credits: 3
Alternate Fall

CS 256 Software Testing
This course covers software testing (unit, integration, system, acceptance). It includes the following topics: identifying and writing test cases, manual testing, automated testing, regression testing, non-functional testing, and test-driven development. Automated testing tools will be used.
Because test-driven development results in iterative development and poor architecture and design, software refactoring to improve architecture and design will be discussed where appropriate.
Prerequisite CS 116 is required.
Credits: 3
Alternate Spring

CS 257 Computer Graphics
This course is a 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 classical 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
On Occasion

CS 258 Operating Systems and Computer Architecture
This course integrates operating systems and computer architecture. Discussion centers on computer organization and management and operating systems architecture and functionality. Detailed topics include: principles of digital logic, memory management, machine and assembly language, input/output processing and control, communication internal to the computer, process scheduling, and file management.
Prerequisites: IT 151 and CS 111
Credits: 3
On Occasion

CS 261 Advanced Data Structures
Advanced Data Structures such as Trees, Heaps, and Graphs are used in the development of applications.
A pre requisite of CS 116 and CS 127 are required.
Credits: 3
On Occasion

CS 263 Operating Systems and Computer Architecture
This course covers the programming environments that enable e-commerce and enterprise transactions. The course will emphasize: web services and interoperability.
A prerequisite CS 248 is required.
Credits: 3
On Occasion

CS 267 Scientific Foundations for Games
This course applies physical and mathematical properties to the programming of graphical game environments.
Prerequisite of CS 127 and CS 263 and (PHY 3 or PHY 11) is required.
Credits: 3
On Occasion

CS 271 Game Programming Project
Students will develop game projects of intermediate complexity and incorporate elements of AI as well as more advanced data structures (such as graphs) in creating a game solution in either a 2D or 3D space. AI elements will include pathfinding, flocking, swarming, following, avoidance, finding the shortest path (Dijkstra method and A*), and steering (among others). Projects will include individual projects as well as team projects over the course of the semester.
Prerequisite of CS 263 is required.
Credits: 3
On Occasion

CS 275 Programming For Cybersecurity
Students will discuss, explore and solve computer-based security issues. Topics include the monitoring, prevention and mitigation of security exposures. Students will develop solutions using high-level languages as well as open source tools in the monitoring and control of systems and components.
Prerequisites of CS 136 and 116 are required.
Credits: 3
On Occasion

CS 276 White Hat Hacking and PenTesting
Using virtual machines and/or simulations, students will explore and apply several tools and techniques for enumerating system vulnerabilities used in gaining access to systems. Topics include chained exploits, tools and legal aspects of White Hat hacking and Penetration testing.
Prerequisites of CS 116 and (CS 261 or CS 233) are required.
Credits: 3
On Occasion

CS 281 Computer Project I
Each student is expected to prepare a paper for an oral and/or written presentation on work done, under faculty supervision, dealing with computer science or information systems. Prospective students must present an outline of what they propose to a department faculty sponsor, at least three weeks prior to registration. 1-3 credits.
Credits: 1 to 3
On Occasion

CS 282 Computer Project II
Permission to register for this course is given only to those students or teams of students who have elected a project, which, in the opinion of the department faculty, requires an extra semester to complete.

Credits: 1 to 3
On Occasion

**CS 283 Special Topics in Computer Science and Information Systems**

When offered, the specific content to be covered in that semester and the prerequisites, for that semester, are announced in advance of registration. Students may take this course more than once as topics change.

Laboratory fee.

Credits: 3
On Occasion

**CS 289 Internship**

This course is a combination of classroom instruction (1 credit) and field work (2 credits) in which students select an environment and analyze an information transfer function within that organization. Students are placed in the field through the Cooperative Education Office for at least 90 hours during a semester and are supervised by a faculty member.

The pre- or co-requisite of junior or senior status and at least a 3.00 major GPA and permission of the chair are required.

Credits: 3
On Occasion

**IT 50 Effective Strategies for Academic Success**

Making the jump from high school to college can be both exciting and daunting. Learn, from the field of project Management, how to get and keep control of your academic career. Using the syllabi from your semesters’ courses, you will apply proven project management techniques to plan, monitor, and control your academic activities. Risk management will help you foresee and handle unexpected interruptions to your normal routine, and to adapt to change.

(Recommended as FYS (First Year Seminar) for CS department students.)

Credits: 3
On Occasion

**IT 133 Information Systems Analysis and Logical Design**

This course examines software systems analysis and design in relation to various methodologies. Students will learn to express and analyze user requirements and design components complying with requirements.

Pre requisite: IMT major status or department permission.

Credits: 3
Every Fall

**IT 151 Foundations of Information Technology**

This course provides a survey of technical topics related to information technology. Topics include the fundamentals of computer systems, operating environments, current and emerging technologies, and information technology in the workplace.

Credits: 3
Every Fall

**IT 162 Multimedia Information Management**

This course examines the tools and methods of creating, processing, storing, organization and accessing non-text based information; e.g., visual and audio formats.

Pre or co-requisite of IT 151 is required.

Credits: 3
On Occasion

**IT 172 Database Design & Use**

This course examines the design and practical use of databases for the purpose of managing, accessing, and retrieving information. Emphasis is on the development of databases that address the information needs of its users.

Pre-requisite of CS 101 is required.

Credits: 3
On Occasion

**IT 227 Information Technology and Society**

This course discusses the impact of information technology on various aspects of society. Topics include: the uses and flow of information in society at large, the affect of IT on decision-making, and social media and its impact.

Pre-requisite of IT 151 or CLA 6 is required.

Credits: 3
On Occasion

**IT 233 Knowledge Management**

Knowledge Management involves capturing, organizing, locating, evaluating, disseminating, and storing knowledge. This course will explore the technology that supports the information flow within a group or institution and the methods and procedures involved in the implementation of a knowledge management system. It will cover documented knowledge management case studies. Students will develop a prototype knowledge management system.

A pre requisite of IT 172 is required.

Credits: 3
On Occasion

**IT 242 Design Problem**

This course covers the framework for evaluating system alternatives, both hardware and software. Implementation of these recommendations is examined along with methodologies for system design. Software design and implementation of systems will also be discussed. (Formerly ITR 11)

Pre-requisites of IT 151 & CS 261 or (CS 233 & CS 130) are required.

Credits: 3
On Occasion

**IT 255 Technical Communication for Information Technology**

This course focuses on oral and written communication practices covering the entire system development life cycle, including data, process, and user perspectives. Students will apply miscommunication analysis to various oral and written assignments, including system requirements, analysis and design documents, code documentation and on-line and printed user support.

(Formerly CS 255)

Pre requisite: Senior status in the major or by permission of the Chair. Pre or co-requisite of CS 244.

Credits: 3
Alternate Fall

**IT 257 User Support and Services**

This course will cover interview techniques, verbal information gathering, help-desk software, help desk management and design.

Prerequisites of (IT 151 & CS 261) or (CS 233 & CS 130) are required.

Credits: 3
On Occasion

**IT 262 Information Visualization**

This course provides a survey in the methods of visualizing information. Students will study the various ways in which information can be presented in static and dynamic media, such as charts, diagrams, illustrations, animations, video and web site design.

(Formerly ITR 13)

Pre requisite of CS 106 is required.

Credits: 3
On Occasion

**IT 264 Enterprise Records Management**

This course centers on the organization and management of an enterprise's information. Topics include data integration using enterprise resource planning systems, inventory and control, and protection of vital and legal records. (Same as CS 264)

Pre requisites: IT 172 or CLA 29

Credits: 3
On Occasion

**IT 266 Legal, Social and Ethical Issues**

This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating; tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized. Experiential learning through team projects occurs in a laboratory setting. (Same as CS 245)

Pre requisite of senior status in the major is required.

Credits: 3
Every Spring
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 co-requisite of IT 151 is required.

Credits: 3
Alternate Fall

IT 279 Information Access & Retrieval
This course covers access and retrieval of information from private and public databases. Topics include the creation of database queries using SQL, QBF, and QBE.

Prerequisites: IT 172 or CLA 29

Credits: 3
On Occasion

IT 281 Information Management & Technology Project
This course is by special arrangement with the faculty and program director.

Credits: 3
On Occasion

IT 289 Internship
This course is a combination of classroom instruction and field work. Students are placed in the field through the Office of Professional Experience and Career Planning into major-related positions that take up no more than 56 hours per week during the semester. Academic requirements include a term paper relating the experience to the student's major field of study, and attending and participating in weekly seminars discussions. Topics include comparative working environments, interpersonal relations, and applications of academic knowledge to the working world.

The pre- or co-requisite of junior or senior status and at least a 3.00 major GPA and permission of the chair are required.

Credits: 3
On Occasion

TEL 100 Introduction to Network Security
This course provides the fundamentals of security related concepts particular to networks, and examines vulnerabilities of networked systems.

A prerequisite of CS 136 and TEL 120 is required, or by permission

Credits: 3
On Occasion

TEL 120 Fundamentals of Network Administration
This course examines the role and functions of a network administrator within a networked environment. Topics include: installation and administration of services on both Windows and Linux platforms; tools and techniques used by administrators in performing routine tasks, and the processing of "bulk data" using standard office suite tools and manipulation of data.

Pre co-requisite of IT 151 is required.

Credits: 3
On Occasion

TEL 211 Intro to Digital Forensics and Incident Response
This course discusses the basics of digital forensics as a discipline, and the background of the discipline from a technical, ethical, and legal perspective. Basic data recovery and a demonstration of analysis will provide the student with an appreciation of the specialist's role in responding to security and disaster related incidents.

Pre co-requisite of IT 151 is required.

Credits: 3
On Occasion

TEL 213 Introduction to Network Forensics and Incident Response
This course deals with responding to network-based incidents. "Live system" forensics and the analysis of data will be discussed, as well as the sourcing of pertinent data. A scripting language, such as Perl or Python will be introduced and utilized in the processing of data. Students are expected to be familiar with the basics of networks, and manipulating data using popular spreadsheet or database software applications.

Prerequisite of TEL 120 is required.

Credits: 3
On Occasion

TEL 221 Intermediate Digital Forensics
This course focuses on the analysis of seized media as well as data recovery. Issues such as the registry analysis and data carving are presented. Students are required to recover data from a "challenge" disk. A prime consideration will be on reporting on the results of these efforts.

Prerequisite of TEL 211 is required.

Credits: 3
On Occasion

TEL 223 Intermediate Network Administration
This course discusses the configuration of Windows and Linux servers. Students will set up and administer IIS servers, including services such as WWW and FTP. Linux setups will include the installation of an Apache web server. Support for web services, such as Perl / PHP, will be demonstrated. SNMP, DNS, and DHCP will be covered. Routing support for a networked environment will be discussed, as well as monitoring of network statistics.

Prerequisite of TEL 120 is required.

Credits: 3
On Occasion

TEL 283 Special Topics in Technology Security and Forensics
When offered, the specific content to be covered in that semester and the prerequisites, for that semester, are announced in advance of registration. Students may take this course more than once as topics change.

Credits: 3
On Occasion
B.S. Fashion Merchandising

Fashion merchandisers work in fashion, beauty, textile, accessory, and retail organizations from the local region to the international marketplace. The major in fashion merchandising provides students with diverse skills and the breadth of knowledge to compete in today’s global environment for positions from start-ups through major conglomerates. Taking an omni-channel approach, students will be prepared to assume positions as buyers, sales managers, planners, logistics managers, product developers, and marketers in the organizations themselves in addition to the agencies, distributors or wholesalers that serve them.

With professionally-oriented coursework that covers sustainable practices, sourcing/supply chain management, pricing, digital marketing, social media, allocations, visual merchandising, special events, textile fundamentals, legal aspects, branding, licensing and export/import regulations, this major provides a solid grounding in the business of fashion merchandising, its practices and its management. This includes how to target audiences as well as identify and forecast trends in the industry. Nearby premiere luxury shopping destination partners and New York City’s fashion hub offerings and museums provide exciting opportunities for students to visit and test their interests first-hand in the industry through internships, experiential projects, and partnerships.

ADMISSION REQUIREMENTS
Incoming freshmen must have a solid B average (3.0 grade point average or 82 to 85) and an average SAT of 1000 (Math & Critical Reading combined) or ACT Composite of 20 or above.
Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Fashion Merchandising

Program: 37520 [HEGIS: 0599.0]

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
</tbody>
</table>

Scientific Inquiry & the Natural World
- 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 10</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 12</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 14</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 20</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 24</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 26</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 30</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 32</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 40</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 50</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 60</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 92</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Take both of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 11</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 25</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose two from the following Fashion Merchandising Elective Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 35</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 39</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 56</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 70</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 72</td>
<td>3.0</td>
</tr>
<tr>
<td>FM 87</td>
<td>3.0</td>
</tr>
</tbody>
</table>

B.S. in Sports Management

Program: 39157 [HEGIS: 0599.0]

Credit and GPA Requirements
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 48
Elective Credits: 12
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
</tbody>
</table>

Creative Inquiry & 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

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 12</td>
<td>Marketing Principles and Practices</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 13</td>
<td>Principles of Finance 1</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 14</td>
<td>Accounting Principles</td>
<td>3.00</td>
</tr>
<tr>
<td>ENT 101</td>
<td>Foundations of Entrepreneurship</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 16</td>
<td>Business Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 31</td>
<td>Negotiation Strategy</td>
<td>3.00</td>
</tr>
<tr>
<td>SPM 140</td>
<td>Introduction to Sports Management</td>
<td>3.00</td>
</tr>
<tr>
<td>SPM 141</td>
<td>Facility Management</td>
<td>3.00</td>
</tr>
<tr>
<td>SPM 142</td>
<td>Sports Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>SPM 143</td>
<td>The Economics of Sports</td>
<td>3.00</td>
</tr>
<tr>
<td>SPM 144</td>
<td>Sports Law</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Co-Related Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1</td>
<td>Foundations of Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Principles of Psychology</td>
<td>4.00</td>
</tr>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 10</td>
<td>Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>ORC 1</td>
<td>Public Speaking</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 9</td>
<td>Business Ethics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Free Electives

Courses that are not being used to satisfy major or core requirements:

Minor in Fashion Merchandising

Required Fashion Merchandising Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 10</td>
<td>Introduction to the Fashion Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 12</td>
<td>The Business of Fashion Merchandising</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 14</td>
<td>Math for Merchandising</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 40</td>
<td>Fundamentals of Textiles</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 20</td>
<td>Buying for the Fashion Industry</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 24</td>
<td>Fashion Trend Forecasting</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 39</td>
<td>Sustainability in Global Fashion</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 50</td>
<td>Visual Merchandising and Display</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 56</td>
<td>Luxury Branding</td>
<td>3.00</td>
</tr>
<tr>
<td>FM 70</td>
<td>Fashion Entrepreneurship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 18 Credits
Minimum GPA: 2.25

Minor in Sports Management

The Sports Management minor provides the department's students, and those throughout the university, with coursework geared to learning about the fast growing field of Sports Management. The emphasis in Sports Management is to provide the skills needed to organize, administer and facilitate sports programs in public, private, community, education and commercial venues.

The minor consists of the following eighteen credits: Introduction to Sports Management (3 credits), Facility Management (3 credits), Sports Marketing (3 credits), Economics of Sports (3 credits), Sports Law (3 credits), and Sports Management Internship (3 credits). Students from any major are welcome to enroll.

Minor in Sports Management

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 140</td>
<td>Introduction to Sports Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total: 18 Credits
Minimum GPA: 2.00
# Fashion Merchandising Courses

**FM 10 Introduction to the Fashion Industry**  
This course explores the relationship of the fashion industry to society and consumer demand. It includes fashion history development, a survey of select fashion industries, fashion design, apparel manufacturing, textile marketing, fashion merchandising, and accessory marketing in a global marketplace.  
*Credits: 3*  
*Every Fall*

**FM 12 Business of Fashion Merchandising**  
This course covers the business side of the fashion industry. It provides students with realistic information about the evolving landscape of the retailing and apparel merchandise industries. Whether working for a fashion brand or starting a business in fashion, this course explores how a line is created from the research and design stage to the marketing, sourcing, production and distribution stage. It provides insight on how the industry is organized, how apparel and accessory companies operate, and how they are affected by changing technology and globalization. To engage students with real world application, the course meets regularly in The Student Body Boutique. Further to this, the course will include periodic excursions to trade shows, visits to vendors and showrooms.  
*Credits: 3*  
*Every Spring*

**FM 14 Math for Merchandising**  
This course develops the mathematical and EXCEL skills for individuals who will be directly or indirectly involved in the activities of merchandising and buying for a fashion company or at the retail level. This course explains the essential concepts, practices, procedures, formulas, calculations, and interpretations of figures that relate to producing profitable buying and selling operations. At the same time, this course uses real world examples often modeled using EXCEL that reflect current industry practices and trends, so students are prepared for merchandising careers.  
*Credits: 3*  
*Every Fall and Spring*

**FM 20 Buying for the Fashion Industry**  
This course provides students with the skills and savvy needed to become effective buyers in any area of retail. Typical buying tasks, such as identifying and understanding potential customers, creating a six-month merchandising plan, and developing sales forecasts, will be discussed in the context of current business automated software. Additional topics will include the coverage of important retailing trends and technological advances, including social responsibility, sustainability, fast fashion, and the use of new media and social networking. This course will meet periodically in The Student Body to engage course concepts in a retail environment and on occasion work with the buying team at an actual trade show.  
*Pre requisites: FM 10 and FM 14*  
*Credits: 3*  
*Every Spring*

**FM 24 Fashion Trend Forecasting**  
Fashion trend analysis and forecasting is vital to product and brand development. Through trend analysis and forecasting using current industry forecasting service software, students gain an understanding of how consumers and industry serve as product developers, gatekeepers and promoters of fashion. This course explores the roles of how fashion consumption impacts the environment and economic development. It looks at how socio-cultural changes, social responsibility and the digital consumer affect fashion trends. An ideal mix of creativity and professionalism is employed toward course deliverables including trend boards and associated presentations.  
*Pre requisite of FM 10 and FM 12 is required.*  
*Credits: 3*  
*Every Spring*

**FM 25 Brand Management**  
Students will develop core skills needed towards understanding, crafting, measuring, and managing brand strategies across a variety of industries, such as fashion, sports, and entertainment. The course covers brand development and building, and digital trends that reflect the industry's digital transformation. Students will work with real world examples to develop brand strategies across a variety of industries, such as fashion, sports, and entertainment. The course covers brand management and digital trends that reflect the industry's digital transformation. Students will work with real world examples to develop 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.  
*Pre requisite of MKT 11 is required.*  
*Credits: 3*  
*Every Fall and Spring*

**FM 26 Importing and Exporting**  
A global industry for sourcing, the fashion industry must take advantage of low-cost producing countries and their respective manufacturing. However, international trade is a necessity in order to grow and generate profits. The U.S. export-import trade policies/procedures, current trends and key trade relationships are covered in this course. Students will become skilled in what research, resources and analysis skills come into play in order to decide whether to export or import and then how global trade issues affect the textile and apparel industries.  
*Pre requisite of FM 10, FM 12, and FM 14 is required.*  
*Credits: 3*  
*Every Fall*

**FM 30 Advertising and Promotion in the Fashion Industry**  
This course introduces the various principles and methods of advertising and promotion used by producers, manufacturers, designers, and retailers in the fashion industry. Students will analyze how this supports marketing objectives and strategies influence advertising and other forms of promotion.  
*Pre requisite of FM 10 and FM 12 is required.*  
*Credits: 3*  
*Every Fall*

**FM 32 Fashion Media**  
This course will successfully cover how fashion media marketing communicates the value of a brand’s product or service to their target customer. Presently, with the emergence of new media: e-commerce, social media, digital content, interactive media, and mobile apps, the marketing process is moving at light speed. Companies and marketers with this enhanced customer information must be prepared to engage dynamically. In this class, students will explore all facets of new media through discussions, readings and exploration of pertinent websites, blogs and Instagram accounts. Special emphasis will be placed on current new media applications, activities and campaigns, using topical articles and case studies. Students will learn to identify and differentiate key media platforms and understand the pros and cons of each to effectively build targeted marketing strategies.  
*Credits: 3*  
*Every Spring*

**FM 34 Special Events**  
Students will learn about a variety of special events and how to organize and manage them. Additionally, they will learn about special events history, rationale, goals and strategies, as well as the value of special events in a public relations strategy. The types of events to be discussed include fashion shows, tours of business facilities, conferences, openings, employee and customer recognition initiatives, product and services launches, community relations, sports promotions, fundraisers, galas, anniversaries, celebrations, and entertainment premieres. (Note that this course is cross-listed with PR 14)  
*Pre requisite of FM 30 is required.*  
*Credits: 3*  
*On Occasion*

**FM 35 Computer Aided Designs CAD for Merchandising**  
This fundamental course introduces the basic two-dimensional and three-dimensional graphic design software platform, known as Computer Aided Design (CAD). This tool can be used in various design and technical applications to enable designers to create and produce various design presentation products, such as visual display concepts, retail design, space planning, digital trend and concept boards, textile color developments, among other things. This course offers students the
opportunity to upgrade their digital visual merchandising skills to industry standards and add an additional technical capability to their resumes.

Credits: 3
Every Spring

**FM 39 Sustainability in Global Fashion**
Sustainability has emerged as a central issue for contemporary societies and for the world community as a whole. Furthermore, many of the social and environmental concerns that are embodied in the term 'sustainability' are directly or indirectly related to design and the world of fast fashion. Sustainable fashion refers to fashion products that are manufactured, marketed and used in the most sustainable manner possible, taking into account both environmental and socio-economic aspects. Designers help to define our human made environment: how it is produced, how it is used, and how long it endures. This course provides students an opportunity to acquire a foundational understanding of the scientific, political and social issues related to the design of resilient urban futures. The topic of sustainability in textile manufacture has been the subject of considerable research. In this course, we will also explore the textile industry from the perspective of social sustainability, shifting the focus from the materiality of textile production to the industry's relationships with the communities from which the products originate.

Credits: 3
Every Spring

**FM 40 Fundamentals of Textiles**
This course explores the science of textiles including information regarding fabric identification: fabric name, fiber content, yarn construction, count, coloration, finishes, weight, and list of characteristics. Students will learn the inherent performance properties and construction of fibers and yarns which are relevant for professionals in the fashion industry, such as product developers, stylists, buyers, designers, etc. This course brings together a wide variety of information enabling students to spend less time trying to connect the ideas and more time applying the concepts so they can make appropriate choices in textile selections for a product.

A pre requisite of FM 10 is required.
Credits: 3
Every Fall

**FM 45 The Business of Fashion Event Planning**
In this course we will cover the dynamics of event planning, integrating social media, marketing and public relations as well as project management. We will cover a broad range of industries with an emphasis on fashion organizations. Student will perform actual event planning in real time across fashion, sports, entertainment and other disciplines which will vary based on the semester.

Credits: 3
On Occasion

**FM 50 Visual Merchandising and Display**
This course will uncover the many techniques used in the visual merchandising industry. A hands-on approach is utilized whereby students design and construct interior displays. By the use of ingenuity and creative thinking, apparel items are employed to produce selling displays. Institutional and abstract concepts will be discussed and practiced. The language of the retail industry will also be used to explain and familiarize each student to this discipline. Discussions on digital retailing, "Pop Up" shops and Brick and Mortar will be explored and may include possible on site retail visits. Weekly projects and presentations on window prep and store design will be integrated into the coursework.

A pre requisite of FM 10 and FM 12 is required.
Credits: 3
Every Spring

**FM 56 Luxury Branding**
Luxury has been both celebrated and condemned throughout history right up to the present day. In this course, we will examine luxury and its relationship with desire, status, consumption and economic value, exploring why luxury always triumphs in spite of the economy and world affairs. Brand strategy is the compass directing creative brand solutions. To this means, students will study the brand, its purpose and target audience, shop the market and analyze merchandising and marketing strategies to reveal insights and create meaningful brand ethos. We will take a look at case studies from the luxury sector such as like Chanel, LVMH and Tiffany, as well as luxury travel, retail store design, tech, beauty and accessories in exploring how the most successful luxury brands function and defining what luxury represents in the contemporary world. Explore old luxury and the democratization of modern affordable luxury with its criteria and strategy for today's consumer. The final project of the program results in a deliverable that responds to current trends in the luxury marketplace, culminating in a paper and professional presentation.

A pre requisite of FM 10 is required.
Credits: 3
Every Fall

**FM 60 Fashion Law**
From fashion startups to ongoing business, fashion professionals must be savvy regarding the legal decisions and regulatory developments that affect fashion companies. This course explores intellectual property protection, licensing, anti-counterfeiting and litigation. It also covers the legal aspects for startups, and commercial transactions in local, custom, and international settings. Just as importantly, students will learn about the legal challenges and caveats in fashion advertising, marketing and celebrity endorsements.

Pre requisites: FM 12; FM 25 or MKT 25
Credits: 3
Every Spring

**FM 70 Fashion Entrepreneurship**
Starting a business is a daunting task whether individuals want to open their own stores, sell their own products or establish their own brands. This course focuses on the ready-to-wear process so students can identify market opportunities and execute a business plan in a competitive retail environment. It explores all areas of a "fashion start up" and examines how products are planned and developed. From the perspectives of consumers, manufacturers and retailers in a global context, students will look at the requirements and relationships needed to develop a plan, build a business, launch a brand and channel it to the ultimate consumer.

Credits: 3
On Occasion

**FM 72 Fashion Style Writing**
Clear, compelling and correct writing skills are essential for success in any field. A fashion writer is someone who writes journalism or copy relating to aspects of fashion and style. This course incorporates the construction of creative prose into the field of fashion with an emphasis on style. Features and copy for a variety of media including fashion magazines, advertising, trade publications, newspapers and increasingly online forums such as blogs and social media will be addressed. Ideas for source material will be identified in this course the same way as in the industry by attending fashion shows and collaborating with professionals to identify trends in the marketplace. Pitching articles, conducting interviews, and writing fashion features are some of the learning activities incorporated in this course.

A pre requisite of FM 10 and FM 12 is required.
Credits: 3
On Occasion

**FM 81 Fashion Consulting**
In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of a pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology. The course will teach students basic and intermediate skills that are essential for consulting in the fashion industry. Topics such as problem analysis, company valuation, as well as framework and general strategy development will be covered. Students will be evaluated based on their performance in class discussions and their performance on the consulting project. Students will work in either a domestic or an international consulting team in the fashion industry. Students are expected to collaborate, discuss and deliver recommendations to their clients during weekly meetings. Each project will
conclude in a final presentation to each team's respective client. Class discussions and lectures will be centered on discussions of the domestic projects.

Credits: 3
Every Fall and Spring

FM 82 Global Fashion
This course will explore how retailers and manufacturers are responding to the challenges of a rapidly expanding and evolving marketplace. Drawing on lessons learned from manufacturing, retailing, and global commerce, we will address the rise of the global consumer, the in-store shopping experience, and managing the retail experience across multiple channels. We will also explore the economic, geopolitical, and cultural factors governing the basic tenets of today's globalized marketplace. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed and analyzed in detail.

Topics will include fair trade, free trade and the expansion of the globalized marketing system through multi-channel retailing. The course will have an optional travel component with a subsidized week long trip in which students will experience the culture, working environment, and commerce of a major fashion capitol in the world.

A prerequisite of FM 10 is required.

Credits: 3
Every Spring

FM 87 Fashion Merchandising Internship
This internship opportunity permits students to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student's interests and abilities with the mentor. The student works approximately 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, a journal, and periodic papers are required.

Pre requisites: FM 10, FM 12, and FM 14 and permission of the Program Director is required.

Credits: 3
On Demand

FM 92 Capstone
The Capstone Project integrates experience, knowledge and skills acquired and developed during the course of study. This project reflects the many ways fashion merchandisers connect with business, media, and communication professionals within the fashion, textile and luxury sectors. Over the course of the semester, students will develop a Fashion Start-up Entrepreneurial Venture by analyzing their target market and competition that culminates in a comprehensive business plan.

Students will learn how to craft a mission statement, company name, product description, SWOT analysis, samples, merchandising plan, timeline, marketing strategy, and pitch. The final work can be used to demonstrate to future employers and other interested parties the students skills and aptitude for similar independent external work assignments. A written and oral presentation will be required.

A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Fall and Spring

Sport Management Courses

SPM 141 Facility Management
This course will focus on planning, designing and financing of athletics facilities. In addition attention is accorded to the primary goals and objectives of facility managers.

A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Fall

SPM 142 Sports Marketing
This course focuses on the process of designing and implementing activities for the promotion and distribution of a sport product to a consumer. The principal steps in developing a marketing plan are outlined.

A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Spring

SPM 143 The Economics of Sports
This course will analyze contemporary sports using an economic approach. Issues such as the remuneration of professional athletes, the impact of competitive balance on team profits, the dichotomy and possible exploitation of student-athletes, and the pricing of television rights are subjected to economic analysis. Antitrust legislation and public financing of facilities are also critically examined.

A prerequisite of PE 140 or instructor's permission is required.

Credits: 3
Every Fall
DEPARTMENT OF CRIMINAL JUSTICE & CYBER ANALYTICS

Phone: 516-299-2467
Fax: 516-299-3876
Chair: Professor Kushner
Associate Professor: O’Connor
Adjunct Faculty: 15

The undergraduate criminal justice & cyber analytics program provides an ideal foundation for careers in cyber analytics, law, and criminal justice. The criminal justice & cyber analytics major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections. The major also prepares students for the growing impact of cyber technology on crime prevention, mitigation, and analysis.

In the B.A. in Criminal Justice and accelerated shared credit five-year B.A. Criminal Justice and M.S. Criminal Justice programs, each sequence is studied in detail in a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice. Criminal justice & cyber analytics majors are required to complete a senior level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines. A minor in criminal justice & cyber analytics is also available to students in other majors.

B.A. Criminal Justice

The 120-credit Bachelor of Arts degree program in Criminal Justice is designed to meet the demands for professionals working in policing, corrections, prosecution and pretrial services, probation, parole, juvenile services, public safety, victim services, civil and family courts, homeland security, international security, and other related fields. In addition to our core curriculum, which thoroughly explores the theory and practice of the criminal justice system, you can choose from elective courses that focus on a particular area of interest. The curriculum will expose you to the latest trends in cyber analytics and technology that impact criminal justice.

All students receive invaluable, hands-on training in the field of criminal justice in our experienced-based practica program. Students who perform at an outstanding level also will have the opportunity to attend the Justice Semester at American University in Washington, D.C.

LIU Post alumni are law enforcement officers, federal agents, security officers, prosecutors, corrections counselors, judges, attorneys, private security professionals, homeland security agents, forensic technologists, crime lab technicians, emergency managers, FBI agents and social service professionals. Many of our graduates enroll in the Master of Science degree program in Criminal Justice at LIU Post or attend law school.

Admission Requirements

- Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

Academic Policies

All non-Criminal Justice majors may take any criminal justice & cyber analytics course without any prerequisites.

All Criminal Justice majors are required to take CACJ 11 and 23 as prerequisites or co-requisites for CACJ 30, 37, 38, 41, 44, 68, 76 and 85. There are no prerequisites for Criminal Justice & Cyber Analytics elective courses.

Criminal Justice majors must take CACJ 85 in their senior year.

In-service students may substitute CACJ 85 by completing two advanced courses in Criminal Justice & Cyber Analytics.

B.A. Criminal Justice

[Program Code: 07077] [HEGIS: 2105.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Perspectives on World Cultures 3 credits
Self, Society & Ethics 3 credits
Power, Institutions & Structures 3 credits
Additional course from one cluster 3-4 credits

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

Major Requirements

Required Criminal Justice & Cyber Analytics Courses

All of the following:

- CACJ 11 Introduction to Criminal Justice & Cyber Analytics 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 68 Correctional Philosophy: Theory and Practice 3.00
- CACJ 76 Criminal Procedure 3.00
- CACJ 85 Criminal Justice & Cyber Analytics Practicum 6.00

Elective Criminal Justice & Cyber Analytics Courses

Three courses/nine credits from all CACJ or CSA courses excluding 300-level Honors courses

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

ACCELERATED SHARED CREDIT PROGRAM

Accelerated B.A. Criminal Justice and M.S. Criminal Justice

This program allows students to earn both the Bachelor of Arts and the Master of Science degrees in Criminal Justice in as few as five years. You may apply at the beginning of your junior year, and then earn 12 credits toward the master’s
degree in your senior year, and complete the program in one additional year by taking 24 more credits.

The 144-credit accelerated shared credit program combines a broad-based liberal arts undergraduate education with specialized graduate coursework. The program develops the professional knowledge and skills required for rewarding careers within the field of criminal justice. We offer a wide variety of courses specifically related to the study of law. Experienced faculty members, a well-established internship program, professional networking opportunities, and knowledgeable academic and career advisors empower our students to get the most out of their education.

Admission Requirements
• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. When students have completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.
• Admission to the upper division of the accelerated shared credit B.A. and M.S. program in Criminal Justice requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the chairman of the graduate program in the Department of Criminal Justice & Cyber Analytics. If the student does not possess the necessary 3.0 average, the chairman may employ other criteria to insure qualification (e.g., SAT scores, letters of prior work, interview, etc.).

Academic Policies
All non-Criminal Justice majors may take any criminal justice course without any prerequisites.

All Criminal Justice majors are required to take CACJ 11 and 23 as prerequisites or co-requisites for CACJ 30, 37, 38, 41, 44, 68, 76 and 85. There are no prerequisites for Criminal Justice & Cyber Analytics elective courses.
Criminal justice majors must take CACJ 85 in their senior year.
In-service students may substitute CACJ 85 by completing two advanced courses in Criminal Justice & Cyber Analytics.

B.A. Criminal Justice and M.S.
Criminal Justice
(Program Code: 07077 and 07078)
(HEGIS: 2105. and 2105.]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

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

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

Undergraduate Major Requirements

Required Undergraduate Criminal Justice & Cyber Analytics Courses

All of the following:

| CACJ 11 | Introduction to Criminal Justice & Cyber Analytics 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 68 | Correctional Philosophy: Theory and Practice 3.00 |
| CACJ 76 | Criminal Procedure 3.00 |
| CACJ 85 | Criminal Justice & Cyber Analytics Practicum 6.00 |

Elective Undergraduate Criminal Justice & Cyber Analytics Courses

Three courses/nine credits from all CACJ or CSA courses excluding 300-level Honors courses

Graduate Major Requirements

Required Graduate Criminal Justice & Cyber Analytics Courses

All of the following:

| CACJ 555 | Cyber Security Analytics 3.00 |
| CACJ 690 | Theories of Crime Causation 3.00 |
| CACJ 699 | Foundations of Scholarship 3.00 |
| CACJ 700 | Research Design and Methods 3.00 |
| CACJ 707 | Thesis Research 3.00 |
| CACJ 708 | Thesis Consultation 3.00 |

Students must choose from graduate concentrations in General Criminal Justice & Cyber Analytics Studies or Fraud Examination.

General Criminal Justice & Cyber Analytics Concentration Requirements

Following must be taken:

| CACJ 675 | Critical Issues in Law and Society 3.00 |

Five courses/fifteen credits of the following:
Elective Graduate General Criminal Justice & Cyber Analytics courses:

<p>| CACJ 523 | Computers and the Criminal Justice System 3.00 |
| CACJ 529 | Effectiveness of Prevention and Treatment Programs 3.00 |
| CACJ 530 | Victimology 3.00 |
| CACJ 536 | Introduction to Forensic Technology 3.00 |
| CACJ 540 | Employment Discrimination Law 3.00 |
| CACJ 552 | Communications and the Criminal Justice System 3.00 |
| CACJ 560 | Funding and Grant Evaluation 3.00 |
| CACJ 565 | Interpersonal Relations in Administration 3.00 |
| CACJ 570 | Seminar in Criminal Justice 3.00 |
| CACJ 577 | Police and Professionalism 3.00 |
| CACJ 582 | Psychiatry and the Law 3.00 |
| CACJ 585 | Seminar in Court Administration 3.00 |
| CACJ 600 | Advanced Standing Criminal Justice &amp; Cyber Analytics I 3.00 |
| CACJ 601 | Advanced Standing Criminal Justice &amp; Cyber Analytics II 3.00 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACJ 630</td>
<td>Forensic Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 631</td>
<td>Seminar in Organized Crime</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 635</td>
<td>The Mass Murderer and the Violent Criminal</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 640</td>
<td>Seminar in the Administration of Juvenile Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 647</td>
<td>Forensic Investigation of Fire, Arson and Explosions</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 650</td>
<td>Class and Social Structure</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 652</td>
<td>Seminar on the Grand Jury and the Petit Jury</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 655</td>
<td>Counseling in Criminal Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 656</td>
<td>Managerial Supervision</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 658</td>
<td>Crisis Intervention in Criminal Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 660</td>
<td>Principles and Methods of Rehabilitation of Offenders</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 665</td>
<td>Criminal Justice Response to Domestic Violence</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 670</td>
<td>Narcotic Addiction, Alcoholism and Crime</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 680</td>
<td>Graduate Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 686</td>
<td>Seminar in Justice</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 689</td>
<td>Planning and Management</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 697</td>
<td>Workload Management</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 698</td>
<td>Crime and Criminality in Cinematography</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 734</td>
<td>Forensic Homicide Investigation</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 760</td>
<td>Terrorism</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 801</td>
<td>Introduction to Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 802</td>
<td>Methods of Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 803</td>
<td>Auditing Principles in Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 804</td>
<td>Professional Accounting Standards in Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 805</td>
<td>Fraud Examination and the Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 806</td>
<td>Ethics in Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 546</td>
<td>Theories of Private Security and Loss Prevention</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 571</td>
<td>Private Security Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 581</td>
<td>Security of Intellectual Property</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 582</td>
<td>Instructing Security Trainers</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 583</td>
<td>Security Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 587</td>
<td>Institutional Security Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>CSA 593</td>
<td>Investigation Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Fraud Examination Concentration Requirements**

All of the following Graduate Fraud Examination courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACJ 801</td>
<td>Introduction to Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 802</td>
<td>Methods of Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 803</td>
<td>Auditing Principles in Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 804</td>
<td>Professional Accounting Standards in Fraud Examination</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 805</td>
<td>Fraud Examination and the Law</td>
<td>3.00</td>
</tr>
<tr>
<td>CACJ 806</td>
<td>Ethics in Fraud Examination</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 36 (all concentrations)
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

**MINORS**

**Minor: Cyber Analytics and Criminal Justice**

Undergraduate students who are pursuing a major in another subject area can apply 18 credits of elective courses toward a minor in Criminal Justice & Cyber Analytics. A minor adds value to your degree and a competitive edge in the job market by providing you with additional skills and enhanced knowledge in another field of study.
Cyber Analytics & Criminal Justice Courses

CACJ 11 Introduction to Criminal Justice & Cyber Analytics
This course covers the agencies that make up today's criminal justice system such as police, courts and corrections. It introduces the student to the cyber threats confronted by these agencies and explores the role of cyber analytics in mitigating crime.
Credits: 3
Every Fall and Spring

CACJ 14 Courts and the Criminal Justice System
This course covers American Courts - what they do in practice; how they function and why. The dynamics of the courthouse is explored with emphasis on the trial courts for adult offenders. The question of guilt or innocence as defined by law, what penalties should be imposed, and the rules of criminal procedure to be followed are considered in the framework of functioning courts. Problems and reforms are probed.
Credits: 3
On Occasion

CACJ 16 International Criminal Justice Systems
This course examines the origins of law and its evolution over time and is an overview of criminal justice systems in selected countries ancient and modern. The comparative examination of American and foreign justice systems is covered.
Credits: 3
On Occasion

CACJ 20 Critical Issues in Criminal Justice
This course reviews contemporary issues in criminal justice. Issues such as the media, gun control, and immigration are all discussed with their impact on the criminal justice system.
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CACJ 21 Drug Scenes
This course covers social and psychological correlates of drug and alcohol abuse, with special emphasis on motivation, age, cohorts, functional consequences, and intellectual involvement. Special attention is paid to law enforcement, judicial, correctional involvement and treatment programs designed for alleviation of the problem.
Credits: 3
On Occasion

CACJ 22 Morality and the Law
Students are introduced to critical ethical concerns regarding the police, courts, punishment and corrections. There is discussion about the psychological, moral and ethical underpinnings of justice and the law.

CACJ 23 Theories of Crime
This course surveys major psychological, sociological, economic, anthropological and biological causative theories relating to crime and delinquency.
Credits: 3
Every Fall and Spring

CACJ 25 Family Court and Society
This course examines the role and place of family court in American society. The course covers family court involvement in juvenile delinquency, family offenses, neglect, support, etc.
Credits: 3
On Occasion

CACJ 29 Computer Crime
This course covers a comprehensive examination of illegal use and abuse of computer technology in the commission of crimes. The exploration of possible remedies to the increasing problem of computers and their use in crime is discussed.
Credits: 3
On Occasion

CACJ 30 Gender and the Law
This course examines the legal system in the United States as it affects women. Particular attention is paid to criminal law as it relates to: issues of privacy; marriage and family life; affirmative action progress; role of women in the criminal justice system; women as victims of crime; and women of color.
Writing Across the Curriculum (WAC) course
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CACJ 31 Organized Crime in America
This course analyzes the origin, historical development and dimension of organized crime in America. Topics also include the effect of organized crime on law enforcement personnel in its relationship to possible corruption, prevention and prosecution of criminal offenders involved in organized crime and policy consideration.
Credits: 3
On Occasion

CACJ 32 Interviewing Techniques in Criminal Justice
This course covers the development of interviewing skills for work in criminal justice agencies; the demonstration and practice in the use of interviewing techniques; the integration of the criminal justice interview and utilization of significant personnel data and findings.
Credits: 3
On Occasion

CACJ 33 Deviant Behavior
This course discusses the forms of deviant behavior that relate to crime causation and criminal behavior. Writing Across the Curriculum (WAC) course
Credits: 3
On Occasion

CACJ 34 Forensic Technology and Crime
This course analyzes forensic technological techniques used in the identification and apprehension of criminals including an in-depth evaluation of fingerprint and voice identification, lie detector tests, hypnosis and criminal profiling.
Credits: 3
On Occasion

CACJ 35 Forensic Psychology and the Violent Criminal
This course analyzes psychological theories relating to aggression and criminal violence; this course focuses on the incidence and forms of violent criminal behavior in all types of surroundings.
Credits: 3
On Occasion

CACJ 36 Forensic Psychology and the Criminal Justice System
This course is a comprehensive analysis of the relationship between psychology and the criminal justice system. The course focuses on the application of forensic psychology to people, policy and agencies within the system.
Credits: 3
On Occasion

CACJ 37 Foundation for Scholarship
This course develops tools for conducting research and for writing criminal justice papers. Tools include the following: approaches to writing a research paper, correct grammar usage, forms of documentation, library resources, data sources and computer usage. Topics cover various aspects within the field of criminal justice. Writing Across the Curriculum (WAC) course
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CACJ 38 Methods of Criminal Justice Research
This course discusses the descriptive and inferential function of statistics. Topics include measurement, measures of centrality, dispersion, correlation, regression, parametric and non-parametric measures. Multiple correlation and regression are also discussed.
Corequisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall and Spring

CACJ 39 Sports Crime
This course is a survey of violence and other deviance in sports and how they relate to society and criminal law. Special attention is given to the reduction of violence in sports as well as its defense.
Hockey, baseball, football, soccer, basketball, boxing and horse racing are all discussed with respect to violence, drugs and gambling.  

**CACJ 41 Criminal Law**  
This course examines the application of criminal law in the American judicial system specifically. Preservation and protection of life and property through the law is discussed. This course is a survey of historical and philosophical concepts.  
**Corequisite of CRJ 11 and 23 are required for all CRJ majors.**  
**Credits: 3**  
**Every Fall and Spring**

**CACJ 42 Criminology**  
This course is a study of methods and theories involved in the analysis of criminal behavior with emphasis on the adult offender: apprehension, court actions, punishments, and treatment techniques. Writing Across the Curriculum (WAC) course  
**Credits: 3**  
**On Occasion**

**CACJ 43 Juvenile Delinquency**  
This course covers the development of the scientific study of juvenile delinquency with emphasis on methods, theories and studies concerning causation, treatment and prevention. Writing Across the Curriculum (WAC) course  
**Credits: 3**  
**On Occasion**

**CACJ 44 The Police and Community Relations**  
This course discusses community tensions and conflicts and the special role of law enforcement agencies. Topics include the administrative responsibilities of the police and the social obligations of officers in the field.  
**Corequisite of CRJ 11 and 23 are required for all CRJ majors.**  
**Credits: 3**  
**Every Fall and Spring**

**CACJ 45 Political Aspects of the Criminal Justice System**  
Emphasis is placed on the behavioral aspects of the criminal justice system, including the legislative-judicial process through which relevant policy is made and applied. In addition, the role of protest and violence as a means of social change is examined. Case studies focusing on the administration of criminal justice in various cities are examined as a basis for comparison.  
**Credits: 3**  
**On Occasion**

**CACJ 46 Police Organization and Management**  
This course examines the development of organization and management principles in policing including the organization and management of personnel, line operations, staff and auxiliary services. An analysis of organizational models, leadership styles, internal control, planning and policy formation and role definition in police performance are covered.  
**Credits: 3**  
**On Occasion**

**CACJ 47 Arson Investigation**  
This course is the comprehensive study of the scientific principles involved in the investigation of arson and arson for profit. It includes the technical analysis of accidental and incendiary fires, evidence, motivation, behavior of the fire and laws pertaining to arson.  
**Credits: 3**  
**On Occasion**

**CACJ 52 Criminal and Civil Investigation**  
This course is an overview of the role and functions of the investigator within current statutory and case law; an examination of the principles and processes relating to the crime scene, evidence, investigative techniques, and resources as they pertain to crime solvability.  
**Credits: 3**  
**On Occasion**

**CACJ 56 Counseling in Criminal Justice**  
This course examines the development of individual and group counseling skills for use in treatment-oriented criminal justice agencies. This is a survey of the theory and application of counseling methods.  
**Credits: 3**  
**On Occasion**

**CACJ 60 Terrorism**  
This course is a survey of terrorism within the United States. Topics include the threat of domestic, transnational, and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.  
**Credits: 3**  
**Every Semester**

**CACJ 65 Delinquency Prevention and Control**  
This course covers community resources for prevention of juvenile delinquency. Theories of causation and prevention programs and the role of juvenile courts, institutions and law enforcement agencies are examined.  
**Credits: 3**  
**On Occasion**

**CACJ 66 Correctional Philosophy, Theory and Practice**  
This course is an introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. The course also studies the effect of institutional treatment upon post-correctional behavior.  
**Corequisite of CRJ 11 and 23 are required for all CRJ majors.**  
**Credits: 3**  
**Every Fall and Spring**

**CACJ 71 Organization and Administration of Delinquency Prevention Programs**  
This course covers the historical development, present status, personnel and training of those involved in delinquency prevention programs. The relationship of such programs with other agencies is examined.  
**Credits: 3**  
**On Occasion**

**CACJ 73 Administration of Juvenile Justice**  
This course is a survey of the administration and organization of the juvenile justice system such as the functions and jurisdictions of juvenile agencies, and the rights of juveniles. The course covers the formal and informal processing of juveniles through various agencies of the juvenile justice system and his or her processing, detention, disposition, diversion, deinstitutionalization, and aftercare.  
**Credits: 3**  
**On Occasion**

**CACJ 76 Criminal Procedure**  
This course surveys the Constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. The rules of evidence and the protection of individual rights in the administration of criminal justice are examined.  
**Corequisite of CRJ 11 and 23 are required for all CRJ majors.**  
**Credits: 3**  
**Every Fall and Spring**

**CACJ 78 Administration of Justice**  
This course covers the organizational and management process involved in the administration of justice which sets forth the structure and function of justice agencies. The course surveys administrative and management patterns and concepts of administrative procedures, problem analysis, personnel selection and training, planning, budgeting, record keeping, research and community relations.  
**Credits: 3**  
**On Occasion**

**CACJ 85 Criminal Justice & Cyber Analytics Practicum**  
This course is a planned program of research, observation, study, and participation in selected criminal justice agencies. It is designed to supplement classroom study with constructive participation in local, state and national criminal justice agencies. Taken during senior year.  
**Corequisite of CRJ 11 and 23 are required for all CRJ majors.**  
**Credits: 6**  
**Every Fall and Spring**

**CACJ 88 White Collar Crime**  
This course focuses on the crimes committed in the course of the offender’s legitimate occupation. It examines issues in white-collar crime including
corporate exploitation of people, the environment, other corporations and collusion between government and business.

Credits: 3
On Occasion

**CACJ 89 Financial Investigation**
Financial investigation identifies and documents specific events involving the movement of money during the course of a crime. Some of the topics covered are methods of tracing funds, interviewing, law and evidence, and money laundering.

Credits: 3
On Occasion

**CRJ 99 Independent Study**
Individually tailored program of supervised research in a selected area of criminal justice & cyber analytics.

Credits: 3
Every Fall, Spring and Summer

**CSA 11 Introduction to Loss Prevention**
This course coordinates public law enforcement with private security; links courses such as white collar crime and computer crime in criminal justice with the preventive strategies of the corporate enterprise.

Credits: 3
On Occasion

**CSA 12 Security Systems Analysis**
This course examines the identification of environment vulnerabilities and threats to assets: evaluation techniques for identification and analysis of corporate loss exposures; selection of countermeasures.

Credits: 3
On Occasion
The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Biomedical Sciences, Health Care and Public Administration, Health Sciences (which includes programs in Medical Imaging and Health Information Management), Nursing, Nutrition, and Social Work, as well as the Veterinary Technology Program. Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state of the art technology for the education of our students, including simulated and research laboratories. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care and human services.

The faculty are renowned experts in their areas of practice and education as evidence by their abilities in teaching, clinical practice, and scholarship.

If you have questions, please contact the dean’s office at 516-299-2485, email: Post-SHPN@liu.edu, or fax: 516-299-2527.

Lori Knapp, Ph.D.
Dean
lori.knapp@liu.edu

Paul Dominguez, Ph.D.
Assistant Dean
paul.dominguez@liu.edu
Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The LIU Post School of Health Professions and Nursing (herein “SHPN”) strives to provide every student with a rewarding educational experience. If any SHPN undergraduate or graduate student wishes to submit a grievance concerning an academic matter, he/she has the right to do so and must follow his/her department grievance policy first before proceeding to this policy. Appeals must be submitted in writing by the fourth week of the next regular semester (fall or spring) following the academic matter: a student appealing a grade received in spring or summer semesters will have until the fourth week of classes in the subsequent fall semester to submit the written appeal and a student appealing an academic matter from the fall or winter semesters will have until the fourth week of the spring semester to submit the written appeal. Academic matters include re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHPN, among other matters.

It is presumed that academic decisions by instructors/faculty members result from consistent, fair and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean or Vice President for Academic Affairs must demonstrate that the standards and procedures were not clearly articulated or applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.

A student who wishes to submit a grievance shall utilize the following procedures:

1. The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor/faculty member in writing within ten (10) business days of the grievance issue. The instructor/faculty member will schedule a time to meet with the student to discuss the grievance within five (5) business days of being contacted. If there is no resolution, the student may file a formal, written grievance using the SHPN Grievance Form with the Chair/Program Director of the department within ten (10) business days after meeting with the instructor/faculty member. It is the student’s responsibility to provide specific evidence to support his/her grievance.

2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of his/her receipt of the student’s formal written grievance. At this time, the Chair/Director may also consult with the instructor/faculty member to discuss the grievance and attempt to resolve the matter. The Chair/Director may consult other members of the department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The Chair/Director must advise the student in writing of his/her findings within ten (10) business days of the meeting with the student.

3. A student may appeal the decision of a Chair/Director to the Dean of the SHPN within ten (10) business days of the issuance of the Chair/Director’s decision. The student must submit a formal, written appeal to the Dean using the SHPN Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student’s responsibility to provide specific evidence to support his/her appeal.

4. The Dean will review the matter and, if he/she determines the appeal has merit, will refer the matter to the SHPN Academic Standing Committee. A meeting of the SHPN Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.

5. The SHPN Academic Standing Committee will hear statements from both the student and instructor/faculty member and Chair/Director and will consider all evidence submitted regarding the grievance.

   1. The hearing will have all parties present.
   2. The hearing will be recorded.
   3. The student will present his/her appeal including justifications, circumstances, and any other relevant information for consideration.
   4. The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
   5. The student and instructor will NOT engage in debate of the circumstances with each other but will answer questions posed by the committee for the purpose of clarification.
   6. Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
   7. The SHPN Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.

6. The SHPN Academic Standing Committee will make a recommendation to the Dean within five (5) business days of its meeting.

7. The student will be notified by the Dean, in writing, of the decision within ten (10) business days of the Dean receiving the recommendation from the SHPN Academic Standing Committee.

8. The Dean’s decision is the final decision-making body within the SHPN.
# DEPARTMENT OF BIOMEDICAL SCIENCES

**Phone:** 516-299-3047  
**Phone:** 516-299-3039 (Clinical Laboratory Sciences)  
**Fax:** 516-299-3998  
**Email:** Post-BioMed@liu.edu  
**Chair:**  
- Professors: Tamma, Vellozzi  
- Associate Professors: Capetandes  
- Assistant Professors: Sampath, Tejas  
- Program Director, Clinical Laboratory Sciences: Capetandes  
- Adjunct Faculty: 20

The Department of Biomedical Sciences offers a National Accrediting Agency for Clinical Laboratories (NAACLS) accredited baccalaureate degree. The Bachelor of Science in Biomedical Sciences: Clinical Laboratory Science (CLS) - Generalist prepares competent and knowledgeable professionals dedicated to the highest standards of science and health care.

The B.S. in Biomedical Sciences: Clinical Laboratory Science (CLS) - Generalist program integrates student laboratory-based didactic courses with the six-month clinical practicum taught at NAACLS-approved clinical affiliate laboratories. University-based courses are reinforced in the professional laboratory setting. Students who are competitively selected to become CLS interns at the clinical affiliates are exposed to state-of-the-art instrumentation and are educated by certified and licensed clinical laboratory staff to become laboratory professionals with comprehensive skills in CLS.

## B.S. Biomedical Sciences  
### Clinical Laboratory Science - Generalist

Clinical laboratory scientists are highly skilled laboratory professionals who are qualified to work in all areas of the clinical laboratory: hematology, microbiology, transfusion service, chemistry, immunology and molecular diagnostics. They play a key role in the detection, diagnosis and treatment of diseases and illnesses. Using sophisticated laboratory equipment, clinical laboratory scientists perform tests and analyze cells, blood and other body fluids to detect abnormalities. They are a vital source of information to doctors who use the test results to determine a course of treatment for patients.

The 120-credit B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which is the national accrediting body for Clinical Laboratory Science (CLS) programs. This degree integrates a complex level of theoretical and technical instruction in simulated laboratories on campus. Selected students are then competitively placed into a clinical internship at top-ranked local hospitals. Students successfully completing this generalist CLS program are eligible to take the ASCP (American Society of Clinical Pathologists) national certification examinations. Certification is necessary for employment nation-wide and is required for licensure in New York State. CLS generalists rotate through the following laboratory areas at the clinical affiliate site:

- Chemistry  
- Hematology  
- Immunohematology  
- Microbiology  
- Urinalysis  
- Clinical Immunology  
- Histology (optional)  

If you have any questions about the admissions application process or requirements, please contact the director of the Clinical Laboratory Science program at 516-299-3039, or email anthony.capetandes@liu.edu, or contact the LIU Post Office of Admissions at 516-299-2900 or e-mail post-enroll@liu.edu.

### ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 GPA) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.  
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.67 is required for application review for the CLS program. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores. Transfer students must submit official transcript(s) from all colleges or universities attended and two letters of recommendation preferably from former science professors. Both transfer students and starting sophomores at LIU Post must follow these requirements.

B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist program applicants are required to maintain a minimum GPA of 2.67 to qualify for clinical rotations and must also complete a separate application directly to the program director of the CLS program prior to commencing their junior year at LIU Post.

### ADMISSION APPLICATION

Students pursuing the B.S. in Biomedical Sciences: Clinical Laboratory Science - Generalist must complete a Clinical Laboratory Science Application for Admission (PDF) and the LIU Application for Admission. Please complete and mail the Clinical Laboratory Science Application for Admission to: Anthony Capetandes, Ph.D., MFT(ASCP) Program Director, Clinical Laboratory Sciences Department of Biomedical Sciences School of Health Professions and Nursing LIU Post 720 Northern Boulevard

---

**Brookeville, N.Y. 11548-1300**  
**Phone:** 516-299-3039  
**E-mail:** anthony.capetandes@liu.edu

**B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist**  
*Program Code: 06393 (HEGIS: 1299.0)*

### Core Curriculum Requirements

In addition to all major requirements, students pursuing the B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar (BMS 97)</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 3)</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World (must take BIO)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Add'l course from one cluster  
(must take BIO 8)

- Creativity, Media & the Arts  
- Perspectives on World Cultures  
- Ethics, Self & Society  
- Power, Institutions & Structures

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

### Major Requirements

Must receive a grade of C or better in all major courses

#### Required Core Biomedical Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 49</td>
<td>Laboratory Information Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>BMS 80</td>
<td>Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 87</td>
<td>Clinical Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 225</td>
<td>Histopathology of Body Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

And one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 40</td>
<td>Computer Applications</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 20</td>
<td>Computer Applications</td>
<td>3.00</td>
</tr>
<tr>
<td>CLA 6</td>
<td>Computer Literacy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Required Clinical Laboratory Sciences Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 50</td>
<td>Clinical Chemistry I and Urinalysis</td>
<td>4.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BMS 63</td>
<td>Introduction to Hematology/Phlebotomy</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 147</td>
<td>Management, Supervision, Teaching and Professionalism Seminar</td>
<td>2.00</td>
</tr>
<tr>
<td>BMS 150</td>
<td>Clinical Chemistry II &amp; Instrumentation</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 161</td>
<td>Hematology and Body Fluids</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 162</td>
<td>Coagulation</td>
<td>2.00</td>
</tr>
<tr>
<td>BMS 185</td>
<td>Immunohematology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 191</td>
<td>Clinical Bacteriology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 194</td>
<td>Mycology and Parasitology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 244</td>
<td>CLS Review Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>BMS 256</td>
<td>Diagnostic Techniques in Molecular Pathology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 656</td>
<td>Molecular Diagnostics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Acceptance into the clinical rotations is competitive and based on GPA and an interview conducted by the Program Director. Students who are not accepted into the clinical rotations have the option of repeating courses in the major and re-applying the following year or switching their major to the Biomedical Technology Program which does not lead to certification and licensure for CLS.

**Required Senior Year Practicum Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 259</td>
<td>Practicum in Clinical Chemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 269</td>
<td>Practicum in Hematology and Coagulation</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 289</td>
<td>Practicum in Immunohematology</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 299</td>
<td>Practicum in Microbiology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Basic Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 141</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

**Credit and GPA Requirements**

- Minimum Total Credits: 120
- Minimum Liberal Arts Credits: 82
- Minimum Major Credits: 63
- Minimum Overall GPA: 2.00
- Minimum Major GPA: 2.00

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 3</td>
<td>College Algebra and Trigonometry</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 5</td>
<td>Linear Mathematics for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 6</td>
<td>Calculus for Business and Social Science</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 8</td>
<td>Calculus and Analytic Geometry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 15</td>
<td>Mathematics for Elementary Education I</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 16</td>
<td>Mathematics for Elementary Education II</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Biomedical Science Courses

BMS 20 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified. Writing Across the Curriculum course.
Credits: 3
Every Fall and Spring

BMS 40 Computer Applications
This course reviews the usefulness of computers for home or business. Students learn the current Microsoft Office Programs (Word, Excel, Power Point, and Access) and the utilization of an online course management system (i.e. Blackboard or WebCT). Extensive "hands-on" computer use is involved for the completion of this course.
Credits: 3
On Occasion

BMS 49 Laboratory Information Systems
This course describes the selection and evaluation of Laboratory Information Systems (LIS) to coordinate and interface departments of Clinical and Anatomical Pathology in the hospital setting. Problems concerning needs analysis, cost, value of the system and communication through computer technology are addressed. The usefulness of computer operations in charting, graphing, database analysis and online Internet services is also presented. Students identify criteria to be considered to evaluate the success of LIS systems, quality management and their competency. Prerequisite of BMS 40 or CLA 6 is required.
Credits: 1
Every Spring

BMS 50 Clinical Chemistry I and Urinalysis
This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation, physiologic and pathologic assessment of the serum and urine specimen. Emphasis is based on the clinical correlations and analytical procedures commonly performed on serum to determine the quantity of carbohydrates, lipids, proteins, enzymes, and non-protein nitrogen substances and to assess cardiac, liver, renal, pancreatic and gastrointestinal function. Analysis of the physical, chemical and microscopic examination of urine (urinalysis) is also presented along with the disease processes that hinder kidney function. Prerequisite of CHM 21 or 25 is required.
Credits: 4
Every Spring

BMS 51 Pharmacology
The study of drugs or poisons and their effect to correct abnormal body function is presented. Emphasis is placed on the use of drugs to therapeutically treat disease and the consequence or expectation of body changes possible with their continued use. The Pharmacokinetics, Pharmacology and Pharmodynamics of drugs, in common use to treat disorders, is also discussed. Prerequisite of CHM 22 or 71 is required. Credits: 3
Every Spring

BMS 63 Introduction to Hematology/Phlebotomy
This course is an introduction to the methodologies, instrumentation and OSHA regulations within a clinical hematology lab. Collection and preservation of blood specimens, description of all formed cellular elements, analysis of blood smears and classification of hematological disorders, such as the anemias and leukemias are discussed. The clinical significance of sedimentation rates and reticulocyte counts and proper phlebotomy techniques and theory are also identified. Safety regulations for blood collection, universal precautions and patient preparation ethics, confidentiality and patient rights are addressed. Practice and competency in phlebotomy is required for course completion. Prerequisite of BMS 80 is required.
Credits: 3
Every Spring

BMS 70 Introduction to Criminalistics
The course includes an overview of forensic science laboratory techniques. The subject introduces the student to information collected and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence, fingerprints; firearms; fibers; paint; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drugs and toxicology; casework interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Lectures, demonstrations and basic laboratory exercises are used to present the subject matter. Two-hour lecture and three-hour laboratory. Credits: 3
Every Fall and Spring

BMS 71 Immunology
This course is an introduction to Immunology and Immunochemistry. The structures, reaction and biological effects among antigens, antibodies and complement in the body (in vivo) and in vitro are discussed. Cells of the immune and inflammatory responses, their structure, functions and inter-relationships in normal individuals and in disease states are also presented. Prerequisite of BMS 80 is required.
Credits: 3
Every Fall

BMS 73 Virology
Viral structure, mode of infection of human cells, replication and classification are discussed. The DNA and RNA viruses associated with human diseases as well as the resultant clinical syndromes; diagnostic procedures used to collect and detect viral antigens in clinical specimens; viral serology; viral culture and storage are also presented.
Credits: 3
Every Fall

BMS 80 Immunology
This course is an introduction to Immunology and Immunochemistry. The structures, reaction and biological effects among antigens, antibodies and complement in the body (in vivo) and in vitro are discussed. Cells of the immune and inflammatory responses, their structure, functions and inter-relationships in normal individuals and in disease states are also presented. Prerequisite of BMS 80 or BMS 104 is required.
Credits: 3
Every Fall

BMS 87 Clinical Immunology
In addition to reviewing the cells and tissues of the immune system, specific and non-specific mechanisms of the immune response, the major histo-compatibility complex, hypersensitivities and tumor surveillance of the immune system, this course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. Emphasis is made on measurement of the immune product or reaction which can yield significant information in the clinical differential diagnosis or monitoring the progress of a disorder/disease. Prerequisite of BMS 80 is required.
Credits: 3
Every Spring

BMS 90 Microbiology in Health Sciences
This course is required for all medical biology majors and health related majors including those students seeking graduate study in the biological sciences and those seeking admission into professional schools. The course introduces the principles of clinical microbiology and characteristics of microorganisms, host-parasite relationships, resistance, immunity, hypersensitivity, public health, epidemiology as well as applied, medical and industrial microbiology; includes clinical diagnostic methods such as culture, control, identification, sterilization, microbiological techniques and concepts; emphasizes those techniques specifically employed in the clinical microbiological laboratory.
Credits: 4
Every Fall and Spring

BMS 97 Virology
Viral structure, mode of infection of human cells, replication and classification are discussed. The DNA and RNA viruses associated with human diseases as well as the resultant clinical syndromes; diagnostic procedures used to collect and detect viral antigens in clinical specimens; viral serology; viral culture and storage are also presented.
Credits: 3
Every Fall

BMS 98 Undergraduate Research
Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.
Credits: 1 to 2
On Demand

BMS 99 Independent Study
Junior and seniors can undertake this independent study under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.
Credits: 1 to 2
On Demand

BMS 147 Management, Supervision, Teaching Seminar
This Management, Supervision and Teaching seminar identifies the five components of
Management in Laboratory Medicine: duties and responsibilities including problem solving-decision-making processes; concepts of managerial leadership; communication skills; process of personnel administration; evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information about teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives: Educational Methodology. This course is typically taught off campus at a hospital affiliate.

Credits: 2
Every Fall

BMS 150 Clinical Chemistry II & Instrumentation
This Clinical Chemistry course is a sequel to BMS 50. It presents topics addressing endocrinology, electrolyte and acid/base balance, porphyrins, vitamins and nutrition status, therapeutic drug monitoring, toxicology and identification of tumor markers. The clinical correlations, analytical methods commonly performed on serum or urine are discussed with an emphasis on evaluating the patient’s health care status. The principles of operating instrumentation used in clinical chemistry laboratories including point of care testing devices are also presented.

Prerequisite of BMS 50 is required.

Credits: 4
Every Fall

BMS 161 Hematology and Body Fluids
The formed elements of the peripheral blood, their precursors, function and structure including basic methodologies for quantitation of cells and cellular components are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the qualitative and quantitative assessment of disease in blood is also emphasized. Other body fluids are also addressed: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.

Prerequisite of BMS 63 is required.

Credits: 3
Every Fall

BMS 162 Coagulation
The mechanism of Blood Coagulation/Hemostasis is discussed including evaluation of bleeding disorders and thrombosis. Case studies identify the diagnostic evaluation of normal and disease states.

Prerequisite of BMS 63 is required.

Credits: 2
Every Fall

BMS 185 Immunohematology
Theoretical aspects of immunohematology (blood banking) with emphasis on laboratory techniques used in blood banking are presented. Students completing this course perform techniques in actual use in the characterization of blood in hospital blood banks.

Prerequisite of BMS 87 is required.

Credits: 4
Every Fall

BMS 191 Clinical Bacteriology
The study of the bacteria that are medically important to humans with emphasis on identification of clinically significant pathogens distinguished from members of the normal flora are described. Methods of isolation, identification and characterization of bacteria are integral components of this course.

Prerequisites of BMS 90 and BMS 97 are required.

Credits: 3
Every Fall

BMS 194 Mycology and Parasitology
This course introduces the student to the science of Mycology and Parasitology. It addresses the pathogenesis, clinical manifestations and laboratory diagnosis of medically important fungi and parasites. Emphasis is given to the differential characteristics in the identification and clinical diagnosis of mycotic and parasitic diseases. The laboratory component of this course introduces students to various diagnostic techniques used to identify these eukaryotic organisms.

Prerequisite of BMS 90 is required.

Credits: 4
Every Spring

BMS 211 Pathophysiology II
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.

Prerequisite of BMS 211 (previously BMS 20) is required.

Credits: 3
Every Spring

BMS 225 Histopathology of Body Systems
The student comprehends the magnitude of changes that occur in diseased cells and tissues of the human body that are diseases. Emphasis is on major changes observed in tissues undergoing pathologic processes such as Inflammation, degeneration, necrosis, growth disorders; those changes that occur that influence the health and function of normal tissues within various body systems. Examination of pathology slides is an essential course requirement.

Prerequisites of BIO 7 & 8 are required.

Credits: 3
Every Fall

BMS 248 Undergraduate Research Project
This course serves as the culminating experience for students in the Biomedical Technology degree program. Students select a mentor to pursue a hands-on laboratory research project which investigates a Biomedical problem or question. They are then expected to analyze the data obtained and submit to the department and the mentor a written copy of the research project in a format consistent with that of a scientific publication/thesis. Department consent is required to register for this course.

Credits: 4
Every Spring

BMS 249 Bioinformatics
This course addresses computational techniques used to study three-dimensional structures and orientation of macromolecules within biological systems. The subject enables students to work on a research life science problems and develop applications employed computerized biological images. Both areas of interest rely on proficiency in the use of the World Wide Web data. Training in bioinformatics is a prerequisite to the comprehension of information regarding the function of genes, proteins, and numerous cellular components. Comprehension about bioinformatics enhances the qualification of graduates in biomedical sciences by allowing them to meld computer skills with current information about the special relationships of biomolecules in living systems.

Prerequisite of BMS 40 and BMS 49 and Co requisition of MTH 19 or BIO 141 are required.

Credits: 4
Every Fall

BMS 255 Toxicology
This course introduces students to the basic principles of toxicology, the study of adverse effects of natural compounds or artificial chemicals on living organisms. Specific areas covered will include: the history of toxicology, general principles, chemical carcinogenesis, specific organ toxicity and ways to determine the risk to humans associated with toxic compounds. Students will apply toxicological concept to current and historical events such as mass poisonings from natural or environmental disasters and individual forensic
cases.
Prerequisite of CHM 22 or 71 is required.
Credits: 3
Every Fall

BMS 256 Diagnostic Techniques in Molecular Pathology
Molecular diagnostics is the application of methods in biotechnology to assist in the diagnosis of disease at the cellular level. Biotechnology involves techniques used in molecular biology that are applied to the study of abnormal cells. Techniques used in biotechnology are: cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Formal lectures are followed by experiments in a laboratory equipped to perform some of the aforementioned techniques. Additionally, the use of the internet will be demonstrated as a means of accessing databases.
Prerequisite of BMS 80 is required.
Credits: 4
Every Spring

BMS 257 Forensic Molecular Techniques
This subject provides a detailed introduction to, and history of, forensic molecular techniques and applications, and covers relevant principles from genetics and biochemistry. This subject includes principles of forensic DNA profiling and repetitive DNA in the human genome; individualization versus identification; how genetic polymorphisms arise and are maintained; continuous versus discrete allele systems; DNA isolation methods; RFLP (Restriction fragment length polymorphism) analysis methods; short tandem repeat (STR) markers; PCR-based typing systems; automated systems and DNA databases; applications of mitochondrial DNA analysis; linkage, pedigree analysis, and reverse paternity; introductory applied statistics for forensic laboratories. Three-hour lecture and four-hour laboratory.
Prerequisite of BMS 256 is required.
Credits: 4
Every Fall

BMS 259 Practicum in Clinical Chemistry
The student works at the laboratory bench in clinical chemistry under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. The assessment of results obtained from clinical specimens and their diagnostic significance regarding the patient/client health status is determined. Maintenance and operation of relevant instrumentation in chemistry is also addressed. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 269 Practicum in Hematology and Coagulation
The student works at the laboratory bench in Hematology and Coagulation under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. This course also reviews a routine urinalysis, other body fluid analyses, automated instrumentation in hematology and phlebotomy techniques. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 271 Forensic Science Internship
This course provides the culminating experience for the Forensic Science degree. Students are expected to critically employ evidence collected at a crime scene, analyze the results which may include: document collection, chemistry and toxicological evidence, serology, photography, and microscopy and report their assessment of the findings to determine how the crime was committed. Students will be given pieces of evidence to assemble and describe the possible circumstances that have occurred which led to the crime. A final report of the internship work is required. Internship placements are internal (on-campus) or external at an approved forensic facility. External placements are dependent on availability and with the approval of the Clinical Director. Two hundred hours are expected for this supervised practical internship.
Prerequisite of BMS 71, CHM 39 and BMS 256 are required.
Credits: 2
Every Semester

BMS 289 Practicum in Immunohemotology
The student works at the laboratory bench in Immunohemotology (Blood Banking) under the direct supervision of a certified clinical laboratory scientist and receives review of blood banking techniques/ procedures and serologic methods used for clinical diagnosis of principle disorders. This course also reviews routine instrumentation use and its standardization in performing blood banking methods. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 299 Practicum in Microbiology
The student works at the laboratory bench in Microbiology under the direct supervision of a certified clinical laboratory scientist and receives review of clinical bacteriology, clinical virology, mycology and parasitology techniques/ procedures used for the clinical specimen isolation, cultivation and identification for diagnosis of disease. Utilization of equipment and instrumentation used in Microbiology is also presented. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring
DEPARTMENT OF HEALTH
CARE AND PUBLIC
ADMINISTRATION

Phone: 516-299-2716
Fax: 516-299-3912

Chair: Professor Figliola
Full Professor: Figliola
Associate Professor: Forman
Assistant Professor: Perez, Vila
Adjunct Faculty: 38

The overall objective of the Bachelor of Science programs in health care and public administration is to prepare professionally qualified individuals to serve as generalists and specialists in administrative careers in government, public service agencies and related areas. The curriculum is designed to prepare students for entry and middle-level professional positions in public service. In addition, graduates of the program may be eligible for employment in similar capacities in the nonprofit and private sectors.

The curriculum in health care and public administration is designed to endow students with practical abilities in problem solving, ethics, program analysis and implementation.

Undergraduates can pursue the B.S. degree in either Health Care Administration or Public Administration. Students also can choose five-year accelerated programs that lead to both a B.S. in Public Administration and a Master of Public Administration (MPA) or B.S. in Health Administration and a Master of Health Administration (MHA) in either field. Undergraduate minors are available in Public Service or Health Administration. The degree programs welcome both full-time and part-time students.

The department maintains a strong alumni network, organizes special symposiums with industry experts, and offers opportunities for students to intern in various government, health and social service agencies.

B.S. Health Care Administration

The B.S. degree in Health Care Administration is designed to prepare students for a career in the organization and management of health services. Upon completion of the 120-credit degree program, graduates will be prepared to assume entry and mid-level positions in health care administration. Throughout the course of study, students will acquire a keen understanding of the political, social and economic components of the health services sector through courses that range from statistics to financial management. Special emphasis will be placed upon developing the students’ ability to identify, comprehend, describe and differentiate among the major components of the health services system.

Potential work sites for graduates include large and complex health agencies, ambulatory services programs, regulatory agencies and insurance programs, management positions in nursing homes, group medical practices, and unit management within hospitals. Within the largest hospitals, positions would include assignments in central services, materials management, purchasing, security, admissions and the business office.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 GPA) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

B.S. Health Care Administration

[Program Code: 83493] [HEGIS: 1202.0]

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Self, Society &amp; Ethics (must take PHI 13)</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take ECO 10)</td>
<td>3</td>
</tr>
<tr>
<td>Add'l course from one cluster (must take ECO 11)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 10</td>
<td>3.00</td>
</tr>
<tr>
<td>American Health Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 13</td>
<td>Legal Aspects of Health Care/Public Admin.</td>
</tr>
<tr>
<td>HPA 18</td>
<td>Research Methods</td>
</tr>
<tr>
<td>HPA 19</td>
<td>Statistics for the Administrators</td>
</tr>
<tr>
<td>HPA 22</td>
<td>Personnel Administration in Health Care/Public Sectors</td>
</tr>
<tr>
<td>HPA 28</td>
<td>Strategic Planning and Program Evaluation</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Critical Issues in Health/Public Admin.</td>
</tr>
<tr>
<td>HPA 32</td>
<td>Internship in Health and Public Administration</td>
</tr>
<tr>
<td>HPA 40</td>
<td>Organizational Leadership</td>
</tr>
</tbody>
</table>

*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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 11</td>
<td>Management of Health Care Organizations</td>
</tr>
<tr>
<td>MPA* 507</td>
<td>The Policy Process in Health Care and Public Administration</td>
</tr>
</tbody>
</table>

Required Course List 2 - one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 14</td>
<td>Financial Management in the Health Care/Public Sectors</td>
</tr>
<tr>
<td>HAD* 603</td>
<td>Foundations of Budgeting and Finance in the Health Sector</td>
</tr>
</tbody>
</table>

Required Course List 3 - one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 15</td>
<td>Health Resource Allocation in Health Care/Public Sectors</td>
</tr>
<tr>
<td>MPA* 503</td>
<td>Economics, Environment and the Public Sector</td>
</tr>
</tbody>
</table>

Required Course List 4 - one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 20</td>
<td>Computer-Based Management Systems</td>
</tr>
<tr>
<td>MPA* 506</td>
<td>Computer Based Management Systems</td>
</tr>
</tbody>
</table>

Required Co-Related Courses

All of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
</tr>
<tr>
<td>PHI 13</td>
<td>Ethics and Society</td>
</tr>
<tr>
<td>PHI 19</td>
<td>Biomedical Ethics</td>
</tr>
</tbody>
</table>
One of the following:

- PHI 19 Biomedical Ethics 3.00
- HPA 11 Careers in Public and Social Service 3.00

HPA Electives (21 credits):

- HPA 12 Citizenship and the Community 3.00
- HPA 16 Social and Health Policy 3.00
- HPA 29 Managed Health Care 3.00
- HPA 35 Vulnerable Populations in the USA 3.00
- HPA 36 Child and Family Policy 3.00
- HPA 37 The Roles and Functions of Public Agencies and Authorities 3.00

HSC 101 Intro to Health Professions 3.00

SWK 1 Intro to Social Work & Social Welfare 3.00

SWK 30 Interdisciplinary Helping Professions 3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. Public Administration

The B.S. Public Administration will prepare students for a rewarding career in the public sector. Despite the recent economic slowdown, Long Island has demonstrated continuing vitality as a place to live and work, and as an attractive vacation destination. But population growth has brought with it a host of challenges ranging from traffic congestion to water safety to affordable housing and health care. Meeting these challenges requires a skilled and dedicated public service work force.

This 120-credit program combines a liberal arts education with courses focused on the political, social, and economic aspects of public services. Graduates are ready to move directly into entry or mid-level positions in the public sector or to pursue advanced degrees in public administration. Public Administration is designed to prepare students for meaningful roles in government agencies or non-profit organizations, with a skill set that has applications on other fields, such as education and business.

ADMISSION REQUIREMENTS

- Incoming freshmen must have a solid B average (3.0 or 82-85 GPA) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above. High school chemistry and biological science courses are strongly recommended.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.8 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores.

**B.S. Public Administration**

(Program Code: 87511) [HEGIS: 2102.0]

**Core Curriculum Requirements**

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

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1 credit</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Ethics, Self &amp; Society (must take PHI 13)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take ECO 10)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Add'l course from one cluster (must take ECO 11)</td>
<td>3-4 credits</td>
<td></td>
</tr>
</tbody>
</table>

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

**Major Requirements**

Required Public Administration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 12</td>
<td>Citizenship and the Community</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 13</td>
<td>Legal Aspects of Health Care/Public Admin.</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 14</td>
<td>Financial Management in the Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 15</td>
<td>Health Resource Allocation in Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 18</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 19</td>
<td>Statistics for the Administrators</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 20</td>
<td>Computer-Based Management Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 22</td>
<td>Personnel Administration in Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 28</td>
<td>Strategic Planning and Program Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Critical Issues in Health Care &amp; Public Admin.</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 32</td>
<td>Internships in Health and Public Administration</td>
<td>6.00</td>
</tr>
</tbody>
</table>

**Electives (up to 21 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 10</td>
<td>American Health System</td>
<td>3.00</td>
</tr>
<tr>
<td>HAD 11</td>
<td>Management of Health Care Organizations</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 11</td>
<td>Careers in Public and Social Services</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 16</td>
<td>Health Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 29</td>
<td>Managed Health Care</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 34</td>
<td>Administrative Law</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 35</td>
<td>Vulnerable Populations in the USA</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 36</td>
<td>Child and Family Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 37</td>
<td>The Roles &amp; Functions of Public Agencies and Authorities</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 101</td>
<td>Intro to Health Professions</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 1</td>
<td>Intro to Social Work &amp; Social Welfare</td>
<td>3.00</td>
</tr>
<tr>
<td>SWK 30</td>
<td>Interdisciplinary Helping Professions</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements
**ACCELERATED SHARED CREDIT PROGRAMS**

**B.S. Health Care Administration and M.H.A. Health Administration**

The Department of Health Care and Public Administration offers an accelerated shared credit program that enables qualified students to complete requirements for both a Bachelor of Science in Health Care Administration and a Master of Health Administration in Health Administration in an accelerated time frame. This 150-credit program allows the student to obtain both degrees in five years.

Successful completion of undergraduate and graduate work will qualify you for a career in the organization and management of health services. Graduates are employed as supervisors and managers in hospitals, health care agencies, nursing homes, group medical practices, regulatory agencies, county health departments, ambulatory services and insurance companies.

The program is multidisciplinary and explores the sociological, political and economic issues of health care and public administration. Undergraduate courses include the "American Health System," "Legal Aspects of Health and Public Administration" and "American National Government." Graduate classes focus on "Statistics for the Administrator," "Medical Ethics," and "Foundations of Budgeting and Finance in Health Administration."

Students participate in internships at health service organizations, such as hospitals, nursing homes and government agencies. The internship is an extremely valuable means to acquire administrative experience and to establish connections in the job market.

**MINIMUM TOTAL CREDITS: 120**

**MINIMUM LIBERAL ARTS CREDITS: 60**

**MINIMUM MAJOR GPA: 2.00**

**MINIMUM CUMULATIVE GPA: 2.00**

### Core Curriculum Requirements

In addition to all major requirements, students pursuing the accelerated shared credit B.S. Health Care Administration and M.H.A. Health Administration must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101 Post-First-Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 1,3,5,6,7,8,15 or 16)</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society (must take PHI 13)</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take ECO 10)</td>
<td>3</td>
</tr>
<tr>
<td>Add'l course from one cluster (must take ECO 11)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

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

### Major Requirements

#### Required Undergraduate Health Care Administration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 10 American Health Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 13 Legal Aspects Health Care/Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 18 Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 19 Statistics for the Administrators</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 22 Personnel Administration in Health Care/Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 28 Strategic Planning and Program Evaluation</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Consult with the academic advisor to complete an appropriate plan of study.

- Undergraduate financial assistance does not apply to the graduate portion of this program.

**B.S. Health Care Administration and M.H.A. Health Administration**

(Program Codes: 83493 and 79014)

(HEGIS: 1202.0 and 1202.0)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 30 Critical Issues in Health/Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 32 Internship in Health and Public Administration</td>
<td>6.00</td>
</tr>
<tr>
<td>HPA 40 Organizational Leadership</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Co-Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10 Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11 Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 13 Ethics and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2 Introduction to American Politics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Senior Year Graduate Health Administration Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 603 Foundations of Budgeting and Finance in the Health Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 503 Economic Environment and the Public Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 506 Performance Management and Information Systems in the Public Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 507 The Policy Process in Health Care and Public Administration</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Free Electives**

Courses that are not being used to satisfy major or core requirements.

**Credit and GPA Requirements**

- Minimum Total Credits (for freshmen): 150
- Minimum Total Undergraduate Credits: 120
- Minimum Graduate Credits: 36
- Minimum Undergraduate Liberal Arts Credits: 60
- Minimum Undergraduate Major GPA: 3.00
- Minimum Undergraduate Cumulative GPA: 3.00
- Minimum Graduate GPA: 3.00

**B.S. Health Care Administration and M.P.A. Public Administration**

The Department of Health Care and Public Administration offers an accelerated program that leads to a Bachelor of Science degree and a Master of Public Administration in Public Administration in only five years. In the student’s senior year, he or she will complete 12 graduate credits in required courses. Upon successful completion of
the 120 undergraduate credits required for the baccalaureate degree, the student will not receive the B.S. degree, but will be awarded 12 credits of advanced standing in the M.P.A. in Public Administration program. The student will then be required to complete 30 credits in the graduate program, rather than the standard 48 credits required. After completing the 30 credits and meeting all the graduation requirements, the student will be awarded both the B.S. and M.P.A. degrees. If, for any reason, the student, after completing the 120 undergraduate credits, forgoes the M.P.A. degree, then he or she will be entitled to the B.S. in Public Administration.

Undergraduate financial assistance does not apply to the graduate portion of this program.

The Master of Public Administration (M.P.A.) is accredited by the National Association of Schools of Public Affairs and Administration.

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 GPA) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.
- **Transfer students** Completion of 60-64 credits with a minimum GPA of 3.0. If a student does not possess the necessary 3.0 GPA, the admission committee may employ other criteria to ensure qualification; e.g., S.A.T. scores, letters of recommendation, samples of prior work, etc.
- The five-year program will reflect the standard B.S. Public Administration plan of study for the first three years, with the appropriate changes in the last two years of study. Consult with the academic advisor to complete an appropriate plan of study.
- Undergraduate financial assistance does not apply to the graduate portion of this program.

**B.S. Public Administration and M.P.A. Public Administration**

*Program Code: 87511 and 07076*

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S./M.P.A. Public Administration must satisfy all core curriculum requirements as follows:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>First-Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Ethics, Self &amp; Society (must take PHI 13)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures (must take ECO 10)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Add'l course from one cluster (must take ECO 11)</td>
<td>3-4 credits</td>
<td></td>
</tr>
</tbody>
</table>

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

**Major Requirements**

**Required Undergraduate Public Administration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA 12</td>
<td>Citizenship and the Community</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 13</td>
<td>Legal Aspects of Health Care/Public Admin.</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 18</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 19</td>
<td>Statistics for the Administrators</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 28</td>
<td>Strategic Planning and Program Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Critical Issues in Health Care &amp; Public Admin.</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 32</td>
<td>Internships in Health and Public Administration</td>
<td>6.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Co-Related Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 11</td>
<td>Introduction to Macroeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHI 13</td>
<td>Ethics and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 2</td>
<td>Introduction to American Politics</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 80</td>
<td>Administrative Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 82</td>
<td>Introduction to Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 83</td>
<td>Policy-Making in American Government</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Required Senior Year Graduate Public Administration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 501</td>
<td>Principles of Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 502</td>
<td>Organizational Theory and Behavior in the Health &amp; Public Sectors</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 505</td>
<td>Analytical Methods</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**MPA 507** The Policy Process in Health Care and Public Administration

**MPA 701** Managerial Communication

**Students must choose from a concentration in General Public Administration or Nonprofit Management.**

**General Public Administration Concentration**

**Required General Public Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 602</td>
<td>Human Resource Administration in the Public Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 603</td>
<td>Foundations of Budgeting and Finance in the Public Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 604</td>
<td>Administrative Responsibility and the Legal Environment in the Public Sector</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective General Public Administration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 706</td>
<td>Work, People and Productivity</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 712</td>
<td>Managing Workplace Diversity</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 713</td>
<td>Grant Writing and Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 777</td>
<td>Critical Issues in Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 788</td>
<td>Graduate Internship</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 712</td>
<td>Environmental Law and Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 714</td>
<td>Seminar in the Politics of Environmental Control</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 715</td>
<td>Environmental Pollution</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 716</td>
<td>Coastal Zone Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 717</td>
<td>Environmental Impact Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 725</td>
<td>Governmental Regulation of Land Use</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 729</td>
<td>Environmental Planning</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 748</td>
<td>Managing Metropolitan Government</td>
<td>3.00</td>
</tr>
<tr>
<td>PAD 780</td>
<td>Current Issues in Public Administration</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Nonprofit Management Concentration**

**Required Nonprofit Management Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA 507</td>
<td>The Policy Process in Health Care and Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MPA 701</td>
<td>Managerial Communication</td>
<td>3.00</td>
</tr>
</tbody>
</table>
NPM 650 Introduction to Nonprofit Management 3.00
NPM 651 Fundraising and Development for Nonprofit Organizations 3.00
NPM 652 Human Resource Management in Nonprofit Organizations 3.00
NPM 653 Financial Management in Nonprofit Organizations 3.00
NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations 3.00

Required Graduate Public Administration Capstone Seminar Courses

All of the following:

MPA 707 Thesis Research Consultation 3.00
MPA 708 Thesis 3.00

Credit and GPA Requirements

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 36
Minimum Undergraduate Liberal Arts Credits: 60
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

MINORS

Minor: Public Service

Undergraduate students who are pursuing a major in another subject area can apply 18 credits toward a minor in Public Service. This minor is designed for students who have an interest in the area of public service. Contact your academic and career counselor for additional information.

Minor in Public Service Requirements

Required Public Service Courses

All of the following:

HPA 11 Careers in Public and Social Service 3.00
HPA 12 Citizenship and the Community 3.00
HPA 15 Allocation in the Health Care/Public Sectors 3.00
HPA 30 Critical issues in Health and Public Administration 3.00
PHI 13 Ethics and Society 3.00
POL 83 Policy-Making in American Government 3.00

Minor: Health Administration

Undergraduate students who are pursuing a major in another subject area can apply 18 credits toward a minor in Health Care Administration. This minor is designed for students who have an interest in the health care field, and more specifically health care administration. Contact your academic and career counselor for additional information.

Minor in Health Administration Requirements

Required Health Administration Courses

All of the following:

HAD 10 American Health Systems 3.00
HPA 13 Legal Aspects in Health 3.00

One of the following:

HAD 11 Management of Healthcare Organizations 3.00
MPA 507 The Policy Process in Health Care and Public Administration 3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 507.

One of the following:

HPA 14 Financial Management in the Health Care/Public Administration 3.00
HAD 603 Foundations of Budgeting and Finance in the Health Sector 3.00

Students seeking to pursue the Dual MHA are recommended to take HAD 603.

One of the following:

HPA 15 Resource Allocation 3.00
MPA 503 Economic Environment and the Public Sector 3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 503.

One of the following:

HPA 20 Computer-Based Management Systems 3.00
MPA 506 Performance Management Systems 3.00

Students seeking to pursue the Dual MHA are recommended to take MPA 506.

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Minor GPA: 2.00

Minors: Health Administration

Students seeking to pursue the Dual MHA are recommended to take MPA 507.

One of the following:

HPA 14 Financial Management in the Health Care/Public Administration 3.00

Minimum Minor GPA for Dual MHA: 3.25
Health Care and Public Administration Courses

HAD 10 American Health Systems
Survey of the American health care system that examines the elements related to the organization, delivery, financing and planning of health services. Credit: 3
Every Fall and Spring

HAD 11 Management of Health Care Organizations
A study of the development of health planning as it is affected by political, social and economic factors. Special attention is devoted to the theories, applications, issues, and controversies in health planning as well as the work environment of the health planner. Credit: 3
Every Fall and Spring

HPA 11 Careers in Public and Social Service
This course will focus on the different career opportunities within the public service field. Special attention will be devoted to explore different sectors of public service such as: federal government, state and local government and health care. Students will learn resume writing, interviewing skills and how to network and job search. Credit: 3
Annually

HPA 12 Citizenship and the Community
An analysis of citizen participation in governmental and nongovernmental community activities including levels of government, political activity and not for profit organizations. Credit: 3
Annually

HPA 13 Legal Aspects of Health Care/Public Administration
Considers the importance of law and regulations in the administrative process. Areas to be emphasized include a general introduction to the law, legal environment of public and health organizations and the impact of the law upon administrative decision making. Freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers. Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors. Credit: 3
Annually

HPA 14 Financial Management in the Health Care/Public Administration
A survey of the principles and practices of financial management theory and its applications to health care and public administration. The course will focus on budgeting and cost control, cost reimbursement, taxation and revenue, cost incentive programs and financial analysis specific to the health care and public sectors. Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors. Credit: 3
Every Fall and Spring

HPA 15 Health Resource Allocation in Health Care/Public Sectors
This course focuses on the application of special problems involving health and public resources, allocation, markets, personnel shortages, as well as issues relating to the equity and stabilization of the public/health sector. Prerequisite of HAD 10 is required. Credit: 3
Annually

HPA 16 Social and Health Policy
An examination of the political processes, agencies, and policies affecting the organization and delivery of health services in the United States. Prerequisite of HAD 10 is required. Credit: 3
On Occasion

HPA 18 Research Methods
An overview of the scientific method as it applies to research in fields of health care and public administration. Special attention will be devoted to examining issues related to cost effectiveness and alternatives. Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite. Credit: 3
Every Semester

HPA 19 Statistics for the Administrators
Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and public administrator. Prerequisite of HAD 10 or SWK 18 is required. Credit: 3
Annually

HPA 20 Computer-Based Management Systems
This course is a comprehensive review of computer concepts and usage in health and public sectors. It covers the types of computers which are appropriate and the storage devices needed. Students learn to create programs, and to evaluate packaged software for its applicability to their department's needs. The course involves extensive "hands-on" computer use. Prerequisite of HAD 10 is required for all students except for Health Science, Health Information Management & Social Work majors. Credit: 3
Every Semester

HPA 21 Personnel Administration in Health Care/Public Sectors
An introduction to the personnel function in the health care and public sector. Special emphasis will be placed upon recruitment, placement, performance, assessment, labor relations and employee services. Prerequisite of HAD 10 is required. Credit: 3
Annually

HPA 22 Strategic Planning and Program Evaluation
To prepare a student to develop a strategic plan for the implementation and evaluation of an administrative policy and program. Prerequisite of HAD 10 is required. Credit: 3
Every Fall and Spring

HPA 23 Critical Issues in Health/Public Administration
Multidisciplinary seminar focusing on sociological, political and economic issues of health care and public administration. Selected issues will be determined by recent developments in the organization and delivery of health care and public services. Prerequisite of HAD 10 is required. Credit: 3
On Occasion

HPA 29 Managed Health Care
Examines the forces at work in the American health care system which have resulted in the formation of managed care. Explores the alliances and conflicts among managed care organizations, service providers and consumers. The prevalent models of managed care are described and compared, as well as the applicability of the managed care concept to the various types of medical service. Prerequisite of HAD 10 is required. Credit: 3
On Occasion

HPA 30 Management of Health Care Organizations
A study of the development of health planning as it is affected by political, social and economic factors. Special attention is devoted to the theories, applications, issues, and controversies in health planning as well as the work environment of the health planner. Credit: 3
Every Fall and Spring

HPA 32 Internship in Health and Public Administration
Placement within a public or health agency to provide students with administrative experience in the operations of such facilities. Prerequisite of HAD 10, permission of advisor & faculty are required. Credit: 6
Annually

HPA 34 Administrative Law
This course will present fundamental concepts of administrative law and procedure in governmental agencies with an emphasis on the health care or public manager's role in the administrative process. It will examine the positions that agencies occupy in our constitutional system of government by detailing the respective roles of the legislative, executive and judicial branches of government.
Topics include: the structure and operation of federal, state and local administrative agencies; rule-making and adjudication; agency investigations and agency sanctions. Agencies to be detailed include but are not limited to: Department of Health and Human Services, Food and Drug Administration, Office of Inspector General and Department of Health.

Credits: 3
Annually

HPA 35 Vulnerable Populations in the U.S.A.
The purpose of this course is to introduce students to groups defined by the U.S. government as Vulnerable Populations, otherwise known as populations with special health needs. The unique challenges accessing healthcare will be reviewed along with other socio-cultural, economic and political issues impacting these individuals. Students will learn to apply an analytical perspective as they review the individual, familial, health, environmental, social and governmental factors affecting the experience of these individuals with the U.S. health care delivery system.

Credits: 3
Annually

HPA 36 Child and Family Policy
This undergraduate course introduces theories and applications of child and family policy. It explores the intersections of children and families and U.S. federal, state and local governments within the policy process, while considering the distributional effects of such policies. The course examines how policy problems are defined within political and historical contexts and how evidence-based research can influence policy-making. Topics such as social welfare, childcare, family and medical leave, early childhood education and child health will be analyzed.

Credits: 3
Annually

HPA 37 The Roles and Functions of Public Agencies and Authorities in Times of Uncertainty
Public Agencies and authorities have a major impact on society and the delivery of services to them. Presently, there is much uncertainty facing public agencies and authorities. This course will examine a variety of current substantive issues including Hurricanes Katrina and Sandy, environmental issues, public subsidized housing, emergency and disaster management.

Credits: 3
Annually

HPA 40 Organizational Leadership
This course covers theories and practices related to individual, group, and organizational behavior within human and public services including health care and nonprofit sectors. Topics such as decision-making, leadership, group dynamics, communication and organizational structure will be explored.

Credits: 3

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 U.S., 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
DEPARTMENT OF HEALTH SCIENCES

Phone: 516-299-2743
Fax: 516-299-3081
Email: Post-Health_Sciences@liu.edu
Chair: 
Associate Professors: Thomas
Assistant Professors: Cloward, Labos, Raven
Clinical Coordinator, Medical Imaging: Gathy
Adjunct Faculty: 11

The Department of Health Sciences offers bachelor’s degrees that prepare professionals for diverse fields within the health care industry. Built on a solid foundation of liberal arts and sciences, these programs are structured to provide a professional education with a comprehensive curriculum. The department houses the Health Information Management Program and, the Medical Imaging Program, and the Bachelor of Science degree in Health Sciences. The Department also guides students pursuing pre-baccalaureate entry into professional programs such as Pharmacy and Respiratory Care.

The Department of Health Sciences’ academic programs include the Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited Bachelor of Science in Radiologic Technology and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited Bachelor of Science and Certificate in Health Information Management.

B.S. Health Sciences

Phone: 516-299-2743
Fax: 516-299-3081
Email: Post-Health_Sciences@liu.edu
Program Director: 
Associate Professors: 
Adjunct Faculty: 2

Health care is an ever-expanding field with many rewarding career paths. The federal government expects health care to dominate job growth, with 5.6 million new jobs expected by 2020. The 120-credit B.S. in Health Sciences is a science-based major designed for freshmen and transfer students who aspire to careers in a variety of health-related fields, including physical therapy, occupational therapy, athletic training, pharmacy, physician assistant, medical imaging, medicine, or health information management. Even if you have not yet decided on a career path with the health professions field, this versatile degree can uniquely qualify you for admittance to graduate or professional school, or lead to a job upon graduation.

This program provides an excellent foundation in the liberal arts, with a strong focus on the sciences. In addition, this program approaches health professional education with a focus on relationship-centered care and narrative medicine in which the importance of human relationships is emphasized along side evidence-based healthcare. As part of the curriculum, you will select one of ten minors for example, business administration, accountancy, health administration, public service, social work, or sports medicine - that will broaden your understanding of the delivery of health care. The B.S. in Health Sciences also provides graduates with marketable skills in the business and public policy of health care. Full-time academic counselors with expertise in health care education will assist students in planning their course of study.

B.S. in Health Sciences

Program Code: 35200  HEGIS: 1201.0

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

Major Requirements

Required Health Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

One of the following:

- BMS 90 Microbiology in Health Sciences
- BMS 211 Pathophysiology I
- BMS 212 Pathophysiology II
- CHM 3 Principles of Chemistry I
- CHM 4 Principles of Chemistry II
- HSC 101 Introduction to Health Professions
- HSC 102 Interdisciplinary Helping Professions
- NTR 10 Nutrition
- PSY 101 General Psychology

One of the following:

- BMS 40 Computer Applications in Health Science
- CLA 6 Computer Literacy
- HPA 20 Computer-Based Management Systems (required in Health Care Administration sub-plan)

One of the following:

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

One of the following:

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

One of the following:

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

MTH 19 Basic Statistics

MTH 41 Biostatistics

Selection of one of the following minors:

1. Accountancy
2. Business
3. Health Administration
4. Healthcare Coding and Reimbursement
5. Nutrition
6. Public Service
7. Social Work
8. Spanish for Health Professions
9. Sports Management
10. Health and Society

Electives (9-12 credits)

Please speak with the department chair or your academic advisor to select courses appropriate to your academic career and post-baccalaureate professional program. Electives are courses that are not being used to satisfy major or core requirements.
Accountancy Minor Requirements
**Students completing this degree are eligible for Accountancy minor. Please see advisor to declare minor officially.**

**Required Accountancy Courses**
- ACC 11 Accounting Principles I 3.00
- ACC 12 Accounting Principles II 3.00
- ACC 21 External Reporting I 3.00
- ACC 22 External Reporting II 3.00

Two of the following:
- ACC 61 Managerial Cost Analysis 3.00
- ACC 80 Accounting Information Systems 3.00
- ACC 82 Auditing 3.00
- ACC 84 Tax & Business Strategies 3.00
- ACC 85 Advanced Taxation 3.00
- ACC 90 Applications in Accounting 3.00

Minimum Major and Overall GPA of 2.8 is required

Business Minor Requirements
**Students completing this degree are eligible for Business minor. Please see advisor to declare minor officially.**

**Required Business Courses**
- MAN 11 Principles of Management 3.00
- MKT 11 Marketing Principles and Practices 3.00

One of the following:
- ACC 11 Accounting Principles I 3.00
- FIN 11 Corporation Finance 3.00

**Elective Business Courses (9 credits)**
Nine credits of any FIN, MAN, MKT, MIS courses.

Minimum Major and Overall GPA of 2.8 is required

Health Administration Minor Requirements
**Students completing this degree are eligible for Health Administration minor. Please see advisor to declare minor officially.**

**Required Health Administration Courses**
- HAD 10 American Health Systems 3.00
- HAD 11 Management of Healthcare Organizations 3.00

Nutrition Minor Requirements
**Students completing this degree are eligible for Nutrition minor. Please see advisor to declare minor officially.**

**Required Nutrition Courses**
- HPA 13 Legal Aspects in Health 3.00
- HPA 14 Financial Management in the Health Care/Public Administration 3.00
- HPA 15 Resource Allocation 3.00
- HPA 20 Computer-Based Management Systems 3.00

Minimum Major and Overall GPA of 2.8 is required

Health and Society Minor Requirements
**Students completing this degree are eligible for Health and Society minor. Please see advisor to declare minor officially.**

**Required Health Care Administration Courses**
- HAD 10 American Health Systems 3.00
- HPA 11 Careers in Public and Social Service 3.00
- HPA 14 Financial Management in the Health Care/Public Administration 3.00
- HPA 18 Research Methods 3.00
- HPA 20 Computer-Based Management Systems 3.00
- PHI 19 Medical Ethics 3.00

Minimum Major and Overall GPA of 2.8 is required

Public Service Minor Requirements
**Students completing this degree are eligible for Public Service minor. Please see advisor to declare minor officially.**

**Required Public Service Courses**
- HPA 11 Careers in Public and Social Service 3.00
- HPA 12 Citizenship and the Community 3.00
- HPA 15 Health Resource Allocation in Health Care/Public Sectors 3.00
- HPA 30 Critical Issues in Health/Public Administration 3.00
- PHI 13 Ethics and Society 3.00
- POL 83 Policy-Making in American Government 3.00

Minimum Major and Overall GPA of 2.8 is required

Social Work Minor Requirements
**Students completing this degree are eligible for Social Work minor. Please see advisor to declare minor officially.**

**Required Social Work Courses**
- SWK 1 Introduction to Social Work and Social Welfare 3.00
- SWK 50 Social Welfare Programs & Policies I 3.00
- SWK 51 Social Welfare Programs & Policies II 3.00
- SWK 60 Human Behavior in the Social Environment I 3.00
- SWK 61 Human Behavior in the Social Environment II 3.00
Spanish for Health Professions Minor Requirements

**Students completing this degree are eligible for Spanish minor for Health Professions. Please see advisor to declare minor officially.**

Required Spanish Courses

Students initially placed in SPA 1 complete the following requirements. Students placing into higher level courses should see their advisor to identify the correct sequence of courses to be eligible for Spanish minor for Health Professions.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 1</td>
<td>Introductory Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 2</td>
<td>Introductory Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 3</td>
<td>Intermediate Spanish III</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 4</td>
<td>Intermediate Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 15</td>
<td>Spanish Medical Terminology</td>
<td>3.00</td>
</tr>
<tr>
<td>SPA 16</td>
<td>Spanish Medical Terminology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Minimum Major and Overall GPA of 2.25 is required

Sports Management Minor Requirements

**Students completing this degree are eligible for Sports Management minor. Please see advisor to declare minor officially.**

Required Sports Management Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 140</td>
<td>Introduction to Sports</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 141</td>
<td>Facility Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 142</td>
<td>Sports Marketing</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 143</td>
<td>The Economics of Sports</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 144</td>
<td>Sports Law</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 145</td>
<td>Sports Management Internship</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 41
Minimum Requisite Minor Credits: 9-19
Minimum Overall GPA: 2.0
Minimum Major GPA: 2.0

HEALTH INFORMATION MANAGEMENT PROGRAM

Phone: 516-299-4158
Email: Post-HIM@liu.edu

Program Director: Cloward
Assistant Professor: Cloward
Adjunct Faculty: 1

Health information managers are a vital and integral part of the health care team. They play an important role in the planning, design, implementation, management, use and evaluation of information systems and electronic health records. Health information managers are the specialists who secure, analyze, integrate, maintain and provide the reliable and accurate information that steers the healthcare industry.

The School of Health Professions and Nursing offers the Bachelor of Science degree and the post-baccalaureate Certificate Program in Health Information Management that are nationally accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The curriculum prepares students to monitor and manage the medical data systems critical to institutional operations and patient care. Completion of the requirements will establish eligibility to sit for the national certification examination administered by the American Health Information Management Association (AHIMA). Students who successfully pass the national examination receive certification and the designation of Registered Health Information Administrator (RHIA).

Built on a solid foundation of liberal arts and sciences, the program is structured to provide a professional education with a comprehensive curriculum. The program is guided by the principle of quality health care through quality information.

B.S. Health Information Management

Blended Learning - Onsite & Online

In the competitive and complex environment of today's health care system, the proper management of health information is essential. The 120-credit Bachelor of Science degree in Health Information Management offers a course of study that prepares students to monitor and manage the medical data systems critical to institutional operations and patient care.

Completion of the requirements will establish eligibility to sit for the national certification examination administered by the American Health Information Management Association (AHIMA). Students who successfully pass the national examination receive certification and the designation of Registered Health Information Administrator (RHIA). The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality health care through quality information.

Health Information Management classes are offered online, enabling students to complete their studies at home or office. Students who have a bachelor’s degree in another field of study can expand their career prospects by earning a 30-credit Certificate in Health Information Management.

ADMISSION REQUIREMENTS

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT of 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.
- **Transfer students** must have completed more than 24 college credits. A minimum college GPA of 2.0 is required for application review. If you have completed fewer than 24 credits, you must also submit high school transcripts and SAT/ACT scores.

RHIT CREDENTIAL APPLICANTS

Applicants who hold the Registered Health Information Technician (RHIT) credential are exempt from program pre-requisite requirements. General University degree requirements, which may include college core and liberal arts coursework, must be completed for graduation. Review of these requirements with your academic advisor and program director are necessary.

ADDITIONAL ADMISSION REQUIREMENTS

Individuals who are practicing the field of health information management may be granted some life experience credits toward the Bachelor of Science degree. Life Experience credits will be evaluated after a matriculated student completes 6 earned credits at LIU Post. The student must formally apply to the Health Information Management Program Director for evaluation of eligible credits. (Please note: certain restrictions apply). Life Experience applications will not be accepted once the student has begun the senior residency.

Method of delivery

(All of the HIM core courses are 100% online)

It is expected that students will be logging into the learning management system on a daily basis to review the material posted and complete all assigned work. The HIM core courses are spread out in the last two years between the junior and senior years. Both part-time and full-time options are available.

B.S. Health Information Management

[Program Code: 83326] [HEGIS: 1215.0]

NOTICE

Due to classification system, regulations, technologies, and other pertinent changes affecting the HIM field, any student who has re-entered the LIU HIM Program, must re-enroll and re-take all major courses which the student had completed prior to 2010 in order to meet current content requirements for completion of the Health Information Management degree and for certification as registered health information
Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Health Information Management must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

- POST 101 1 credit
  First-Year Seminar
- Writing I 3 credits
- Writing II 3 credits
- Scientific Inquiry & the Natural World (must take BIO 7) 4 credits
- Add'l course from one cluster (must take BIO 8) 4 credits
  - Creativity, Media & the Arts 3 credits
  - Perspectives on World Cultures 3 credits
  - Ethics, Self & Society 3 credits
  - Power, Institutions & Structures 3 credits

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

Major Requirements

Required Health Information Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 104</td>
<td>Health Information Department</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 104C</td>
<td>Professional Practice Experience I (PPEI)</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 106</td>
<td>Coding I</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 106C</td>
<td>Coding/Virtual Lab Professional Practice Experience (PPEII)</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 108</td>
<td>Regulatory, Compliance, Medical Staff and Hospital Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Reimbursement Methodologies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 206</td>
<td>Coding II</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Computer-based Health Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 212</td>
<td>Quality Management and Regulatory Agencies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 213</td>
<td>Organization and Management of a Health Information Department</td>
<td>4.00</td>
</tr>
<tr>
<td>HIM 220</td>
<td>Research Evaluation and Health Informatics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 41</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>HIM 52</td>
<td>Medical Terminology</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 13</td>
<td>Legal Aspects of Health Care/Public Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>MAN 11</td>
<td>Principles of Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

One of the following:

- BMS 40 | Computer Applications | 3.00 |
- CLA 6 | Computer Literacy | 3.00 |
- HPA 20 | Computer-Based Management Systems | 3.00 |

One of the following:

- CLA 29 | Structuring & Managing Data | 3.00 |
- CS 231 | Database Fundamental | 3.00 |

Electives

20 credits of elective courses are available with 7 credits of electives limited to Liberal Arts courses. Please see your academic advisor for a list of recommended elective courses.

Suggested Minors

The following minors are recommended for Health Information Management students to enrich their HIM degrees. The courses in the minors must be completed before beginning of the senior year.

Public Service Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 13</td>
<td>Ethics and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>POL 83</td>
<td>Policy Making in American Government</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 12</td>
<td>Citizenship &amp; Community</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 11</td>
<td>Careers in Public/Social Service</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 15</td>
<td>Resource Allocation in the Public Service</td>
<td>3.00</td>
</tr>
<tr>
<td>HPA 30</td>
<td>Critical Issues in Public Administration</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits:</td>
<td>120</td>
</tr>
<tr>
<td>Minimum Liberal Arts Credits:</td>
<td>60</td>
</tr>
<tr>
<td>Minimum Major Credits:</td>
<td>40</td>
</tr>
<tr>
<td>Minimum Suggested Minor Credits:</td>
<td>18</td>
</tr>
</tbody>
</table>
Certificate, Health Information Management

Offered Fully Online

The 30-credit online Certificate in Health Information Management offered by LIU Post is designed for career changers and health care professionals to serve as managers of electronic medical records in hospitals, doctor's offices, nursing homes, insurance companies and other health-related offices. Students currently holding a baccalaureate degree from an accredited institution of higher learning and having completed all prerequisite coursework will have an opportunity to complete the certificate program in one year (two semesters) full time. A part-time option is available. Upon completion of the program, graduates will be ready to take the national Registered Health Information Administrator (RHIA) examination. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and also adheres to the standards of the American Health Information Management Association (AHIMA).

The online program adheres to the latest standards and documentation procedures from the federal government, including new coding of medical records and HIPAA guidelines. From the privacy of the home or office, students will gain the necessary skills in health data management; health statistics, biomedical research, and quality management; health services organization and delivery; information technology and systems; and organization and management.

Method of delivery
(Courses are 100% Online)

The 30 credits of this program are delivered in a completely online format. It is expected that students will be logging into the learning management system on a daily basis to review the material posted and complete all assigned work. This portion is designed as a cohort program that must be completed in one year. A part-time option is available.

Program Requirements

The minimum grade requirement for major courses for enrolled students is C.

To be granted a Certificate in Health Information Management, the student must complete a total of 30 credits.

The curriculum in the Health Information Management Certificate utilizes online, virtual class work and one professional practice experience.

Certificate, Health Information Management

Program Code: 90293  [HEGIS: 5213.0]

Required Health Information Management Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 104</td>
<td>Health Information Department</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 104C</td>
<td>Professional Practice Experience I</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 106</td>
<td>ICD Inpatient Coding System</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 106C</td>
<td>Coding Professional Practice Experience</td>
<td>1.00</td>
</tr>
<tr>
<td>HIM 108</td>
<td>Regulatory, Compliance, Medical Staff and Hospital Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Reimbursement Methodologies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 206</td>
<td>CPT Outpatient Coding System</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Computer-based Health Information Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 220</td>
<td>Research Evaluation and Health Information</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 212</td>
<td>Quality Management and Regulatory Agencies</td>
<td>3.00</td>
</tr>
<tr>
<td>HIM 213</td>
<td>Organization and Management of a Health Information Department</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 2.00

MEDICAL IMAGING PROGRAM

Phone: 516-299-2743
Fax: 516-299-3081
Email: Post-MedicalImaging@liu.edu
Program Director: Thomas
Clinical Coordinator: Gathy
Associate Professor: Thomas
Assistant Professor: Labos, Raven
Adjunct Faculty: 10

The Medical Imaging Program at LIU Post has been a provider of education in diagnostic imaging since 1973 and is one of only a few programs in the country to offer the entry-level Bachelor of Science (B.S.) degree in Radiologic Technology. Radiologic technologists perform general and specialized studies using computed and digital imaging equipment, computed tomography (CT scan) machines and magnetic resonance imaging (MRI) to provide physicians with images of the skeletal system, organs, tissues and vascular structures of the body. These important diagnostic tests assist physicians detect and treat illness and injury. The B.S. degree in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). LIU Post’s faculty members are deeply committed to progressive education in medical imaging and share a dedication to excellence in the pursuit of knowledge.

B.S. Radiologic Technology

Radiologic technologists are essential members of the health care team who perform diagnostic tests such as mammograms, Magnetic Resonance Imaging (MRI) scans, and Computed Tomography (CT) scans for patients with a variety of illnesses and injuries, from concussion, to osteoporosis, to cancer. They provide images of bones, tissues and organs to help radiologists and other physicians determine the best course of care for patients.

The Bachelor of Science in Radiologic Technology at LIU Post helps fill the growing need for these professionals, many whom go on to specialize in specific diagnostic modalities. The campus has provided education in diagnostic imaging since 1973.

Students must complete a total of 120 credits, including 56 credits prior to entering the major in the liberal arts and sciences, and they enter the professional portion of the program in the fall semester of the junior year. The major course schedule is complemented by general anatomy and physiology or an elective course in the student’s area of interest.

ADMISSION REQUIREMENTS

General Program Requirement

If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program designed to meet ARRT certification requirements, you must check with the New York State Department of Health and the American Registry of Radiologic Technologists to verify that you satisfy the requirements for New York State Licensing and the National Registry.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site, if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

Admissions and Application

Application to the Medical Imaging Program is a two-step process.

The first step is acceptance to LIU Post. You can apply for admission to LIU Post at...
satisfy all core curriculum requirements as
pursuing the B.S. in Radiologic Technology must
In addition to all major requirements, students
complete and submit written documentation of six
hours of observation in a hospital or office setting.
*Must have grade of "C" or better in all major and co-related courses to fulfill requirement*
**Credit and GPA Requirements**

- **Minimum Total Credits:** 120
- **Minimum Liberal Arts Credits:** 60
- **Minimum Major Credits:** 58
- **Minimum Overall GPA:** 2.0
- **Minimum Major GPA:** 2.0

**PRE-PHARMACY PROGRAM**

The Pre-Pharmacy Program is designed to prepare qualified students to enter the LIU Pharmacy program at LIU’s Brooklyn campus. The program consists of a six year curriculum leading to a Pharm.D. degree and is separated into two phases:

- **Pre-professional (Pre-Pharmacy) Phase** - two years of study to be completed at LIU Post
- **Professional Phase** - four years of study to be completed at LIU Brooklyn

Admission to the LIU Pharmacy program is offered to students of scientific aptitude whose prior academic performance indicates that they are capable of successfully completing a challenging profession-oriented curriculum. Successful completion of two years of pre-professional study (P-1 and P-2) in the basic sciences, mathematics and humanities provides the foundation for admission to the professional pharmacy curriculum. Students may enter the pre-professional phase (P1, P2) of the PharmD program through two pathways based on the strength of the applicant’s application:

**Early Assurance**

Early assurance guarantees admission into the first professional year (P3) provided all progression requirements are met. There is no need to apply through the Pharmacy College Application Service (PharmCAS). Students offered a guaranteed seat in the professional phase are expected to satisfy all of the prerequisite classes for entry into the Pharm.D. program with a minimum cumulative grade point average of 3.25 in all course work, a math/science grade point average of 3.25 and a grade of at least a “C-” in each prerequisite class; participate in the academic advising and career seminar programs provided by the pre-pharmacy advisors at LIU; participate in community service for at least 20 hours per year, and successfully complete an on-site interview during the second year of pre-professional phase.

**Regular Entry**

Regular pre-professional phase (P1, P2) admission does not constitute acceptance to the professional year (P3). Applicants must apply for admission into the professional phase through PharmCAS. Acceptance to the professional phase of the program is competitive. Qualified candidates from the preprofessional phase who start as first-year students, who have a minimum cumulative 3.00 GPA overall and in the required math and science courses, and who complete all preprofessional courses no later than the end of the spring semester for the next fall semester professional class will receive a preference for consideration of admission into the professional program. The preference is expressed as a weighting factor that is part of the analysis done of the other components of the admission selection process.

Students not accepted into the Pharmacy Program at LIU Brooklyn may continue at LIU Post as Biomedical Sciences, Health Information Management, Medical Imaging, Biology, Chemistry or Physics majors (or other appropriate fields).

For students that seek to secure placement in other Pharmacy programs outside of LIU, addition pre-requisite courses may be required. The undergraduate classes required for admission into a pharmacy degree program vary significantly from one institution to the next. Due to the variations in admission requirements and procedures among the colleges and schools of pharmacy, it is advisable to research different pharmacy programs. Visit the pharmacy school websites for course requirements. School specific information is also available on the PharmCAS site and in the American Association of Colleges of Pharmacy (AACP) annual publication, “Pharmacy School Admission Requirements.” These publications can be found at [http://www.aacp.org/resources/student/pharmacyfo ryou/admissions/Pages/PSAR.aspx](http://www.aacp.org/resources/student/pharmacyforyou/admissions/Pages/PSAR.aspx)

Pre-requisite course for some Pharmacy schools may also include:

- **CHM 71** Basic 4.00 Biochemistry
- **MTH 19** Basic 3.00 Statistics
- **PHY 4** University 4.00 Physics II

**Admission Requirements**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of at least 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.
- **Transfer students** would benefit from applying directly to LIU Pharmacy located at LIU Brooklyn.

For additional information, please contact:

School of Health Professions and Nursing
LIU Post
720 Northern Blvd.
Brooklyn, N.Y. 11548-1300
Phone: 516-299-2485
E-mail: Post-SHPN@liu.edu

Students should consult with the admissions requirements of those schools. Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements.

Successful completion of two years of pre-professional study in the basic sciences, mathematics and humanities provides the foundation for admission to the professional pharmacy curriculum. Completion of these requirements by current LIU students does not guarantee admission.

**Pre-Professional Program (P-1 and P-2)**

This curriculum is based on the existing LIU Pharmacy requirements. Please consult your academic advisor for updated information regarding these requirements.

**Pre-Pharmacy Core Requirements**

**Pre-Pharmacy Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 103</td>
<td>General Biology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 104</td>
<td>General Biology II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Organic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>Organic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>Calculus and Analytic Geometry I</td>
<td>4.00</td>
</tr>
<tr>
<td>PHY 3</td>
<td>University Physics I</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>Post Foundations</td>
<td>1.00</td>
</tr>
<tr>
<td>ECO 10</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 1</td>
<td>Writing I: Composition and Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 2</td>
<td>Writing II: Research and Argumentation</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 7</td>
<td>Western Literature: From Antiquity to the Renaissance</td>
<td>3.00</td>
</tr>
<tr>
<td>ENG 8</td>
<td>Western Literature: From the Enlightenment to the Present</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**And**

Two of the following HIS or PHI courses (PHI 8 to 10 only)

- **PHI 19** is strongly recommended by advisement (6 credits):
  - HIS 1 The West and the World to 1750 3.00
  - HIS 2 The West and the World Since 1750 3.00

*Students in the Medical Imaging program typically need a minimum of 11 elective credits*
Students not accepted into the specialty of Respiratory Care may continue at LIU Post as Biology, Chemistry, Biomedical Sciences, Health Information Management, Health Sciences, Radiologic Technology or Social Work majors (or other appropriate fields). Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements. Students should consult with the admissions requirements of those schools. Students who are Registered Respiratory Therapists (R.R.T.) by the National Board for Respiratory Care (NBRC) are exempt from clinical experience and may receive up to 21 credits for life experience. Those students who are Certified Respiratory Therapists (CRT) by the NBRC may be exempted from some courses depending upon evaluation of their transcripts. Students transferring from Respiratory Care programs at another college or university may receive transfer credit for courses. Students are required to be resident in the major by taking 15 credits in Respiratory Care and at least 32 credits at LIU Brooklyn.

**ADMISSION REQUIREMENTS**

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of at least 1000 (Critical Reading and Math combined) or ACT Composite of 19 or above.

- **Transfer students** may benefit from applying directly to the School of Health Professions located at LIU Brooklyn. For additional information, please contact:
  
  Dr. Marci Swede
  Chairperson, Department of Health Sciences
  School of Health Professions and Nursing
  LIU Post
  Roth Hall, Room 100
  720 Northern Blvd.
  Brookville, N.Y. 11548-1300
  Phone: 516-299-2743
  E-mail: Post-Health_Sciences@liu.edu

**PRE-RESPIRATORY CARE PROGRAM**

The Pre-Respiratory Care Program leads to a Bachelor of Science degree in Respiratory Care and can be completed in four years: two years at the LIU Brooklyn campus and two years at the LIU Post campus. Qualified students will be admitted into the Respiratory Care major. Admission is competitive (GPA 2.50 and C+ grades or higher in Math and Science courses) and students should apply by contacting the program at LIU Brooklyn. Completion of these requirements by current LIU students does not guarantee admission.

**PRE-RESPIRATORY CARE PROGRAM REQUIREMENTS**

**Pre-Respiratory Care Core Requirements (69-70 credits):**

- **BIO** 7 Human Anatomy and Physiology I 4.00
- **BIO** 8 Human Anatomy and Physiology II 4.00
- **BIO** 103 General Biology I 4.00
- **BIO** 104 General Biology II 4.00
- **BMS** 90 Microbiology in Health Sciences 4.00
- **CHM** 3 Principles of Chemistry I 4.00

**Pre-Respiratory Care Courses (45 credits):**

- **MTH** 2 College Algebra and Trigonometry 4.00
- **PHY** 11 College Physics I 4.00

**General Education Courses (18-19 credits):**

**POST 101 POST Foundations (freshmen only)** 1.00

**ENG 1 Composition** 3.00

**ENG 2 Composition: Argument and Analysis** 3.00

**ENG 7 Western Literature: Classical, Medieval, Renaissance** 3.00

**ENG 8 Western Literature: Enlightenment to Modern** 3.00

**PSY 101 General Psychology** 3.00

**SOC 1 Introduction to Sociology** 3.00

**Two of the following HIS or PHI courses (PHI 8 to 37 only):**

- PHI 19 is strongly recommended by advisement (6 credits):
  
  **HIS 1 Western Civilization to the 18th Century** 3.00
  **HIS 2 Western Civilization since 1789** 3.00
  **HIS 8 Beginning Philosophy** 3.00
  **PHI 13 Human Values** 3.00
  **PHI 14 Symbolic Logic** 3.00
  **PHI 16 The Philosophy of Art** 3.00
  **PHI 18 Social and Political Philosophy** 3.00
  **PHI 19 Biomedical Ethics** 3.00
  **PHI 20 Faith, Reason, and Spirituality** 3.00
  **PHI 21 Literature as Philosophy** 3.00
  **PHI 25 The Birth of Philosophy in the Ancient World** 3.00
  **PHI 27 Philosophy of History** 3.00
  **PHI 28 Environmental Philosophy** 3.00
  **PHI 37 The American Philosophical Revolution** 3.00

**GPA Requirement**

Minimum Overall GPA: 3.00
| PHI 30 | Existentialism: Philosophy in the Age of Anxiety | 3.00 |
| PHI 31 | 19th Century Philosophy: From the End of History to the Death of God | 3.00 |
| PHI 33 | Philosophy and Film | 3.00 |
| PHI 34 | Philosophies of Love and Sex | 3.00 |
| PHI 35 | Justice | 3.00 |
| PHI 37 | The American Philosophical Revolution | 3.00 |

* CHM 3 - One semester of Inorganic Chemistry is required; two semesters (CHM 3 & CHM 4) are recommended.

** The MTH 3 (College Algebra and Trigonometry) course satisfies the minimum pre-respiratory care mathematics requirement. Consult your advisor for a list of additional advanced courses which may be substituted in this plan.

Students who matriculate into another LIU Post degree program will be required to take additional courses to satisfy core requirements. Students should consult with the admissions requirements of those schools.

** Credit and GPA Requirements

| Minimum Total Credits: 70 |
| Minimum Major Credits: 45 |
| Minimum Overall GPA: 2.5 |
| Minimum Major GPA: 2.75 |

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1</td>
</tr>
<tr>
<td>***</td>
<td></td>
</tr>
<tr>
<td>BIO 7, 8</td>
<td>8</td>
</tr>
<tr>
<td>BMS 90</td>
<td>4</td>
</tr>
<tr>
<td>HIS 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>MTH 3</td>
<td>4</td>
</tr>
<tr>
<td>ORC 17</td>
<td>3</td>
</tr>
<tr>
<td>PHI 19</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 35</strong></td>
<td></td>
</tr>
</tbody>
</table>

*** (not required for transfer students)

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>8</td>
</tr>
<tr>
<td>, 104</td>
<td></td>
</tr>
<tr>
<td><strong>Total 35</strong></td>
<td></td>
</tr>
</tbody>
</table>

**CHM 3*, 4, 8**

**ENG 7, 8, 6**

**HIM 52, 3**

**MTH 19, 3**

**PSY 101, 3**

**PHY 3, 4**

**Total 35**

*Mathematics 3 is a pre-requisite for Chemistry 3. CHM 3 is required; CHM 4 is recommended.

**MINORS**

**Minor: Healthcare Coding and Reimbursement**

**Minor in Healthcare Coding and Reimbursement Requirements**

**Required Health Information Management Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 52</td>
<td>Medical Terminology 3.00</td>
</tr>
<tr>
<td>HIM 104</td>
<td>Health Information Department 3.00</td>
</tr>
<tr>
<td>HIM 106</td>
<td>ICD Inpatient Coding System 3.00</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Reimbursement Methodologies 3.00</td>
</tr>
<tr>
<td>HIM 206</td>
<td>CPT Outpatient Coding System 3.00</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Computer-based Health Information Systems 3.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

| Minimum Total Credits: 18 |
| Minimum Minor GPA: 2.0 |

**Minor: Healthcare Data Management**

**Minor in Healthcare Data Management Requirements**

**Required Health Information Management Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 104</td>
<td>Health Information Department 3.00</td>
</tr>
<tr>
<td>HIM 110</td>
<td>Reimbursement Methodologies 3.00</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Computer-based Health Information Systems 3.00</td>
</tr>
<tr>
<td>HIM 212</td>
<td>Quality Improvement 3.00</td>
</tr>
</tbody>
</table>
Health Information Management Courses

HIM 52 Medical Terminology
This course introduces the student to medical terminology based on an understanding of human body systems and their interaction, meanings of combining forms, suffixes and prefixes. Students gain the ability to define, build and interpret medical terms. Mode of instruction: Online format. Credits: 3
Every Fall and Spring

HIM 54 Statistics and Research for Health Information Manager
This course assists the student in understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics. Credits: 3
On Demand

HIM 104 Health Information Department
This course provides the student with the knowledge necessary to function in a manual or electronic environment within the Health Information Management field. This includes a discussion of the historical development of medical care, and defining primary and secondary health information. The student learns to analyze, abstract and assess the timeliness and quality of health care data. Instruction on filing systems and controls is also included. Mode of instruction: Online format. HIM Milestone required. Credits: 3
Every Fall

HIM 104C Professional Practice Experience I
This is a supervised learning experience to develop understanding, skill and insight into medical procedures; develop awareness of the confidential nature of information given by the patient to the physician; and to observe interaction among departments. Corequisite of HIM 104 is required. Credits: 1
Every Fall

HIM 106C Coding / Virtual Lab Professional Practice Experience
This is a Virtual Lab PPE designed to provide students with practical experience in the HIM competencies and domains that focus on skill building and practical application theory including ICD-10 coding using EHR systems. This course contains independent projects and exercises that foster critical thinking and use of data analytic and decision support skills. All instructions and assignments are in the AHIMA Virtual Lab. Instructions and login information to the virtual lab are provided to students who are enrolled in this course on the first day of class. Mode of instruction: Online format. Prerequisite of HIM 104 is required. Credits: 3
Every Spring

HIM 107 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified. Cross-referenced with BMS 20. Prerequisites of BIO 7 & 8 are required. Credits: 3
Every Spring

HIM 108 Regulatory, Compliance, Medical Staff and Hospital Organization
This course is a comprehensive overview of the fundamental laws and regulations applicable to healthcare organizations and staffs. It focuses on the impact of government regulations and compliance of healthcare facilities and medical staff. Areas to be emphasized in this course include a general introduction to health law, legal environment of healthcare organizations, the impact of healthcare laws and regulations on administrative decisions making and medical staff roles and responsibilities. Other topics include but not limited to: legal health records, HIPAA privacy and security rules, security threats and controls, access/use/disclosure of health care data, information integrity and data quality, and corporate compliance policies and procedures. The structure of health care facilities is also presented and includes medical staff and physician extenders roles and responsibilities. Virtual lab will be used for experiential learning. Mode of instruction: Online format. A pre requisite of HPA 20 is required. Credits: 3
Every Fall

HIM 109 Legal Aspects of Health Care
This course considers the importance of law and regulations in the administrative process. Areas to be emphasized in this course include a general introduction to the law, legal environment of public and health organizations and the impact of the law upon administrative decision making. Freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers. Cross-referenced with HPA 13. Prerequisite of HIM 104 is required. Credits: 3
Every Fall

HIM 110 Reimbursement Methodologies
This course is designed to familiarize students with the basics of healthcare reimbursement methodologies and revenue cycle management. The various types of prospective payment systems (PPS) used in health care reimbursement are discussed. Students examine the various voluntary healthcare insurance plans and government sponsored healthcare programs. Reimbursement concepts include fee-for-service, managed care, capitation systems, Diagnosis-Related Groups (DRGs), Medicare-severity diagnosis-related group (MS-DRG), Resource Based Relative Value Scale (RBRVS), Ambulatory Payment Classifications (APCs), and other related concepts. The description and use of the charge master in reimbursement will be discussed. The importance of compliance with regulations and the related issues of fraud and abuse will also be addressed. The Patient Protection and Affordable Care Act (ACA) will also be discussed. Mode of instruction: Online format. Credits: 3
Annually

HIM 206 CPT Outpatient Coding System
This course emphasizes the unique coding requirements in the D.R.G. environment (Diagnosis Related Groups). The student learns to code procedures utilizing the CPT-4 coding methodology. Coding supervision is emphasized as well as coding TQM (Time Quality Management). Mode of instruction: Online format Pre requisites: BIO 7 & 8 and (HIM 107 or NUR 99 or BMS 211) Credits: 3
Every Fall

HIM 210 Computer-based Health Information Systems
This course is a comprehensive review of health information systems. Establishment of a health information system is outlined in addition to a detailed analysis of patient care, administration, and research subsystems. Mode of instruction: Online format. Prerequisites: HIM 104 and BMS 40, or CLA 6 or CLA 29 or CS 231 or HIM 53. Credits: 3
Every Spring

HIM 212 Quality Management and Regulatory Agencies
This course is a comprehensive review of the evolution of Quality Improvement in the Health Care field. It provides a fundamental concepts of...
quality improvement in healthcare systems and the essential tools to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. It introduces concepts of quality control in health care settings. The first part deals with the internal systems for setting standards, as well as measuring quality and professional accountability. The second part of the course covers external review agencies such as IPRO and JC. You will be studying system model theory and utilize critical thinking to evaluate and create changes in healthcare organization to improve patient care, patient safety, and other essential organizational services. There are writing assignments and discussions that are crucial to the successful completion of the course. We will also be working with health statistics and creating different modes of displaying data in EXCEL. Mode of instruction: Online format. Prerequisites: HIM 108
Credits: 3
Every Spring

HIM 213 Organization and Management of a Health Information Department
This senior seminar utilizes case studies, case problems and examples; the student applies the basic health information science principles through the management process. Prerequisite: All HIM courses or permission of instructor. This course utilizes the AHIMA virtual hospital laboratory environment to integrate the practical application of the theoretical management techniques employed by health information administrators. Mode of instruction: Online format. Prerequisite or Corequisite: HIM 108, HIM 110, MAN 11 and HIM 213R
Credits: 4
Every Spring

HIM 213C Directed Practicum
Practical applications of concepts learned in the didactic setting are provided in a supervised learning experience. 120 hours. Prerequisite or Corequisite of HIM 213 is required.
Credits: 3
On Demand

HIM 213R RHIA Capstone
This is an exam preparation course designed to help senior level HIM students to prepare for their national RHIA exam. This course will run together as a corequisite with HIM 213. Prerequisite or Corequisite of HIM 213 is required.

HIM 220 Research, Evaluation and Health Informatics
This course provides students with a foundation in the types, methods, and presentation of health information research, as well as a review of basic descriptive and inferential statistics used when conducting research with large amounts of structured health data. The course will cover the basic theoretical principles of health informatics research, the rules of medical ethics and the role of the Institutional Review Board (IRB). Students will learn various research designs and models as well as different methods of data collection and analysis. This course will culminate in health informatics research project using online clinical health databases and current statistical applications such as SAS and Tableau. Pre requisites: MTH 19, HIM 104, CLA 29 and CS 231
Credits: 3
Every Spring

Health Science and Pharmacy

HSC 98 Undergraduate Research
Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.
Credits: 1 to 2
On Demand

HSC 99 Independent Research Project
Junior and seniors can undertake this independent research project under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.
Credits: 3
On Demand

HSC 101 Introduction to Health Professions
This course will provide an introduction to various professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. Students will understand health care priorities on the national and local level. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions and professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/environment and educational, training and legal requirements. In addition, the course will provide an introduction to medical terminology, as well as library skills. Students will also be required to create a professional resume that may be used for future opportunities.
Credits: 3
On Demand

HSC 102 Interdisciplinary Helping Professions
The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, physician assistants, physical therapy, medicine and all related healthcare professions. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner-community (community of care) relationship and the practitioner-self relationship. It emphasizes the need to attune to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in didactic and small group exercises designed to develop effect practice skills.
Required course for BS Health Science majors, elective for Social Work Majors (Open to Juniors or Seniors, 3 credits)
Open to Juniors or Seniors.
Credits: 3
Annually

HSC 111 Veterinary Science for Beginners
An overview of veterinary science as the basis for consideration of a career as a veterinary professional. The course will present the aspects of natural and medical science that relate to veterinary practice, a review of animal husbandry of some common species attended to by veterinarians, veterinary technologists, and ancillary personnel. The range of career choices available to veterinary professionals, such as clinical practice, research, industry, and education will be discussed. The course will include guest lectures from veterinary professionals.
Credits: 3
On Occasion

HSC 145 Special Topics in Health Sciences
The instructor chooses a study of selected topics ranging from human disease and pathologies to current event and social issues in Healthcare. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different.
Credits: 1 to 3
On Occasion

HSC 146 Special Topics in Health Sciences
The instructor chooses a study of selected topics related to the Health Sciences. This can include topics ranging from human disease and pathologies to current event and social issues in Healthcare. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different.
Credits: 1 to 3
On Occasion

HSC 221 Topics in Human Genetics
This course will provide an introduction to Mendelian genetics and its extensions and exceptions. Students will then be exposed to current advances in the understanding of various human genetic disorders including cancer, immunological diseases, the genetics of aging and others and the strategies for studying such diseases. Students will explore these topics through lectures, classroom discussion, reviewing current research and hands-on activities. The ethical implications of genetic testing and genetic therapies will be discussed. This is not a lab course and will not
Radiologic Technology Courses

RDT 103 Methods Of Patient Care
Designed to prove the basic concepts of the physical and emotional needs of the patient. Describes routine and emergency procedures, insertions and maintenance of an intravenous line. As well as infection control utilizing universal precautions and recognition and treatment of reactions to contrast media. Educate student in obtaining vital signs and contrast media injection. Identifies the importance of patient education. Includes medical ethics, law and cultural differences.
Prequisite of RDT 103L is required.
Credits: 3
Every Fall

RDT 103L Venipuncture/Patient Care Lab
This course is the practical application of knowledge and techniques learned in RDT 103 Methods of Patient Care.
Credits: 0
Every Fall

RDT 105 Principles Of Radiation Protection
Provides knowledge of radiation protection and radiation biology as related to the legal and ethical responsibilities of the radiographer. Reviews Regulatory Agencies and their requirements. Identifies biological effect and response to radiation on patients, personnel, and the public. Writing Across the Curriculum course (WAC).
Credits: 3

RDT 106 Radiographic Pathology
An overview of acute, chronic and congenital pathology. Discussion on how pathology and disease relate to medical imaging procedures. Includes systemic classification, diagnosis and treatment of diseases. Writing Across the Curriculum course (WAC).
Prequisite of RDT 155 is required.
Credits: 3
Every Spring

RDT 116 Radiographic Pathology
Provides the knowledge and cognitive skills required to perform in the specialized area of mammography/breast imaging. Discussion includes positioning, special techniques, anatomy, physiology and pathology of the breast.
Prequisite of RDT 155 is required.
Credits: 1
Every Spring

RDT 118 Breast Imaging
Provides knowledge and response to radiation. Discussion on how pathology and disease relate to medical imaging procedures. Includes systemic classification, diagnosis and treatment of diseases. Writing Across the Curriculum course (WAC).
Prequisite of RDT 155 is required.
Credits: 3
Every Spring

RDT 120 Medical Language
An introduction to the origins of medical terminology, including word building, abbreviations and symbols. Orientation to the understanding of medical orders and interpretation of diagnostic reports related to the respiratory, digestive and musculoskeletal systems. Cardiovascular, lymphatic, urinary, reproductive, integumentary, sensory, nervous and endocrine systems.
Credits: 3
Every Spring

RDT 121 Quality Assurance and Quality Control
Concepts and benefits of quality assurance and control programs. Introduction to the evaluation of radiographic systems to assure consistency in the production of quality images. Identifies components, tests, procedures and the agencies involved in regulating, inspecting and enforcing guidelines.
Prequisite of RDT 148 is required.
Credits: 1
Every Fall

RDT 122 Pharmacology
An introduction to basic pharmacology. Common drug nomenclature and basic concepts of pharmacology will be presented. Biological factors affecting actions of drugs will be discussed. Contrast media characteristics, allergic reactions and side-effects will be covered.
Prequisite of RDT 103 is required.
Credits: 1
Every Spring

RDT 125 Radiation Physics
An in-depth view of the characteristics and physical laws which apply to radiation. Topics explored include principles governing radiation production, detection and containment. Fundamentals of the circuitry which comprise medical imaging units will also be presented.
Prequisite of RDT 105 is required.
Credits: 3
Every Spring

RDT 128 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified.
Credits: 3
Every Fall

RDT 144 Computed Tomography
An in-depth study of the physical principles and practical application of Computerized Axial Tomography. A presentation of protocol, positioning and the elements of room design and construction.
Co-prequisite of BIO 9 is required.
Credits: 3
Every Fall

RDT 145 Magnetic Resonance Imaging
Presentation of the physical principles utilized in Magnetic Resonance Imaging. Discussion of the technical and economic factors of this advanced imaging procedure. Patient protocol will also be incorporated into the course format.
Co-prequisite of BIO 10 is required.
Credits: 3
Every Spring

RDT 147 Principles in Medical Imaging I
Provides an introduction to the factors that govern and influence the production of a medical image on radiographic film. The principles of medical imaging to be discussed include: latent image, factors governing image quality, beam limiting devices, beam filtration, film holders, screens and technique formation. Darkroom processing and Article 35 of the New York State Public Health Law relating to medical imaging will also be covered.
Co-prequisite of RDT 147L is required.
Credits: 3
Every Fall

RDT 147L Principles in Medical Imaging I Laboratory
Laboratory for RDT 147 Principles in Medical Imaging I.
Credits: 0
Every Fall

RDT 148 Principles of Medical Imaging II
An in-depth study of medical imaging exposure factors. Laboratory materials will be utilized to demonstrate the clinical applications of the theoretical principles and concepts. Problems encountered during the imaging of infants and children will also be addressed. Special emphasis will be placed on radiation protection, equipment,
accessories and special positions utilized when imaging infants and children.
Prerequisite of RDT 147 is required.
Credits: 3
Every Spring

RDT 155 Medical Imaging Procedures I
Designed to provide the knowledge and skills necessary to perform standard medical imaging procedures of the chest, abdomen, upper and lower extremities. The production of images of optimal diagnostic quality will be stressed. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images.
Prerequisites of BIO 7 and 8 and Corequisites RDT 155L are required.
Credits: 0
Every Fall

RDT 155L Medical Imaging Procedures I Laboratory
Laboratory course for RDT 155 Medical Imaging Procedures I. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images.
Credits: 0
Every Fall

RDT 156 Medical Imaging Procedures II
A continuation of medical imaging procedures with an emphasis on standard imaging of the vertebral column and the breast. The student will also be introduced to more advanced studies which involve the use of contrast material. Laboratory experience utilizing a phantom patient will allow the student to apply the concepts acquired in the classroom environment. Writing Across the Curriculum course (WAC).
Prerequisite of RDT 155 and Co-requisite of RDT 156L are required.
Credits: 4
Every Spring

RDT 156L Medical Imaging Procedures II Laboratory
Laboratory course for RDT 156 Medical Imaging Procedures II. Laboratory experience utilizing a phantom patient will allow the student to apply the concepts acquired in the classroom environment. Writing Across the Curriculum course (WAC).
Prerequisite of RDT 155 and Co-requisite of RDT 156L are required.
Credits: 0
Every Spring

RDT 157 Medical Imaging Procedures III
This course serves to focus on the more advanced positions utilized in the practice of medical imaging. The student is introduced to medical imaging procedures of the skull. Practical laboratory experience will compliment the information presented in the didactic portion of the course, allowing the student to demonstrate the ability on the phantom patient.
Prerequisite of RDT 156 and Co-requisite of BIO 9 are required.
Credits: 4
Every Fall

RDT 170 Medical Imaging Capstone Seminar
This seminar provides the student with an opportunity to review the fundamental and advanced principles of medical imaging. The application of clinical imaging theory will be reinforced.
Co-requisite of RDT 204 is required.
Credits: 3
Every Spring

RDT 180 Digital Medical Imaging
During this course, the student will be introduced to the components, principles and operation of the Picture Archiving and Communications System (PACS), Digital Imaging including; Digital Radiography (DR), Computed Radiography (CR), Hospital Information Systems (HIS) and Radiology Information Systems (RIS).
Prerequisite of RDT 148 and Co-requisite of RDT 144 are required.
Credits: 3
Every Fall

RDT 200 Introduction to Clinical Practice
During this practicum, the student begins to increase proficiency and skills through demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply theories and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures.
Co-requisite of RDT 103 and RDT 105 are required.
Credits: 1
Every Fall

RDT 201 Medical Imaging Practicum I
An introduction to the clinical environment at an affiliated hospital. Students will be assigned to various work areas in the Department of Radiology to observe operations of the entire department. Students will assist in routine imaging and undergo close supervision of a registered licensed technologist, begin to acquire medical imaging skills with the emphasis on chest, abdomen, and extremities.
Prerequisite of RDT 200 is required.
Credits: 1
Every Spring

RDT 202 Medical Imaging Practicum II
Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends Last Friday in July).
Prerequisite of RDT 201 is required.
Credits: 2
Every Summer

RDT 203 Medical Imaging Practicum III
A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging.
Prerequisite of RDT 202 is required.
Credits: 3
Every Fall

RDT 204 Medical Imaging Practicum IV
An opportunity for the student to improve skills in the areas of general, contrast, and skull imaging at the assigned medical center under close supervision. An introduction to specialty areas such as Computed Tomography, Magnetic Resonance Imaging and Advanced Special and Angiographic Imaging.
Prerequisite of RDT 203 is required.
Credits: 3
Every Spring

RDT 259 Clinical Experience Practicum X
Students, under supervision, continue their clinical experience in advanced Diagnostic Imaging Procedures.
Credits: 1 to 3
Every Semester

RDT 281 Principles Of MRI I
This introductory course will familiarize the student with the basic physics of Magnetic Resonance Imaging emphasizing the historical development of MRI, electricity and magnetism, atomic structure, the hydrogen atom, precession, resonance, signal induction, tissue contrast characteristics, generation and encoding the MR signal, pulse sequences, pulse sequence charting, instrumentation, and artifacts.
Credits: 3
On Occasion

RDT 282 Principles of MRI II
This introductory course will familiarize the student with the basic physics of Magnetic Resonance Imaging emphasizing the historical development of MRI, electricity and magnetism, atomic structure, the hydrogen atom, precession, resonance, signal induction, tissue contrast characteristics, generation and encoding the MR signal, pulse sequences, pulse sequence charting, instrumentation, and artifacts.
Prerequisite of RDT 281 is required.
Credits: 3
On Occasion

RDT 283 MRI Laboratory
This course is designed as a precursor or cohort course to a clinical internship in MRI. Through discussion, lecture, films, and workstations,
students will learn the basics of patient positioning, coil selection, common protocols for specific pathologies, cross-sectional anatomy, artifacts, motion suppression techniques, the use of contrast material, appropriate uses of scanning options and sequence parameters for imaging procedures including head and neck, spine, thorax, abdomen, pelvis, musculoskeletal and vascular imaging. Students will also be introduced to advanced imaging techniques such as breast imaging and cardiovascular imaging.

Prerequisite of RDT 281 is required.

Credits: 3

On Occasion

RDT 284 Advanced Imaging Procedures in MRI
Through the use of lecture and MR films, this course is designed to introduce the student to specialized techniques in MRI such as spectroscopy, diffusion imaging, perfusion imaging, functional MRI, Vascular, and Cardiac MRI, interventional MRI, and other miscellaneous topics.

Prerequisites of RDT 283 IS required.

Credits: 3

On Occasion

RDT 285 Clinical Internship in MRI I
This course is to be conducted at a clinical facility and provides the opportunity for students to practice skills that are needed to obtain high quality MRI images, confidently and independently change protocols as the need arises, and recognize image quality issues and make suitable corrections. Students will apply the didactic knowledge of previous courses and be introduced to procedural protocols, utilizing a variety of coils, pulse sequences, imaging parameters, as well as interaction and preparation of patients. Safety management, routine scheduling, and staff interaction will also be covered. The student will move through various phases of competency starting with observing, assisting, scanning, filming and ultimately completing exams from greeting the patient to final paperwork and post processing. An individual research project is also required.

Prerequisite of RDT 282 is required.

Credits: 2

On Occasion

RDT 286 Clinical Internship in MRI II
This course is to be conducted at a clinical facility and provides the opportunity for students to continue to practice such important skills as: obtaining high quality MR images, confidently and independently changing protocols as the need arises, and recognizing image quality issues and making suitable corrections. Students will apply the didactic knowledge of previous courses and be introduced to procedural protocols utilizing a variety of coils, pulse sequences, and imaging parameters, as well as interaction and preparation of patients. Safety management, routine scheduling, and staff interaction will also be covered. The student will move through various phases of competency starting with observing, assisting, scanning, filming and ultimately completing exams from greeting the patient to final paperwork and post processing. An individual research project is also required.

Prerequisite of RDT 285 is required.

Credits: 2

On Occasion

RDT 287 MRI Capstone Seminar
This course provides an opportunity for students to prepare for the Advanced Registry in MRI by creating an environment similar to the registry and an opportunity for review. Each session will provide a mock exam on the selected topic, as well as a review of the exam, with ample opportunities for questions and answers.

Prerequisite of RDT 284 is required.

Credits: 2

On Occasion
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 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.

The Department of Nursing also offers an RN-BS program which leads to a Bachelor of Science degree in Nursing exclusively for registered nurses. Through an upper-division baccalaureate education, the Registered Nurse (RN) student is provided with an opportunity for advancement in professional nursing practice. The graduate is also provided with a foundation in liberal arts, the humanities, sciences, and nursing as a basis for post-baccalaureate education. The Department of Nursing offers a comprehensive range of undergraduate courses that prepare nurses to become strong, effective leaders who excel in compassionate care and patient management.

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 must be taken in the required semester sequence for progression in the program. Co-requisite or pre-requisite courses may be taken prior to the required semester. Please consult with the program director for clarification.

ADMISSION REQUIREMENTS

The licensure-qualifying four-year Bachelor of Science in Nursing is open to both freshman and transfer students. Applicants for admission to LIU Post as nursing majors are required to possess:

Incoming Freshman:

- A B average (85 grade point average) and an average SAT score of 1050 (Critical Reading and Math combined) or ACT Composite of 19 or above and not have been registered in another nursing program.

Transfer students:

- Must have completed more than 24 college credits and not have attended another nursing program. A minimum college GPA of 3.0 overall is required for application review with a minimum cumulative GPA of 3.0 in all pre-requisite coursework completed prior to admission.

Transfer students must submit official transcript(s) from all colleges and universities attended and two letters of recommendation preferably from former science professors.

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of up to 72 credits can be transferred to LIU Post from an associate degree program and up to 96 credits from baccalaureate programs. Nursing courses from other institutions do not transfer in to the Bachelor of Science in Nursing. Any completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, developmental psychology and pathophysiology) requires a grade of C+ or better and courses older than five (5) years will not be accepted. If the transfer student has completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

General Program Requirement

If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program, you must check with the New York State Department of Education to verify that you satisfy the requirements as a New York State Registered Professional Nurse.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

RETENTION REQUIREMENTS

All students must maintain an overall GPA of 3.0 for successful progression in the Bachelor of Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) must achieve a minimum grade of C+. Students must achieve a minimum grade of C+ or better in all nursing courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course. Multiple deficiencies will result in permanent dismissal from the program.

TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS V)

All students admitted to the Bachelor of Science in Nursing will sit for the Test of Essential Academic Skills (TEAS V) administered through Assessment Technology Institute (ATI). The TEAS V will serve as a predictor for nursing student academic success. The required passing level for the TEAS V exam is “Proficiency.”

Students are required to demonstrate “Proficiency” in the TEAS V within one (1) year of the official admission date to the LIU Post Bachelor of Science in Nursing program to remain in the program. TEAS test scores have been found to be a statistically significant predictor of early nursing program success (Bremner, Blake, Long & Yanosky, 2014; McCarthy, Harris & Tracz, 2014). Students who fall below this level will be given the opportunity to remediate through ATI and
LIU Post

retake the TEAS V exam a second time. Failure to achieve a "Proficiency" level on the second attempt may result in dismissal from the nursing program. LIU Promise coaches and nursing faculty will work with these students to identify programs of study that may be more suitable for individual success in each case. Earned credits will be transferred to another degree upon consultation with the academic advisor.

B.S. in Nursing

(Program Code: 37706) (HEGIS: 1203.0)

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

POST 101 1 credit
First-Year Seminar (Satisfied with NRS 100 FY##)
Wright I 3 credits
Wright II 3 credits
Quantitative Reasoning 3 credits (Satisfied with MTH 19)
Scientific Inquiry & the Natural World (Satisfied with BIO 7)
Creativity, Media & the Arts 3 credits
Perspectives on World Cultures 3 credits
Ethics, Self & Society (Satisfied with PSY 101)
Power, Institutions & Structures 3 credits
Additional course from one cluster (Satisfied with BIO 8)
For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Required Co-Related Courses

BIO 7 Human Anatomy and Physiology I 4.00
BIO 8 Human Anatomy and Physiology II 4.00
CHM 6 Chemistry of Life 4.00
MTH 19 Basic Statistics 3.00
PSY 101 General Psychology 3.00
PSY 121 Human Growth and Development 3.00
Choose one of the following:
BIO 121 Human Genetics in Health and Disease 3.00
HSC 221 Topics in Human Genetics 3.00
Choose one of the following:

NUR 99 Pathophysiology 3.00
BMS 211 Introduction to Disease Processes 3.00

Choose one of the following:

BMS 90 Microbiology in Health Sciences 4.00
BIO 250 Microbiology 4.00

Major Requirements: 4-Year Nursing (pre-licensure)

Required Courses

NUR 100 Introduction to Professional Nursing 3.00
NUR 110 Nursing Informatics 3.00
NUR 130 Fundamentals of Nursing 4.00
NUR 130C Fundamentals of Nursing Clinical 1.00
NUR 140 Nutrition in Nursing 3.00
NUR 150 Pharmacotherapeutics 3.00
NUR 160 Health Assessment 5.00
NUR 160C Health Assessment Clinical 0.00
NUR 200 Adult and Gerontological Nursing I 7.00
NUR 200C Adult and Gerontological Nursing I Clinical 0.00
NUR 210 Psychiatric-Mental Health Nursing 4.00
NUR 210C Psychiatric-Mental Health Nursing Clinical 0.00
NUR 220 Adult and Gerontological Nursing II 7.00
NUR 220C Adult and Gerontological Nursing II Clinical 0.00
NUR 230 Public Health Nursing 4.00
NUR 230C Public Health Nursing Clinical 0.00
NUR 240 Obstetrical and Pediatric Nursing 7.00
NUR 240C Obstetrical and Pediatric Nursing Clinical 0.00
NUR 400 Nursing Research & Evidence-Based Practice 3.00
NUR 410 Nursing Transition into Professional Practice 7.00
NUR 410C Nursing Transition into Professional Practice Clinical 0.00

Nursing students also benefit from enrolling in recitation courses (NRS 160R, NRS 200R, NRS 210R, NRS 220R, NRS 230R, and NRS 240R) for all major classes to build competency in nursing skills. Students will be assigned to appropriate sections each semester.

Credit and GPA Requirements

Minimum Total Credits: 121
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 61
Minimum Major GPA = 3.0
Minimum Overall GPA = 3.0

B.S. Nursing (For RN's Only)

The LIU Post Department of Nursing offers the Bachelor of Science degree in Nursing exclusively for Registered Nurses. This upper-division program, accredited by the Commission on Collegiate Nursing Education, prepares nurses to assume advanced clinical and management positions in a variety of health care settings, including hospitals, home-health programs and public health agencies.

Nursing courses, which are taught by professors who serve as both educators and mentors, include content related to professional issues, research, management, human growth and development, communication, pathophysiology, health assessment and family and community nursing. Students also take required liberal arts and sciences courses as well as other courses related to their major.

Courses are offered on day and evening schedules alternating semesters at the LIU Brentwood and LIU Post campuses to meet the needs of the working nurse seeking to complete their baccalaureate degree. The nursing courses build on the knowledge and experience that registered nurses already possess as graduates of diploma and associate degree nursing programs. LIU Post offers a wide range of courses in liberal arts and sciences to enhance and broaden your nursing expertise. Classes with your peers in an atmosphere of respect for the needs of the adult learner make returning to school a positive experience.

ADMISSION REQUIREMENTS

The Bachelor of Science in Nursing is open to Registered Nurses in NY only. Applicants are considered "transfer students". Graduates of associate degree programs in nursing transfer credits for their previous nursing education as noted below and graduates of diploma schools receive 28 credits of advanced standing toward the degree.

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of up to 72 credits (including the 28 credits of nursing) can be transferred to LIU Post from associate degree programs and up to 96 credits from baccalaureate programs. A total of 120 credits are needed for graduation with the Bachelor of Science in Nursing.

Applicants for admission to LIU Post as
nursing majors are required to possess:
1. a New York State Registered Nurse license
2. an Associate Degree or Diploma in nursing
3. a minimum overall GPA of 3.0
4. International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 90 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.0 or above is also acceptable.

Applicants who have taken but have not received notification of having passed the NCLEX-RN exam may be admitted to LIU Post as limited matriculants.

Applicants who received their licensure or degree from outside of the United States may be admitted to LIU Post after appropriate evaluation of degree and prior coursework.

RETENTION REQUIREMENTS
All students must maintain an overall GPA of 3.0 for successful progression in the Bachelor of Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, developmental psychology, 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 and not repeated a prerequisite or co-requisite courses more than once or failed more than two courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course. Multiple deficiencies will result in dismissal from the program.

B.S. Nursing (RNs Only)
[Program Code: 00193] [HEGIS: 1203.10]

Core Curriculum Requirements
As an upper division B.S. in Nursing program, the core requirements may have been met by associate degree requirements completed in becoming a licensed New York State Registered Nurse. Please consult your advisor for more information.

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

LIU Post Thematic Core Curriculum (29 credits)

| Writing I | 3 credits |
| Writing II | 3 credits |
| Quantitative Reasoning (Satisfied with MTH 19) | 3 credits |
| Scientific Inquiry & the Natural World (Satisfied with BIO 7) | 4 credits |
| Creativity, Media & the Arts | 3 credits |
| Perspectives on World Cultures | 3 credits |
| Ethics, Self & Society (Satisfied with PSY 101) | 3 credits |
| Power, Institutions & Structures | 3 credits |
| Additional course from one cluster (Satisfied with BIO 8) | 4 credits |

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

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 79</td>
<td>The Philosophical and Conceptual Basis of Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 81</td>
<td>Issues in Professional Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 160</td>
<td>Health Assessment</td>
<td>5.00</td>
</tr>
<tr>
<td>NUR 160C</td>
<td>Health Assessment (Practicum)</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 86</td>
<td>Family Health Nursing Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 86L</td>
<td>Family Health Nursing Clinical</td>
<td>1.00</td>
</tr>
<tr>
<td>NUR 86S</td>
<td>Family Health Nursing Seminar</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 90</td>
<td>Management, Leadership and Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 91</td>
<td>Communication and Group Skills for the Health Care Setting</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 230</td>
<td>Public Health Nursing</td>
<td>4.00</td>
</tr>
<tr>
<td>NUR 230C</td>
<td>Public Health Nursing (Practicum)</td>
<td>0.00</td>
</tr>
<tr>
<td>NUR 400</td>
<td>Nursing Research &amp; Evidence-Based Practice</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Elective Nursing Courses (6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 85</td>
<td>Health Assessment</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 85L</td>
<td>Health Assessment Lab</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR 95</td>
<td>Integrative Nursing Practice or</td>
<td>1.00</td>
</tr>
<tr>
<td>NUR 99</td>
<td>Pathophysiology</td>
<td>3.00</td>
</tr>
<tr>
<td>NRS 110</td>
<td>Nursing Informatics</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 140</td>
<td>Nutrition in Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NUR 150</td>
<td>Pharmacotherapeutics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses List 1 (14 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>PSY 121</td>
<td>Human Growth and Development</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses List 2 (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Microbiology</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses List 3 (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121</td>
<td>Human Genetics in Health and Disease</td>
<td>3.00</td>
</tr>
<tr>
<td>HSC 221</td>
<td>Topics in Human Genetics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses List 4 (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 1</td>
<td>Introduction to Forensic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 2</td>
<td>Introduction to Forensic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 6</td>
<td>Chemistry of Life</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 21</td>
<td>Organic Chemistry I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 22</td>
<td>Organic Chemistry II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Required Co-Related Courses List 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 19</td>
<td>Basic Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 41</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Electives:
Courses that are not being used to satisfy major or core requirements.
There may be 2 credits in electives which result from transfer credits. Please consult with the Department of Nursing or your advisor should you have any questions.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 61
Minimum Major GPA: 3.00
Minimum Cumulative GPA: 3.00
Nursing Courses

NRS 100 Introduction to Professional Nursing
This course provides an introduction to the profession of nursing including its history, development, scope of practice, professional educational requirements, moral and ethical foundations, legal issues and career paths. Students identify and explore key issues influencing nursing practice, nursing education and health care delivery systems. Political, social and economic factors influencing health care and healthcare policy will be identified relative to their impact on quality, safety, equity, effectiveness, efficiencies, and timeliness in delivery of patient centered care.
Credits: 3
Every Fall

NRS 110 Nursing Management, Leadership & Informatics
This course introduces the student nurse to current leadership, management and organizational theories. Using a seminar model the students investigate and discuss unique issues associated with nursing, health care management and leadership principles. Topics include ethical, political, legal, economic and biophysical aspects of nursing leadership and management. This is an integrative course that also explores advances in healthcare information technology and various electronic management strategies that support patient care systems.
Credits: 3
Every Spring

NRS 130 Fundamentals of Nursing
Students will explore foundational elements of nursing interventions with individual patients in controlled and predictable environments based on the core principles underpinning safe, high quality, patient centered, and effective, efficient, equitable, and timely care. Classroom discussions and activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist. Core principles regarding integrating knowledge from multiple sources that may include quality care and safety; use of best evidence; policy, finance, and regulatory forces; effective communication; clinical prevention, health promotion, and health restoration; and professional values to guide nursing care will be covered.
Co requisite: NRS 130
Credits: 1
Every Spring

NUR 130R Fundamentals of Nursing Care Recitation
This recitation course allows students to analyze unique and foundational patient scenarios through case studies, concept maps, nursing care plans, simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner.
Credits: 0
Every Fall

NRS 140 Nutrition in Nursing
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will be discussed.
Pre requisite: BIO 8
Credits: 3
Every Fall and Spring

NRS 150 Pharmacotheapeutics
Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies.
Pre requisites of CHM 6 and BIO 121 or HSC 221 are required
Credits: 3
Every Spring

NRS 160 Health Assessment
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
A pre requisite of NRS 160 is required.
Credits: 0
Every Fall

NUR 160R Health Assessment Nursing Care Recitation
This recitation course allows students to analyze unique and foundational patient scenarios through clinical skill development correlating knowledge of human physiology, disease pathology through simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner promoting health and wellness.
Credits: 0
Every Spring

NRS 200 Adult and Gerontological Nursing I
This is the first of two adult and gerontological medical/surgical nursing courses. Students will examine theoretical and evidence-based practice related to the planning, implementation, evaluation, health promotion, risk reduction/prevention, and disease management strategies when caring for adults and their families in acute, non-acute, and chronic health environments with an emphasis on the older adult.
A pre requisite of NRS 160 is required.
Credits: 7
Every Fall

NRS 200C Adult and Gerontological Nursing I
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
A pre requisite of NRS 160 is required.
Credits: 0
Every Fall

NUR 200R Psychiatric Mental Health Nursing Care Recitation
This recitation course allows students to analyze unique and complex mental health dynamics patient and family scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice with vulnerable populations. The focus is on nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as leader in the management of mental health patient care

Credits: 0
Every Fall

NRS 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 postpartum period, and issues of women’s health.

A pre requisite of NUR 220 is required.
Credits: 7
Every Fall

NUR 240R Obstetrical and Pediatric Nursing Recitation
This recitation course allows students to analyze unique and complex family centered scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to public health practice. The focus is on nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as change agent and leader in the management of patient care.

Credits: 0
Every Fall
The focus is on women's health nursing care, the childbearing family, newborn and pediatric physical and developmental assessment skill development and care management.

**Credits: 0**
Every Fall

**NUR 79 The Philosophical and Conceptual Basis of Nursing**
An introduction to professional nursing. Content focuses on systems, human needs, therapeutic communication, change and leadership theories. Nursing theory as it relates to professional nursing will be examined. Writing Across the Curriculum (WAC) course.

**Credits: 3**
Every Fall

**NUR 81 Issues in Professional Nursing**
An exploration and critical analysis of issues influencing nursing practice, nursing education and the delivery of health care. The political, social and economic factors influencing health care and health policy will be studied.

**Credits: 3**
Every Spring

**NUR 86 Family Health Nursing Theory**
Family Health Nursing focuses on delivery of health care to culturally diverse individuals and their families utilizing the organized framework of the Structural-Functional Theory. Prerequisite of NUR 79, NUR 81, NUR 82 and NUR 84 and Corequisites of NUR 86L and NUR 86S are required.

**Credits: 3**
Every Fall

**NUR 86L Family Health Nursing Clinical**
Students work with assigned families to assess various dimensions of health and promotion and apply the family nursing process based on this assessment. Corequisites of NUR 86 and NUR 86S are required.

**Credits: 1**
Every Fall

**NUR 868 Family Health Nursing Seminar**
Students identify and discuss important issues that emanate from their clinical experiences as they work with culturally diverse families. Corequisites of NUR 86 and NUR 86L are required.

**Credits: 0**
Every Fall

**NUR 90 Management, Leadership and Nursing**
The focus is on the leadership and management concepts and principles, and their application to managing groups of healthcare providers. Nursing management and changes in the current health care system will be explored.

**Pre requisite of NUR 79 is required.**
**Credits: 3**
Every Spring

**NUR 91 Communication and Group Skills for the Health Care Setting**
This course provides the theoretical basis and clinical application of communication techniques, group dynamics, and group process for healthcare professionals working in a variety of health care settings. The knowledge, strategies, and techniques needed to communicate effectively with others and in groups will be the focus of this course.

**Credits: 3**
Every Fall

**NUR 95 Integrative Nursing Practice**
This course is an introduction to the complementary, alternative, and integrative nursing modalities and interventions utilized in the professional practice. Historical and theoretical content will be covered as well as practical application of selected modalities; focus on human needs; wellness, and therapeutic relationships.

**Credits: 1 to 2**
On Occasion

**NUR 99 Pathophysiology**
An in-depth exploration of disease processes across the lifespan which includes epidemiology, pathophysiology, clinical manifestations, and evaluation and treatment for each disease. Pre requisite of BIO 7 and BIO 8 are required.

**Credits: 3**
Every Spring

**NUR 140 Nutrition in Nursing**
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will discussed. (Same as NRS 140)

**Must be in CNBS or TNBS plan.**
**Credits: 3**
Every Spring

**NUR 150 Pharmacotherapeutics**
Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies. Same as NRS 140)

**Must be in CNBS or TNBS plan.**
**Credits: 3**
**Alternate Spring**

**NUR 160 Health Assessment**
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds. Same as NRS 160/160C

**Must be in CNBS or TNBS plan.**
**Credits: 5**
**Every Fall**

**NUR 160C Health Assessment**
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds. Same as NRS 160/160C.

**Must be in CNBS or TNBS plan.**

**Credits:** 0

**Every Fall**

**NUR 230 Public Health Nursing**

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues. Same as NRS 230/230C.

**Must be in CNBS or TNBS plan.**

**Credits:** 4

**Every Spring**

**NUR 230C Public Health Nursing**

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues. Same as NUR230/230C.

**Must be in CNBS or TNBS plan.**

**Credits:** 4

**Every Spring**

**NUR 400 Nursing Research & Evidence-Based Practice**

This course introduces the student to the processes of scientific inquiry and research with an emphasis on developing skills as a consumer of research. Students will gain knowledge in the areas of research methods, critical appraisal of research, and concepts of evidence-based practice. Students will begin to develop skills that will assist them in incorporating a systematic process of analysis, synthesis and evaluation of scientific evidenced-based practice into their delivery of nursing care. Same as NRS 400.

**Must be in CNBS or TNBS plan.**

**Credits:** 3

**Every Spring**
B.S. Food, Nutrition & Wellness

The Bachelor of Science degree in Food, Nutrition and Wellness is designed for undergraduate students with a strong interest in the area of food and nutrition. This four-year, 120-credit program provides students with the knowledge and skills related to foods and nutrition to assist others in developing and maintaining healthier lifestyles throughout the lifecycle. Graduates will have the experiences to help address major modifiable health issues such as diabetes, obesity, and heart disease. The program offers two concentrations:

• **Nutrition, Health and Wellness** with specializations in either Exercise and Fitness or Health in the Community – this program is for students interested in food and nutrition as it relates to health, exercise and wellness.

• **Nutrition and Food Hospitality** – this program is designed for students with an interest in food service management and the hospitality industry. The broad academic curriculum that includes courses in the liberal arts, sciences, foods, nutrition, exercise and health is appropriate for each concentration. Graduates of the program may pursue careers in food, community nutrition, health, wellness, hospitality or related fields, or prepare for entry into graduate schools in these areas.

The B.S. in Food, Nutrition and Wellness degree is approved by New York State Education Department but is not a pathway towards becoming a Registered Dietitian Nutritionist (R.D.N.) examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Department of Nutrition’s academic programs include the Accreditation Council for Education in Nutrition and Dietetic (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition; the dual B.S./M.S. in Nutrition and Dietetics designed for students who have a baccalaureate degree in another major and choose to continue their studies in the field of nutrition, and the Bachelor of Science degree in Food, Nutrition and Wellness which is designed for undergraduate students with a strong interest in the area of food and nutrition.

LIU Post and Nassau Community College Joint Nutrition Program

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the nutrition program at LIU Post. An articulation agreement signed by both schools makes it possible for students to earn an Associate’s degree from NCC and then complete their course work at LIU Post and receive a Bachelor’s degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

For additional information please contact the Director of Transfer Admissions at LIU Post, at 516-299-3392 or Dr. Josephine Wright, Ph.D., RD, CDN, Director of Undergraduate Nutrition, at 516-299-4152 or josephine.wright@liu.edu.

LIU Post

DEPARTMENT OF NUTRITION

Phone: 516-299-2762
Fax: 516-299-3106
Email: Post-Nutrition@liu.edu

Chair:
Professor: Burrowes, Shorter
Associate Professor: Isoldi
Assistant Professor: Pierce, Wright

Program Director, Didactic Program in Dietetics: Wright
Program Director, Food, Nutrition & Wellness: Wright
Program Director, Dietetic Internship: Pierce

Adjunct Faculty: 18

Department of Nutrition offers a full range of undergraduate and graduate degree programs in nutrition, including a Dietetic Internship leading eligibility to take the Registered Dietitian Nutritionist (R.D.N.) examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

Good health and nutrition are essential to an individual’s quality of life. In fact, the importance of healthy eating, dietary planning and disease prevention are issues that most people talk about on a daily basis. To meet the demand for qualified nutritionists and registered dietitians, the Department of Nutrition offers a full range of undergraduate and graduate degree programs in nutrition, including a Dietetic Internship leading eligibility to take the Registered Dietitian Nutritionist (R.D.N.) examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Department of Nutrition’s academic programs include the Accreditation Council for Education in Nutrition and Dietetic (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition; the dual B.S./M.S. in Nutrition and Dietetics designed for students who have a baccalaureate degree in another major and choose to continue their studies in the field of nutrition, and the Bachelor of Science degree in Food, Nutrition and Wellness which is designed for undergraduate students with a strong interest in the area of food and nutrition.

LIU Post and Nassau Community College Joint Nutrition Program

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the nutrition program at LIU Post. An articulation agreement signed by both schools makes it possible for students to earn an Associate’s degree from NCC and then complete their course work at LIU Post and receive a Bachelor’s degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

For additional information please contact the Director of Transfer Admissions at LIU Post, at 516-299-3392 or Dr. Josephine Wright, Ph.D., RD, CDN, Director of Undergraduate Nutrition, at 516-299-4152 or josephine.wright@liu.edu.

LIU Post Undergraduate Bulletin 2019 - 2020

B.S. Food, Nutrition & Wellness

The Bachelor of Science degree in Food, Nutrition and Wellness is designed for undergraduate students with a strong interest in the area of food and nutrition. This four-year, 120-credit program provides students with the knowledge and skills related to foods and nutrition to assist others in developing and maintaining healthier lifestyles throughout the lifecycle. Graduates will have the experiences to help address major modifiable health issues such as diabetes, obesity, and heart disease. The program offers two concentrations:

• **Nutrition, Health and Wellness** with specializations in either Exercise and Fitness or Health in the Community – this program is for students interested in food and nutrition as it relates to health, exercise and wellness.

• **Nutrition and Food Hospitality** – this program is designed for students with an interest in food service management and the hospitality industry. The broad academic curriculum that includes courses in the liberal arts, sciences, foods, nutrition, exercise and health is appropriate for each concentration. Graduates of the program may pursue careers in food, community nutrition, health, wellness, hospitality or related fields, or prepare for entry into graduate schools in these areas.

The B.S. in Food, Nutrition and Wellness degree is approved by New York State Education Department but is not a pathway towards becoming a Registered Dietitian Nutritionist (R.D.N.) by the Commission on Dietetic Registration (CDR) or Certified Dietitian/Nutritionist by New York State Education Department but is not a pathway towards becoming a Registered Dietitian Nutritionist (R.D.N.) by the Commission on Dietetic Registration (CDR) or Certified Dietitian/Nutritionist by New York State. The B.S. in Food, Nutrition and Wellness degree is not approved by New York State Education Department but is not a pathway towards becoming a Registered Dietitian Nutritionist (R.D.N.) examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Department of Nutrition’s academic programs include the Accreditation Council for Education in Nutrition and Dietetic (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition; the dual B.S./M.S. in Nutrition and Dietetics designed for students who have a baccalaureate degree in another major and choose to continue their studies in the field of nutrition, and the Bachelor of Science degree in Food, Nutrition and Wellness which is designed for undergraduate students with a strong interest in the area of food and nutrition.

LIU Post and Nassau Community College Joint Nutrition Program

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the nutrition program at LIU Post. An articulation agreement signed by both schools makes it possible for students to earn an Associate’s degree from NCC and then complete their course work at LIU Post and receive a Bachelor’s degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

For additional information please contact the Director of Transfer Admissions at LIU Post, at 516-299-3392 or Dr. Josephine Wright, Ph.D., RD, CDN, Director of Undergraduate Nutrition, at 516-299-4152 or josephine.wright@liu.edu.

Program Code: 37702 [HEGIS: 1306.0]

Core Curriculum Requirements

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MTH 7</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>BIOC 8</td>
<td>4 credits</td>
<td></td>
</tr>
</tbody>
</table>

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

Major Requirements

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 16</td>
<td>Cultural &amp; Social Aspects of Food</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>Cultural and Social Aspects of Food Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 21</td>
<td>Introductory Food Science</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>Introductory Food Science Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 100</td>
<td>Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>Contemporary Nutrition Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 102</td>
<td>Nutrition in Health and Disease</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 201</td>
<td>Practicum in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 206</td>
<td>Nutrition Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 222</td>
<td>Designing Cuisines</td>
<td>2.00</td>
</tr>
</tbody>
</table>

One of the following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 202</td>
<td>Research Methodology</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 385</td>
<td>Honors Tutorial</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 386</td>
<td>Honors Tutorial</td>
<td>4.00</td>
</tr>
</tbody>
</table>

The following courses are required:
The following courses are required:

Nutrition & Food Hospitality

The following courses are required:

1. Exercise and Fitness Specialization
2. Health in the Community Specialization

Nutrition, Health & Wellness

Concentration

1. Exercise and Fitness Specialization

The following courses are required:

NTR 215 Energy and Exercise 3.00
NTR 401 Food, Nutrition, and Wellness Seminar 3.00
PE 106 Fitness and Conditioning (All Levels) 2.00
PE 203 Kinesiology and Biomechanical Analysis of Movement 4.00
PE 235 Motor Development 2.00

2. Health in the Community Specialization

The following courses are required:

HE 201 Critical Health Problems I 3.00
NTR 210 Nutrition in the Community 2.00
NTR 401 Food, Nutrition, and Wellness Seminar 3.00

Nutrition & Food Hospitality

Concentration

The following courses are required:

ACC 11 Accounting Principles I 3.00
BMS 90 Microbiology in Health Sciences 4.00
CHM 4 Principles in Chemistry II 4.00
MAN 11 Principles of Management 3.00
MKT 11 Marketing Principles and Practices 3.00
NTR 23 Introduction to Food Hospitality 3.00
NTR 24 Food Hospitality Management 3.00
NTR 221 Food in Contemporary Society 3.00
NTR 223 Food, Beverage and Labor Cost Controls 3.00
NTR 224 Fundamentals of Quantity Food Production 3.00

Free Electives up to 9 to 16 credits

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 62
Minimum Major Credits: 31
Minimum Overall GPA: 2.00
Minimum Major GPA: 2.00

B.S. Nutrition and Dietetics

The Bachelor of Science degree in Nutrition and Dietetics prepares graduates for rewarding careers as nutritionists, dietitians, wellness experts, food service managers, and community counselors. The four-year, 120-credit program provides students with a basic liberal arts and strong science education, and the knowledge required to understand nutrition. Students take courses in biology, chemistry and statistics and master such subjects as normal nutrition, medical nutrition therapy, community nutrition, institutional food service management, cultural and social aspects of food, energy and exercise, and food technology. The program also prepares students to apply their knowledge of nutrition to promote healthy eating and lifestyle choices among individuals and groups as well as those with special nutritional needs. The goal of the program is to develop a graduate who meets the foundation knowledge and skills required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The B.S. degree includes the Didactic Program in Dietetics (DPD). ACEND of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995) has accredited the DPD. Upon successful completion of the program, students are eligible to apply to an accredited supervised practice program (the Dietetic Internship (DI)) or to obtain an entry-level position that does not require the Registered Dietitian Nutritionist (RDN) credential. Students must complete both the B.S. degree and an ACEND-accredited DI to be eligible to sit for the national examination for the RDN credential.

The undergraduate nutrition program at LIU Post meets the academic requirements to be a Certified Dietitian/Nutritionist (CDN) in New York State. Successful completion of a DI and the RDN examination qualifies individuals to be a New York State CDN.

Upon completion of the B.S. degree and the DPD, graduates are also eligible to write the Registration Examination for Dietetic Technicians. For information about this examination, visit the CDR website:

www.cdrnet.org/programdirector/info.html

To successfully complete this program, a student must maintain a cumulative GPA of 3.0 and a major GPA of 3.3. Students who receive a grade of “B-” or below in a required course may need to repeat the course and receive a grade of “B” or better unless their major GPA exceeds minimum requirements. Upon completion of the B.S. in Nutrition and Dietetics, an accredited Dietetic Internship (DI) is required before the student is eligible to sit for the RDN examination.

Admission Requirements

Applicants interested in the B.S. in Nutrition and Dietetics will be first accepted into the B.S. in Food, Nutrition, and Wellness Program. Upon admission to the university and satisfaction of prerequisites, applicants may request a secondary application for acceptance into the B.S. in Nutrition and Dietetics program by filling out the application at https://apply.liu.edu/nutrition/Login.aspx or contacting the Nutrition Department at 516-299-2762 or via email at post-nutrition@liu.edu.

• Incoming freshmen must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.

• Transfer students must have completed more than 24 college credits. A minimum college Grade Point Average (GPA) of 3.0 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores. Students who have a baccalaureate degree in another field may obtain a second undergraduate degree, the B.S. in Nutrition and Dietetics. Applicants who have completed a previous baccalaureate degree with a GPA of at least 3.0 and who meet the requirements for a secondary application will be considered for acceptance to the program.

Secondary Application Requirements

To place a secondary application to the Nutrition and Dietetics Program, students must have a GPA of at least 3.0 and a grade of “B+” or higher in NTR 100, NTR 101, and two (2) of the following: NTR 16, NTR 21, or NTR 23. The secondary application requests a short personal statement and a resume that includes work, volunteer, and extracurricular experience.

B.S. in Nutrition and Dietetics

(Program Code: 86047) (1299:0)
LIU Post

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Nutrition and Dietetics must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Quantitative Reasoning (MTH 3 or MTH 7)

Scientific Inquiry & the Natural World (satisfied by BIO 7)

Creative Media & the Arts

Perspectives on World Cultures

Ethics, Self & Society (satisfied by PSY 101)

Power, Institutions & Structures

Additional course from one cluster (satisfied by BIO 8)

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

Major Requirements

**NTR courses with grades lower than "B" CANNOT fulfill NTR requirements**

Required Courses 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 16</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 21</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 23</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 24</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 100</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 103</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 200</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 206</td>
<td>3.00</td>
</tr>
</tbody>
</table>

NTR 210 Nutrition in the Community 2.00
NTR 211 Medical Nutrition Therapy I 3.00
NTR 212 Medical Nutrition Therapy II 3.00
NTR 212L Medical Nutrition Therapy Laboratory 1.00
NTR 215 Energy and Exercise 3.00
NTR 221 Food in Contemporary Society 3.00

Required Courses 2

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 202 Research Methodology</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 385 Honors Tutorial</td>
<td>4.00</td>
</tr>
<tr>
<td>NTR 386 Honors Tutorial</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Co-Related Courses

Co-Related List1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>4.00</td>
</tr>
<tr>
<td>PSY 101</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Co-Related List2

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 3</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>4.00</td>
</tr>
<tr>
<td>MTH 7</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Co-Related List3

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 141</td>
<td>3.00</td>
</tr>
<tr>
<td>ECO 72</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 19</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 41</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

DUAL DEGREE PROGRAMS

B.S./M.S. Nutrition and Dietetics

The Department of Nutrition offers a dual B.S./M.S. degree program. Though this program is particularly suitable for students who have a baccalaureate degree in another major and have chosen to continue their studies in the field of nutrition, the program is open to all students. Undergraduate courses include the study of food science, normal nutrition, nutrition during the lifecycle, community nutrition, food service management, research and medical nutrition therapy. Four graduate courses are substituted for upper-level undergraduate courses. Additional graduate courses provide the opportunity to specialize in Medical Nutrition Therapy, Nutrition and Exercise, or Geriatric Nutrition.

These courses complement a Core Curriculum while electives enable the student to pursue individual interests. To successfully complete this program, a student must maintain a cumulative GPA of 3.0 and a major GPA of 3.3 at the undergraduate level. In addition, at the graduate level a cumulative GPA of 3.0 is required for graduation. Students who receive a grade of “B-” or below in a required NTR (nutrition) course may need to repeat the course and receive a grade of “B” or better unless their major GPA exceeds minimum requirements. Upon completion of the B.S. requirements, students will receive the Verification Statement and a B.S. degree in Nutrition and Dietetics. An ACEND-accredited dietetic internship (DI) is required before students are eligible to sit for the RDN examination. The requirements for entry to a DI can be completed during this program, but the application to the DI is separate. For those who complete the DI at LIU Post, graduate credits are applied to the M.S. degree. Upon completion of the graduate coursework, students will receive the M.S. degree in Nutrition. Students who are considering the program should seek advice from the Director of the Didactic Program in Dietetics (DPD).

Admission Requirements

Applicants interested in the B.S./M.S. in Nutrition and Dietetics will be first accepted into the B.S. in Food, Nutrition, and Wellness Program. Upon admission to the university and satisfaction of prerequisites, applicants may request a secondary application for acceptance into the B.S./M.S. in Nutrition and Dietetics program by filling out the application at https://apply.liu.edu/nutrition/Login.aspx or contacting the Nutrition Department at 516-299-2762 or via email at post-nutrition@liu.edu.

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT
Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.

- **Transfer students** must have completed more than 24 college credits. A minimum college Grade Point Average (GPA) of 3.0 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores. Applicants who have completed a previous baccalaureate degree with a GPA of at least a 3.0 and who meet the requirements for a secondary application will be considered for acceptance to the program.

**Secondary Application Requirements**

To place a secondary application to the Nutrition and Dietetics Program, students without a previous baccalaureate degree with a minimum GPA of 3.5 will be considered for acceptance into the dual degree program. Applicants who have completed a previous baccalaureate degree with a minimum grade point average (GPA) of 3.0 may be considered for acceptance to the program. Additionally, a grade of "B+" or higher in NTR 100, NTR 101, and two (2) of the following: NTR 16, NTR 21, or NTR 23. The secondary application requests a short personal statement and a resume that includes work, volunteer, and extracurricular experience. Transcripts will be evaluated by the Academic and Career Counselor. For this program, applicants should complete a LIU Post undergraduate admission application.

Current LIU Post students or transfer students from other institutions should seek advice from the Director of the DPD when considering applying to the B.S./M.S. in Nutrition and Dietetics program.

**B.S./M.S. Nutrition and Dietetics**

*Program Code: 27793 / HEGIS: 1299.0 / 0424.0*

**Core Curriculum Requirements**

In addition to all major requirements, students pursuing the B.S. / M.S. Nutrition and Dietetics must satisfy all core curriculum requirements as follows:

<table>
<thead>
<tr>
<th>LIU Post Thematic Core Curriculum (32-33 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 101</td>
<td>1 credit</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning (MTH 3 credits or MTH 7)</td>
<td></td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World (satisfied by BIO 7)</td>
<td></td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Undergraduate Nutrition Courses</strong> (A grade of &quot;B&quot; or better is required for all courses)</td>
<td></td>
</tr>
<tr>
<td>NTR 16</td>
<td>Cultural &amp; Social Aspects of Food 2.00</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>Cultural and Social Aspects of Food Laboratory 1.00</td>
</tr>
<tr>
<td>NTR 21</td>
<td>Introductory Food Science 3.00</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>Introductory Food Science Laboratory 1.00</td>
</tr>
<tr>
<td>NTR 23</td>
<td>Introduction to Food Hospitality 3.00</td>
</tr>
<tr>
<td>NTR 24</td>
<td>Food Hospitality Management 3.00</td>
</tr>
<tr>
<td>NTR 100</td>
<td>Concepts in Nutrition 3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>Contemporary Nutrition Strategies 3.00</td>
</tr>
<tr>
<td>NTR 103</td>
<td>Introduction to Nutrition and Dietetics 1.00</td>
</tr>
<tr>
<td>NTR 200</td>
<td>Advanced Concepts in Nutrition 3.00</td>
</tr>
<tr>
<td>NTR 206</td>
<td>Nutrition Communication 3.00</td>
</tr>
<tr>
<td>NTR 210</td>
<td>Nutrition in the Community 2.00</td>
</tr>
<tr>
<td>NTR 211</td>
<td>Medical Nutrition Therapy I 3.00</td>
</tr>
<tr>
<td>NTR 212</td>
<td>Medical Nutrition Therapy II 3.00</td>
</tr>
<tr>
<td>NTR 212L</td>
<td>Medical Nutrition Therapy Laboratory 1.00</td>
</tr>
<tr>
<td>NTR 215</td>
<td>Energy and Exercise 3.00</td>
</tr>
<tr>
<td>NTR 221</td>
<td>Food in Contemporary Society 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A grade of &quot;B&quot; or better is required for all courses):</strong></td>
<td></td>
</tr>
<tr>
<td>NTR 202</td>
<td>Research Methodology 4.00</td>
</tr>
<tr>
<td>NTR 385</td>
<td>Honors Tutorial 4.00</td>
</tr>
<tr>
<td>NTR 386</td>
<td>Honors Tutorial 4.00</td>
</tr>
</tbody>
</table>

**Required Undergraduate Co-Related Courses**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 7</td>
<td>Human Anatomy and Physiology I 4.00</td>
</tr>
<tr>
<td>BIO 8</td>
<td>Human Anatomy and Physiology II 4.00</td>
</tr>
<tr>
<td>BMS 90</td>
<td>Microbiology in Health Sciences 4.00</td>
</tr>
<tr>
<td>CHM 3</td>
<td>Principles of Chemistry I 4.00</td>
</tr>
<tr>
<td>CHM 4</td>
<td>Principles of Chemistry II 4.00</td>
</tr>
<tr>
<td>CHM 25</td>
<td>Basic Organic Chemistry 4.00</td>
</tr>
<tr>
<td>CHM 71</td>
<td>Basic Biochemistry 4.00</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology I 3.00</td>
</tr>
</tbody>
</table>

**One of the following Mathematics courses:**

Note: CHM 3 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

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

**Required Graduate Nutrition Courses**

(A grade of "B" or better is required for all courses)

| NTR 540 | Biomedical Statistics 3.00 |
| NTR 606 | Communication and Education Skills in Nutrition 3.00 |
| NTR 609 | Advanced Nutrition I 3.00 |
| NTR 610 | Advanced Nutrition II 3.00 |

**One of the following:**

(A grade of B or better is required for all courses:)

| NTR 703 | Research Methods 3.00 |
| NTR 707 | Preparation of Thesis Proposal 3.00 |
| NTR 704 | Clinical Research Thesis 3.00 |
| NTR 706 | Research Project 3.00 |
| NTR 708 | Experimental Research Thesis 3.00 |

**B.S./M.S. in Nutrition and Dietetics Concentrations:**

Selection of one of the following concentrations (9 credits):

1. Clinical Nutrition
2. Geriatric Nutrition
3. Nutrition & Exercise Physiology

**B.S./M.S. Nutrition and Dietetics Electives (9 credits)**

**Clinical Nutrition Concentration**

**Clinical Nutrition Sub-Plan Courses (9 credits)**

<p>| NTR 602 | Nutrition Assessment 3.00 |
| NTR 603 | Diabetes Management 3.00 |
| NTR 604 | Nutrition In The Life Cycle 3.00 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 607</td>
<td>Clinical Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 612</td>
<td>Enteral &amp; Parenteral Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 625</td>
<td>Renal Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 705</td>
<td>Selected Topics in Nutrition</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Geriatric Nutrition Concentration**

**Geriatric Nutrition Sub-Plan Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 710</td>
<td>Gerontology: Processes of Aging</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 605</td>
<td>Nutrition In Geriatrics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**One of the following Health Administration courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 711</td>
<td>Long-Term Care Administration</td>
<td>3.00</td>
</tr>
<tr>
<td>HAD 712</td>
<td>The Management of Senior Community Programs</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Nutrition & Exercise Physiology Concentration**

**Nutrition & Exercise Physiology Sub-Plan Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 617</td>
<td>Weight Management</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 618</td>
<td>Advanced Energy &amp; Exercise</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 619</td>
<td>Sports Nutrition and Exercise Physiology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Electives**

**Elective Graduate Nutrition & Biomedical Science Courses**

Students must complete 9 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 513</td>
<td>Biochemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 520</td>
<td>Pathophysiology I</td>
<td>3.00</td>
</tr>
<tr>
<td>BMS 612</td>
<td>Pathophysiology II</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 503</td>
<td>Recent Trends In Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 541</td>
<td>Computer Applications in Health Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 602</td>
<td>Nutrition Assessment</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Minor: Nutrition**

The minor in Nutrition provides students who are majoring in a number of related disciplines such as education, health administration, psychology, and sociology with an understanding of the nutrition profession. Completion of this minor will help students to broaden their skills and complement their major field of study.

**Minor in Nutrition Requirements**

**Required Nutrition Courses (15 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 100</td>
<td>Concepts in Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 101</td>
<td>Contemporary Nutrition Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 102</td>
<td>Nutrition in Health and Disease</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 21</td>
<td>Introductory Food Science</td>
<td>3.00</td>
</tr>
<tr>
<td>NTR 21L</td>
<td>Introductory Food Science Laboratory</td>
<td>1.00</td>
</tr>
<tr>
<td>NTR 222</td>
<td>Designing Cuisines</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**One of the following pair of courses (2 or 3 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 16</td>
<td>Cultural &amp; Social Aspects of Food</td>
<td>2.00</td>
</tr>
<tr>
<td>NTR 16L</td>
<td>Cultural &amp; Social Aspects of Food Lab</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 210</td>
<td>Nutrition in the Community</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Credit and GPA Requirements**

Minimum Total Credits: 17 -18
Minimum Minor GPA: 2.0
Minimum Overall GPA: 2.0

---

**MINORS**
Nutrition Courses

NTR 10 Nutrition
In this course, students learn about the role of nutrition in improving health and applying these ideas to developing healthy eating patterns. They will understand how food choices and physical activity contribute to total well-being. Open to Non-Majors only.
Credits: 3
Every Fall and Spring

NTR 16 Cultural & Social Aspects of Food
Students will explore the many factors that mold personal food preferences and food choices. The influences that culture, religion, celebration, geography and economics have on food intake patterns around the world will be revealed and discussed. Fundamental to this course is an emphasis on understanding and acceptance of various cultural factors that drive personal food behaviors.
Co-requisite of NTR 16L is required.
Credits: 2
Every Spring

NTR 16L Cultural and Social Aspects of Food Laboratory
Students will prepare traditional dishes from different cuisines around the world. The foods lab experience will include food tastings and discussions about ingredients used to create region-specific dishes.
Co-requisite of NTR 16 is required.
Credits: 1
Every Spring

NTR 21 Introductory Food Science
A fundamental course about foods that concentrates on the chemical and physical properties affecting the handling, preparation and storage of food. Also includes the effect of microorganisms on the storage, preparation, preservation, processing and serving of food.
Co-requisites of CHM 3 and NTR 21L are required.
Credits: 3
Every Fall

NTR 21L Introductory Food Science Laboratory
NTR 21L is a laboratory course that accompanies the lecture course NTR 21. Lab exercises are completed in which students prepare foods and observe the chemical and physical properties that affect the product. Students gain experience in fundamental food preparation and critique foods using learned evaluation techniques.
Co-requisites of NTR 21 and CHM 3 are required.
Credits: 1
Every Fall

NTR 23 Introduction to Food Hospitality
An introduction to the administrative aspects of food service institutions. It covers the basic management principles required to operate any type of food service. In addition to management principles and systems theory, it tracks food service from the conception of the menu to the service of the meal. Included in the semester is the food safety training and certification program 'ServSafe'. Upon successful completion of this module, students receive the ServSafe Food Protection Manager Certification.
Pre- or co-requisite of BMS 90 is required.
Credits: 3
Every Fall

NTR 24 Food Hospitality Management
The principles of food service management including organizational design, leadership qualities, personnel management, financial considerations, and kitchen design are addressed. Field trips and guest speakers are included to acquaint the student with various types of food service facilities and management styles.
Pre-requisite of NTR 23 is required.
Credits: 3
Every Fall

NTR 99 Independent Study
This is an independent study course that is designed for undergraduate students who require one or two credits in a selected area of nutrition. Enrollment in this course will be subject to the review and approval of the faculty member and the department chair.
Credits: 1 to 3
On Demand

NTR 100 Concepts in Nutrition
An in-depth view of the six nutrients required for normal healthy metabolism. Emphasis will be placed on nutrient interaction in digestion, absorption, transport, and metabolism.
Pre-requisite of BIO 8 and co-requisite of CHM 3 are required.
Credits: 3
Every Fall

NTR 101 Contemporary Nutrition Strategies
The selection of an adequate diet using knowledge of a variety of dietary standards. These standards as well as nutrient needs will be incorporated into the planning of diets during the life cycle for pregnant women, infants, children, adolescents, the middle-aged and the elderly.
A prerequisite of NTR 100 is required.
Credits: 3
Every Fall

NTR 102 Nutrition in Health and Disease
This 3-credit course (45 contact hours) is a required course in the "Nutrition, Health and Wellness" and "Nutrition and Food Hospitality" concentrations. It examines nutrition screening and assessment techniques to understand the use of dietary, biochemical, and anthropometric data related to health and disease prevention. The pathophysiology, etiology, and prevention of certain medical conditions such as gastrointestinal disorders, diabetes mellitus, obesity, and cardiovascular disease will be examined. Other topics examined will include drug-nutrient/supplement interactions, complementary and alternative (CAM) therapies, and nutrigenomics.
A prerequisite of NTR 101 is required.
Credits: 3
Every Fall

NTR 103 Introduction to Nutrition and Dietetics
This 1-credit course (15 contact hours) provides an overview of the profession of nutrition and dietetics, including standards of practice, standards of professional performance, code of ethics, educational and career opportunities, professional credentialing and dietetic internship application process. A review of the history, current practices and future trends in nutrition and dietetics will be covered.
Prerequisites: B.S. in Nutrition and Dietetics students only. Corequisites of NTR 210 and NTR 211 are required.
Credits: 1
Every Fall

NTR 200 Advanced Concepts in Nutrition
This course provides an in-depth examination of human nutrition and metabolism with emphasis on the interrelationships of nutrients and metabolism based on the principles of biochemistry. Current research issues will be discussed.
B.S. in Nutrition and Dietetics students only. Pre-requisites of CHM 71 and NTR 101 are required.
Credits: 3
Every Fall and Summer

NTR 201 Practicum in Nutrition
Based on a student's individual interests. For students in the Nutrition & Dietetics program, the practicum is 90 hours per semester. For students in the Food, Nutrition & Wellness Program, the practicum includes class meeting time and 30 hours of practical experience in the field. A designated faculty member serves as the liaison between the field site and the student.
B.S. in Nutrition and Dietetics students: Co-requisite of NTR 212 is required.
B.S. in Food, Nutrition and Wellness students: Prerequisites of NTR 206 and NTR 24
All Students: Department Consent is required.
Credits: 3
Every Spring

NTR 202 Research Methodology
Introduction to the scientific method of problem-solving. Identification of the research process in nutrition. Development of the practical tools for the interpretation and application of research findings. A research proposal will be completed.
B.S. in Nutrition and Dietetics students: Prerequisite of MTH 19 or 40 or ECO 72 and co-requisite of NTR 211 are required.
B.S. in Food, Nutrition and Wellness students: Pre-
NTR 206 Nutrition Communication
This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication with clients, employees, the general public and allied health professionals. A focus on skill-building in the use of motivational interviewing and cognitive behavioral therapy techniques that promote effective employee and client interactions will be provided.
B.S. in Nutrition and Dietetics students: Pre- or co-requisites of NTR 211 is required.
B.S. in Food, Nutrition and Wellness students: Pre- or co-requisite of NTR 102 is required.
Credits: 3
Every Fall and Spring

NTR 210 Nutrition in the Community
A look at Nutrition Monitoring in the U.S. and the integral components necessary to develop effective programs and services to improve the nutrition and health for all segments of society. Needs assessment, legislation, public policy, program development, monitoring and evaluation will be addressed.
B.S. in Nutrition and Dietetics students: Co-requisites of NTR 103 and NTR 211 are required.
B.S. in Food, Nutrition and Wellness, Health and Community Subplan students: Prerequisite of NTR 100 is required.
Credits: 2
Every Fall

NTR 211 Medical Nutrition Therapy I
This course is the first semester of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and anemias will be examined. Nutritional assessment techniques will be introduced to evaluate dietary, biochemical and anthropometric changes that relate to nutrition and disease processes. Case problems and studies are incorporated into the course to develop clinical practice skills. 
Requisites: B.S. in Nutrition and Dietetics students only. Prerequisite of NTR 101 is required.
Credits: 3
Every Fall

NTR 212 Medical Nutrition Therapy II
This course is the second part of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this second semester, the causes, prevention and treatment of certain medical conditions such as pulmonary disorders, kidney disease, cardiovascular disease, and cancer will be examined. Clinical skills related to interpreting laboratory values and to planning enteral/parenteral nutrition care will also be addressed as will documentation in the medical record and the nutrition care process. Case problems and studies are incorporated into the course to develop clinical practice skills.
B.S. in Nutrition and Dietetics students only. Prerequisite of NTR 211 and co-requisite of NTR 212L are required.
Credits: 3
Every Spring

NTR 212L Medical Nutrition Therapy Laboratory
Theory and concepts from Medical Nutrition Therapy (MNT) I and II are applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical application of tools and techniques used for assessment and management of nutritional status will be covered.
B.S. in Nutrition and Dietetics students only. Co-requisite of NTR 212 is required.
Credits: 1
Every Spring

NTR 215 Energy and Exercise
A discussion of energy needs and factors affecting energy requirements; development and treatment of obesity; characteristics and treatment of eating disorders; nutritional needs and recommendations during physical exercise.
For Nutrition & Dietetics: Prerequisite NTR 100
For Food, Nutrition & Wellness Exercise & Fitness Subplan: Prerequisite of NTR 100.
Credits: 3
Every Fall

NTR 221 Food in Contemporary Society
An overview of food legislation, regulations and policies. Issues related to food production and sustainability of the food supply. A discussion of factors leading to the deterioration of food. Methods of food preservation including irradiation, canning, refrigeration, freezing, drying of foods and fermentation. Nutritional losses and nutrification of foods will be discussed. Other topics of current interest such as biotechnology, phytochemicals, functional foods, alternative sweeteners, fat substitutes, and food packaging will be included.
For Nutrition & Dietetics: a prerequisite of CHM 4 and NTR 21 is required.
For Food, Nutrition & Wellness Hospitality Subplan: a prerequisite of CHM 4 and NTR 21 is required.
Credits: 3
Every Fall

NTR 401 Food, Nutrition and Wellness Seminar
This 3-credit course (45 contact hours) is a required course in the Nutrition, Health and Wellness concentration. Utilizing cases and research and incorporating experience and expertise of the faculty and practitioners, this course will provide students with a perspective on current issues in wellness, community nutrition, and exercise and fitness.
Pre-requisite NTR 102; Pre or Co-requisite NTR 202 & NTR 206.
Credits: 3
Annually

NTR 222 Designing Cuisines
This 2-credit course (45 contact hours) is a required course in the Food, Nutrition & Wellness Program. It is designed to provide students with the knowledge and practice required to design, plan and prepare cuisines for various individuals with a variety of socioeconomic and dietary considerations. This course will provide opportunities for active participation in various food activities.
Pre-requisites: NTR 16 and NTR 21
Co-requisite: NTR 102
Credits: 2
Every Fall

NTR 223 Food, Beverage and Labor Cost Controls
This 3-credit course (45 contact hours) is a required course in the ‘nutrition and Food Hospitality’ concentration. It provides a comprehensive look at the methods, tools and techniques to control food, beverage and labor costs. Emphasis is placed on controlling costs and inventory, forecasting sales, allocation of overhead, and fiscal accountability in a sustainable environment.
Pre-requisites: NTR 21 and NTR 24
Credits: 3
Annually

NTR 224 Fundamentals of Quantity Food Production
This 3-credit course (45 contact hours) is designed to build knowledge and experience in quantity food production and service in an institutional food service operation. Basic principles of volume food production, menu planning, recipe and menu development and standardization, food and kitchen safety, institutional equipment operation, and customer service will be covered. General food production skills in meat, poultry, fish/shellfish, fruit and vegetable, dairy and baked goods will also be covered. Elements of plate presentation and buffet operations are emphasized. Students will directly observe all aspects of quantity food preparation, from purchasing to service, in the campus dining facilities.
A pre or co-requisite of NTR 21, NTR 23, NTR 24, NTR 222 (or equivalent) is required.
Credits: 3
Annually

NTR 230 Fundamentals of Culinary Arts
This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication with clients, employees, the general public and allied health professionals. A focus on skill-building in the use of motivational interviewing and cognitive behavioral therapy techniques that promote effective employee and client interactions will be provided.
B.S. in Nutrition and Dietetics students: Pre- or co-requisites of NTR 211 is required.
B.S. in Food, Nutrition and Wellness students: Pre- or co-requisite of NTR 102 is required.
Credits: 3
Every Fall and Spring

NTR 234 Nutrition Monitoring in the U.S.
A look at Nutrition Monitoring in the U.S. and the integral components necessary to develop effective programs and services to improve the nutrition and health for all segments of society. Needs assessment, legislation, public policy, program development, monitoring and evaluation will be addressed.
B.S. in Nutrition and Dietetics students: Co-requisites of NTR 103 and NTR 211 are required.
B.S. in Food, Nutrition and Wellness, Health and Community Subplan students: Prerequisite of NTR 100 is required.
Credits: 2
Every Fall

NTR 235 Energy and Exercise
A discussion of energy needs and factors affecting energy requirements; development and treatment of obesity; characteristics and treatment of eating disorders; nutritional needs and recommendations during physical exercise.
For Nutrition & Dietetics: Prerequisite NTR 100
For Food, Nutrition & Wellness Exercise & Fitness Subplan: Prerequisite of NTR 100.
Credits: 3
Every Fall

NTR 236 Food in Contemporary Society
An overview of food legislation, regulations and policies. Issues related to food production and sustainability of the food supply. A discussion of factors leading to the deterioration of food. Methods of food preservation including irradiation, canning, refrigeration, freezing, drying of foods and fermentation. Nutritional losses and nutrification of foods will be discussed. Other topics of current interest such as biotechnology, phytochemicals, functional foods, alternative sweeteners, fat substitutes, and food packaging will be included.
For Nutrition & Dietetics: a prerequisite of CHM 4 and NTR 21 is required.
For Food, Nutrition & Wellness Hospitality Subplan: a prerequisite of CHM 4 and NTR 21 is required.
Credits: 3
Every Fall

NTR 237 Designing Cuisines
This 2-credit course (45 contact hours) is a required course in the Food, Nutrition & Wellness Program. It is designed to provide students with the knowledge and practice required to design, plan and prepare cuisines for various individuals with a variety of socioeconomic and dietary considerations. This course will provide opportunities for active participation in various food activities.
Pre-requisites: NTR 16 and NTR 21
Co-requisite: NTR 102
Credits: 2
Every Fall

NTR 238 Food, Beverage and Labor Cost Controls
This 3-credit course (45 contact hours) is a required course in the ‘nutrition and Food Hospitality’ concentration. It provides a comprehensive look at the methods, tools and techniques to control food, beverage and labor costs. Emphasis is placed on controlling costs and inventory, forecasting sales, allocation of overhead, and fiscal accountability in a sustainable environment.
Pre-requisites: NTR 21 and NTR 24
Credits: 3
Annually

NTR 239 Fundamentals of Quantity Food Production
This 3-credit course (45 contact hours) is designed to build knowledge and experience in quantity food production and service in an institutional food service operation. Basic principles of volume food production, menu planning, recipe and menu development and standardization, food and kitchen safety, institutional equipment operation, and customer service will be covered. General food production skills in meat, poultry, fish/shellfish, fruit and vegetable, dairy and baked goods will also be covered. Elements of plate presentation and buffet operations are emphasized. Students will directly observe all aspects of quantity food preparation, from purchasing to service, in the campus dining facilities.
A pre or co-requisite of NTR 21, NTR 23, NTR 24, NTR 222 (or equivalent) is required.
Credits: 3
Annually

NTR 240 Food, Nutrition and Wellness Seminar
This 3-credit course (45 contact hours) is a required course in the Nutrition, Health and Wellness concentration. Utilizing cases and research and incorporating experience and expertise of the faculty and practitioners, this course will provide students with a perspective on current issues in wellness, community nutrition, and exercise and fitness.
Pre-requisite NTR 102; Pre or Co-requisite NTR 202 & NTR 206.
Credits: 3
Annually

NTR 241 Fundamentals of Culinary Arts
This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication with clients, employees, the general public and allied health professionals. A focus on skill-building in the use of motivational interviewing and cognitive behavioral therapy techniques that promote effective employee and client interactions will be provided.
B.S. in Nutrition and Dietetics students: Pre- or co-requisites of NTR 211 is required.
B.S. in Food, Nutrition and Wellness students: Pre- or co-requisite of NTR 102 is required.
Credits: 3
Every Fall and Spring
DEPARTMENT OF SOCIAL WORK

Phone: 516-299-3924  
Fax: 516-299-3912  
Email: Post-SWK@liu.edu  
Chair: Dr. Ilene Nathanson  
Graduate Program Administrator: Dr. Ilene Nathanson  
Program Director, BSW: Prof. Pamela Brodlieb  
Professors: Giffords, Nathanson  
Associate Professors: Calderon  
Assistant Professors: Brodlieb  
Director of Field Education: Prof. Linda Babolcsay  
BSW Field and Program Coordinator at LIU Brentwood: Dr. Lois Stein  
Adjunct Faculty: 15

Social work is a career for those who wish to make a difference in people’s lives and transform society. The highly respected Bachelor of Science in Social Work program prepares individuals for rewarding careers in health and human service agencies. Our graduates are generalist practitioners who serve as advocates, educators, counselors, mediators, facilitators, coordinators and leaders. They work to promote the changes needed to enhance the well-being of individuals, families, groups, communities and organizations. Students also acquire the foundation of knowledge, values and skills for graduate education. They are eligible (with the proper GPA) to apply for advanced standing, one-year MSW anywhere, including LIU’s program with specializations in services for child and family, substance abuse, gerontology, forensic social work and non-profit management. The Council on Social Work Education (CSWE) accredits the B.S. in Social Work, which includes rigorous academic as well as field education delivered by a faculty of scholars, activists and highly seasoned practitioners. Students may choose to minor in social work as a way of learning the basic skills for negotiating human relationships and facilitating individual and social change.

B.S. Social Work

The 120-credit Bachelor of Science in Social Work will prepare you to enter the workforce, launching a career of helping people cope with life’s challenges and advocating for a just society, as well as continuing to graduate level education. We offer liberal arts based, relationship-centered education where students form close connections with their professors and each other. The curriculum includes courses related to policy, practice, human development and social systems’ behavior, research as well as practicum-related seminars. Students learn the social work foundation of knowledge, skills and values through small class engagement with stimulating topics, role plays, case studies, videos, TED talks, close reading and reflective writing. They engage (in the Junior and Senior years) in field practice in diverse settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities and social service agencies. Beyond the classroom and field placement, we offer a very active student club, which provides you with opportunities for numerous exciting community service activities.

ADMISSION REQUIREMENTS

- Freshmen must have a minimum high school average of 80 and must be ranked in the upper half of their class.
- Transfer students must have completed more than 24 college credits. A minimum college GPA of 2.75 is required for application review. Those who completed fewer than 24 credits must also submit high school transcripts and SAT/ACT scores.

PROGRESSION REQUIREMENTS

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

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

PROFESSIONAL FIELD PLACEMENT REQUIREMENTS

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

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

OPTIONAL FOCUS IN HEALTHCARE

Students interested in healthcare as a future field of practice can enhance their generalist practice education with a focus on the healthcare system. Those who elect this path will be placed in a healthcare-related setting for their senior year internship and will take social work electives in connection with the health sciences department. The two required courses are:

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

B.S. in Social Work

(Program Code: 19722) (HEGIS: 2104.0)

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum

(32-33 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST 10</td>
<td>1</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry &amp; the Natural World (BIO 1 required)</td>
<td>4</td>
</tr>
<tr>
<td>Creativity, Media &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Perspectives on World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society (PSY 101 required)</td>
<td>3</td>
</tr>
<tr>
<td>Power, Institutions &amp; Structures</td>
<td>3</td>
</tr>
<tr>
<td>(ECO 10 required)</td>
<td></td>
</tr>
<tr>
<td>Additional course from one cluster (PHI 13 required)</td>
<td>3-4</td>
</tr>
<tr>
<td>Ethics, Self &amp; Society cluster</td>
<td></td>
</tr>
</tbody>
</table>

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

Ancillary Requirements:

Bio 2 Foundations of Biology II
BIO 7 Human Anatomy and Physiology I
BIO 8 Human Anatomy and Physiology II

Major Requirements

Required Classes for the B.S. in Social Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPA/18</td>
<td>Research Methods 3.00</td>
</tr>
<tr>
<td>SWK</td>
<td></td>
</tr>
<tr>
<td>HPA/19</td>
<td>Statistics for the Administrators 3.00</td>
</tr>
<tr>
<td>SWK</td>
<td></td>
</tr>
<tr>
<td>HPA 20</td>
<td>Computer-Based Management Systems 3.00</td>
</tr>
<tr>
<td>SWK 1</td>
<td>Introduction to Social Work and Social Welfare 3.00</td>
</tr>
</tbody>
</table>
**Minor in Required Social Work Requirements**

**Required Social Work Courses**

- SWK 1 Introduction to Social Work and Social Welfare 3.00
- SWK 50 Social Welfare Programs & Policies I 3.00
- SWK 51 Social Welfare Programs & Policies II 3.00
- SWK 60 Human Behavior in the Social Environment I 3.00
- SWK 61 Human Behavior in the Social Environment II 3.00
- SWK 70 Social Work Practice I 3.00
- SWK 71 Social Work Practice II 3.00
- SWK 75 Diversity-Sensitive Social Work Practice 3.00
- SWK 79 Introduction to Field Instruction 1.00
- SWK 80 Field Instruction I 4.00
- SWK 90 Field Instruction II 6.00
- SWK 91 Field Instruction III 6.00

**Required Social Work Elective Courses**

Choose two of the following:

- ANT 1 Development of the Human Species, Culture and Society 3.00
- ANT 2 Human Society 3.00
- PHI 8 Introduction to Philosophy 3.00
- PHI 14 Introduction to Critical Reasoning 3.00
- PHI 19 Biomedical Ethics 3.00
- PSY 25 Developmental Psychology: Childhood 3.00
- PSY 26 Developmental Psychology: Adolescence 3.00
- PSY 29 Developmental Disabilities 3.00
- PSY 30 Personality: Research and Theory 3.00
- PSY 32 Social Psychology 3.00
- PSY 63 Abnormal Psychology 3.00
- PSY 70 Developmental Psychology: Adulthood and Aging 3.00
- PSY 121 Human Growth and Development Across the Lifespan 3.00
- SOC 2 Social Institutions 3.00
- SOC 3 Social Problems 3.00
- SOC 15 Social Change 3.00
- SOC 22 Sociology of Families 3.00
- SOC 24 Sociology of Adolescence and Youth 3.00
- SOC 33 Deviant Behavior 3.00
- SOC 70 Sociology of Poverty 3.00
- SWK 30 Interdisciplinary Helping Professions 3.00
- SWK 31 Child and Family Services: The Practice 3.00
- SWK 385 Honors Tutorial 3.00
- SWK 386 Honors Tutorial 3.00
- SWK 389 Honors Thesis 3.00
- SWK 390 Honors Thesis 3.00

**Required General Co-Related Courses**

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

**Required Co-Related Biology Courses**

Transfer students entering with an A.A. or A.S. may only need to complete one course instead of the two course series:

- BIO 1 Foundations of Biology I 4.00
- BIO 2 Foundations of Biology II 4.00

Or

- BIO 7 Human Anatomy and Physiology I 4.00
- BIO 8 Human Anatomy and Physiology II 4.00

**Credit and GPA Requirements**

- Minimum Total Credits: 18
- Minimum Minor GPA: 2.0
- Minimum Overall GPA: 2.0

---

**MINORS**

**Minor: Social Work**

The minor in Social Work provides students who are majoring in a number of related disciplines such as psychology, sociology, art therapy, education and health administration with an understanding of social welfare policy, human behavior in the social and organizational environment, and the social work profession. Completion of this minor will help students to broaden their skills in counseling and delivery of social services, and can help them determine if pursuing graduate study in social work is the right career path.

The social work field and practice-related courses are open only to students majoring in social work. However, all other courses are open to non-majors. The courses contained in the Social Work Minor consist of both required and elective courses from the major.
Social Work Courses

SWK 1 Introduction to Social Work and Social Welfare
This course presents Social Work as a helping profession that has a unique combination of values, knowledge and skills with the purpose of improving the well-being of people and creating a more just society. Students are introduced to the various fields of practice where social workers address client needs and social problems. The course offers discussions of current events from the multiple perspectives of social work and case studies of social workers serving individuals, families, groups, communities and organizations. There are also guest presentations of professionals who are engaged in activities such as combating hunger, assuring equal access to mental health services and assisting those involved in domestic violence. The course aids students in determining whether social work is a possible career choice for them. Course should be taken by freshmen or sophomores planning to major in social work. Junior transfer students should take in first Fall semester, and non-majors can take at any time.
Credits: 3
Every Fall and Spring

SWK 18 Research Methods
This course provides an overview of the scientific method as it applies to social work. In this writing intensive course students learn to read and interpret quantitative and qualitative research reports and to design sound and ethical research to increase the profession's knowledge base with respect to human behavior and service development and delivery. Students learn to use research to guide their professional practice and to employ research methodology to evaluate their individual and their program's effectiveness. Cross listed with HPA 18. (Open to Juniors Only)
Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite.
Credits: 3
Every Spring

SWK 19 Statistics
Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and human services. Cross-listed with HPA 19.
Prerequisite of HPA 18 or SWK 18 is required.
Credits: 3
Every Fall

SWK 30 Interdisciplinary Helping Professions
The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, speech therapy, recreational therapy, occupational therapy, physical therapy, nutrition, medicine and nursing. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner/community (community of care) relationship and the practitioner/self relationship. It emphasizes the need to attune to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in dyadic and small group exercises designed to develop effective practice skills.
Open to Juniors or Seniors.
Credits: 3
Annually

SWK 31 Child and Family Services The Practice
This course will provide students with an overview of the Child & Family Welfare system focusing on current practices. Students will be exposed to a variety of child & family welfare topics to include but not limited to child protections, foster care, adoption, prevention, family violence and the Court's role. The course will be taught from a generalist perspective examining how policy shapes practice. Students may be asked to critique current child & family welfare policies sharing their thoughts and opinions the course is expected to prepare students for internships & employment in the field of child & family welfare by educating them on the complex issues surrounding children & families. It will involve guest lecturers with expertise on different aspects of child welfare.
Credits: 3
On Occasion

SWK 50 Social Welfare Programs & Policies I
SWK 50 provides information about the development of social work as a profession including its tradition of advocacy, reform and commitment to policies inherent in the values of the profession. Students will gain an understanding of historical and contemporary social welfare services and examine how economic, political, and organizational influences shape social policies and diverse and at-risk populations. This course also provides students with knowledge of distinct social issues, and social service programs. It challenges students to interpret basic characteristics of social programs and policies in order to improve services for clients. Throughout the semester students explore inequitable treatment of specific groups and learn of the need for social justice to meet social needs. In addition, this course provides a basic understanding of the specific role of the social worker in policy practice. (Open to Freshmen & Sophomores)
Prerequisite of SOC 1 is required for SWK majors only. Open to all other majors without prerequisite.
Credits: 3
Every Fall

SWK 51 Social Welfare Programs & Policies II
SWK 51 has two major foci: a) how and under what circumstances the definition and typification of social problems trigger policy responses and b) social work's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, and then deconstruct the historical, theoretical and ideological forces shaping the policy as it affects a population at risk. The uniquely-related class, age, gender, racial and cultural issues of oppressed populations and the barriers they experience when confronting the political and organizational processes that influence policy development are at the core of this semester’s inquiry. (Open to Juniors and Seniors)
Open to Juniors or Seniors.
Credits: 3
Every Fall

SWK 60 Human Behavior in the Social Environment I
The first in the 2-sequence course on understanding human behavior in the social environment, this course provides foundation knowledge of the multiple theoretical perspectives required for generalist social work practice. The focus is on understanding individual behavior across the lifespan from conception through late childhood within the context of social systems including families, groups, organizations and communities. Biological, psychological, social and spiritual factors that affect human growth and development are examined along with problems including, child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addictions and deviant behaviors. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only)
Prerequisites of SOC 1, PSY 101, 102, (BIO 1 or BIO 7), SWK 1, and SWK 50 are required. SWK 1
and 50 can be taken as corequisites if Junior transfer.
Credits: 3
Every Fall

SWK 61 Human Behavior in the Social Environment II
This writing intensive course is the second in the human development sequence and caters to the understanding of individual behavior from adolescence through late adulthood within the context of social systems including families, groups,
organizations and communities (SWK 60 covered infancy through preadolescence). Based on the theories learned in SWK 60, biological, psychological, social and spiritual factors that affect human growth and development are examined along with social problems including substance abuse, domestic violence and elder abuse. The focus is on normal developmental challenges and growth, but the course also addresses common mental health difficulties. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' abilities to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only)

Prerequisite of Junior status or greater is required. Credits: 3

Every Spring

SWK 70 Social Work Practice I

The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field placement. The course presents a generalist approach to social work practice with individuals, families, groups, organizations and communities. This course emphasizes generalist practice with individuals and organizations and the knowledge and skills applicable to intervention with these two target systems. The beginning phase of the helping process is highlighted. (Open to Juniors only)

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

Social Work majors only. Credits: 3

Every Fall

SWK 71 Social Work Practice II

The second of a two-course sequence, this course is designed to continue teaching the knowledge, skills and values essential for beginning generalist social work practice. Whereas the first course focused on practice with individuals and organizations, this course concentrates on practice with families, groups and communities. Social Work Practice II identifies variations in engagement, assessment and contracting with these three types of systems. All levels of intervention are discussed as they apply to practice with families, groups and communities. The middle and ending phases of the helping process are highlighted.

Prerequisite of SWK 70 and a co-requisite of SWK 80 is required

Credits: 3

Every Spring

SWK 75 Diversity-Sensitive Social Work Practice

This course is designed to draw a bridge between generalist social work practice and the impact of ethnicity, social class, and minority status. Students will be provided with the tools to make ethnic sensitive social work assessments and interventions. The focus of this course will be on examining the problems that face diverse cultures and populations at risk for discrimination and oppression as they attempt to negotiate their environment and to ameliorate the stresses that they confront. Through the use of the case method model of learning, students will be presented with material that presents dilemmas faced by diverse populations as they strive to function and survive in the United States. This course makes a linkage between material on diverse cultures and the social work role and demonstrates the connection between cross-cultural values, beliefs and the profession. (Open to Seniors only)

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

Credits: 3

Every Spring

SWK 79 Introduction to Field Instruction

The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience, and the concurrent Field Seminar class (SWK 80), by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced to and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are explored. In preparing students for the "mechanics" of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement. (Open to Juniors only)

Prerequisite of SWK 1 and 50 is required. It taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 70 is required.

Social Work majors only.

Credits: 1

Every Fall

SWK 80 Field Instruction I

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard Spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program. The instructional techniques in the seminar parallel processes students will be utilizing in the field as a student and as a social worker. Students' field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts: agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers' in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision. (Open to Juniors only)

Prerequisite of SWK 79 is required. Junior status or greater is required.

Credits: 4

Every Spring

SWK 90 Field Instruction II

Taken during the senior year (approximately 200 hours), this course (along with SWK 91 Field Instruction III) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 80 is required.

Credits: 6

Every Fall

SWK 91 Field Instruction III

Taken during the senior year (approximately 200 hours), this course (along with SWK 90 Field Instruction II) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 90 is required.

Credits: 6

Every Spring
VETERINARY TECHNOLOGY

PROGRAM

Phone: 516-299-2577
Email: Post-VetTech@liu.edu
Program Director: Dr. Robin Sturtz
Associate Professor: Sturtz
Instructor: Asprea
Adjunct Faculty: 1

Veterinary Technology at LIU Post is one of only a few programs in the country to offer the entry-level baccalaureate degree in the profession. A veterinary technologist’s role is to provide excellent patient care, working with the veterinarian and other veterinary professionals to ensure good outcomes for our patients and our clients. A veterinary technologist will assist the doctor in the examination room, take and process radiographs and other imaging tests, collect samples and perform laboratory tests, administer medication, and counsel clients in areas like nutrition and behavioral issues. An interest in the natural sciences, good skills in mathematical computation, strong intellectual curiosity, and a desire to help others are the foundations of a veterinary technologist.

Veterinary technologists work in small animal practice, large animal practice, industry, research, the military, and government (US Department of Agriculture). As in veterinary medicine, they can achieve specialty credentials in over a dozen specific areas of practice, from nutrition to emergency care. Technologists can leverage their B.S. degree into supervisory and administrative positions, and command higher salaries. The US Department of Labor Statistics predicts a 20% increase in job opportunities for veterinary technologists by 2026, which translates to over 20,000 jobs nationwide.

We offer a specific plan of study for those interested in applying to veterinary medical school after undergraduate work. The amount of hands-on experience and veterinary science coursework available are invaluable for post-graduate education.

The B.S. in Veterinary Technology provides a strong educational foundation in science and the liberal arts, and comprehensive coursework in veterinary technology. Students receive the core knowledge for entry into professional practice as well as tools for lifelong learning. Through the synthesis of clinical and didactic experiences, students develop clinical competence, conceptual understanding and critical thinking skills for effective problem-solving. We seek to prepare graduates who will have essential literacies including written and oral communication skills and thus be clinically competent professionals able to provide quality care to the community and other groups of interest. Clinical externship placements include some of the best veterinary facilities in the area – and some, the best in the country. Both large animal and small animal clinical skills will be taught.

Accreditation Information
The B.S. in Veterinary Technology is officially registered with the New York State Education Department. The program has applied for consideration for accreditation from the American Veterinary Medical Association (CVTEA).

Although the application for accreditation has been accepted this does not guarantee accreditation. Applying for accreditation does not grant any temporary status of accreditation.

B.S. in Veterinary Technology Admissions Requirements
An entering freshman must have (in addition to general entrance requirements)
• a minimum high school grade average of 85%
• a minimum SAT composite score of 1000
(ACT Composite of 19).

Once admitted to the program, students are expected to meet academic standards in class and performance standards in laboratories and externships. These requirements are outlined in the student handbook.

The program prepares the student to take the national licensing examination in veterinary technology. Passing the national veterinary technology licensing examination and graduating from an accredited veterinary technology program are required for New York State licensure. Students planning to go to veterinary medical school will receive specific counseling from program faculty. Note that if you have ever been convicted of a felony, your application for professional licensing will be reviewed separately, and may not be approved, despite having passed all appropriate examinations and completed all degrees.

B.S. Veterinary Technology

<table>
<thead>
<tr>
<th>Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Vet Tech Courses</td>
</tr>
</tbody>
</table>

- **B.S. Veterinary Technology**

  (Program Code: 39319)  [HEGIS: 0104.0]

Core Curriculum Requirements
In addition to all major requirements, students pursuing the B.S. Veterinary Technology must satisfy all core curriculum requirements as follows:

LIU Post Thematic Core Curriculum (32-33 credits)

- POST 101 1 credit
- First-Year Seminar (must take BMS 97) 3 credits
- Writing I 3 credits
- Writing II 3 credits
- Quantitative Reasoning (must take MTH 3) 3 credits
- Scientific Inquiry & the Natural World (must take BIO 103) 4 credits

Creativity, Media & the Arts 3 credits
Perspectives on World Cultures 3 credits
Ethics, Self & Society (must take PSY 101) 3 credits
Power, Institutions & Structures 3 credits
Additional course from one cluster (must take BIO 104) 3-4 credits

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

This twelve (12) credit minor takes full advantage of the North Shore Equestrian Center (NSEC) located at LIU Post. The minor prepares students in the department and those throughout the University to enter the equine industry in, among others, stable or racetrack management, as riding (including therapeutic riding) instructors or horse health care professionals, including veterinarians. The course of study will also appeal to horse riders and owners who wish to expand their equestrian avocation.

Students will draw their twelve credits from the following four tracks: Equine Management, Equine Education, Equine Health and a Self-designed Generic Track.

### Minor in Equine Studies Requirements

#### Recommended Core Courses, may be taken prior to or concurrent with courses in a track.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 116</td>
<td>Beginning Horseback Riding</td>
<td>1.00</td>
</tr>
<tr>
<td>PE 117</td>
<td>Intermediate Horseback Riding</td>
<td>1.00</td>
</tr>
<tr>
<td>PE 160</td>
<td>Practical Horse Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 173</td>
<td>Equine Studies Minor Internship</td>
<td>1.00</td>
</tr>
</tbody>
</table>

All courses that fulfill the minor must be taken prior to or concurrent with the internship or with department approval.

#### Equine Management Business Track:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 161</td>
<td>Equine Business Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 162</td>
<td>Equine Facilities Management</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 163</td>
<td>Equine Activities Management</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Equine Education Track:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 165</td>
<td>Fundamental Theories of Riding</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 166</td>
<td>Methods of Teaching Riding</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 167</td>
<td>Teaching Therapeutic Riding</td>
<td>3.00</td>
</tr>
</tbody>
</table>

#### Equine Health Track:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 169</td>
<td>Principles of Equine Anatomy</td>
<td>3.00</td>
</tr>
<tr>
<td>PE 170</td>
<td>Basic Equine Health, Disease and First Aid</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Credit and GPA Requirements

- Minimum Total Credits: 12 Credits
- Minimum GPA: 2.80

A grade of C+ or better must be received by students majoring in physical education or the dual health education/physical education major.

---

**MINORS**
VST 101 Introduction to Veterinary Sciences
A veterinary technician is described by the American Veterinary Medical Association (AVMA) as a person knowledgeable in the care and handling of animals, in the basic principles of normal and abnormal life processes, and in routine and clinical procedures. He or she is an active assistant to veterinarians, biological research workers, and other scientists. This introductory survey course is designed to prepare students for entrance into the field of veterinary science and technology, by introducing them to the terminology of veterinary medicine. This course includes instructional areas of information pertaining to various classifications and breeds of animals, restraint methods, future employment potential, and basic scientific concepts regarding animal health in general. The course is intended to be an overview of the entire veterinary science and technology curriculum by providing a basic background and prerequisite knowledge that will be of benefit in other departmental course offerings.
Credits: 3
Every Fall

VST 102 Veterinary Hospital Procedures and Practices
This course will acquaint the student with the principles involved in operating a veterinary practice. The legal aspects of the practice will be discussed, as well as methods of managing the personnel, financial responsibilities, ordering drugs and supplies, keeping inventory, and bookkeeping. Illustrations from actual practices will be used. Students will become familiar with the forms currently in use. The computer and its impact and use in veterinary medicine will be discussed. Demonstration of a sample veterinary software management system will take place.
A prerequisite of VST 101 is required.
Credits: 2
Every Spring

VST 201 Anatomy and Physiology of Domestic Animals I
Basic principles of the structure and function of companion, food, laboratory, and exotic animals are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic understanding of chemistry, physics and mathematics is introduced where useful and necessary for understanding these biological phenomena. This course covers the comparative anatomy and physiology of companion, food, laboratory and exotic animals in a systematic manner. The integumentary, circulatory, skeletal, muscular, respiratory, gastrointestinal and metabolic systems will be covered during the first course. The reproductive, endocrine, neurologic, immune and sensory systems will be covered during the second course of the two-course sequence. The laboratories will involve dissection as well as use of models and online/software materials. This course is part of a two-semester sequence (2 hours of lecture, 3 hours of laboratory).
Pre or Co requisite: BIO 103
Co requisite(s): VST 101, VST 201L - Lab
Credits: 2
Every Fall

VST 201L Anatomy and Physiology of Domestic Animals I - Lab
Lab to VST 201 Lecture
Pre or Co requisite: BIO 103
Co requisite(s): VST 101, VST 201 - Lecture
Credits: 1
Every Fall

VST 202 Veterinary Toxicology and Pharmacology
This course is a study of the drugs used in veterinary medicine, pharmacy maintenance, and the storage and proper inventory procedures for these drugs. General pharmacological principles, drugs, and classification of agents used in veterinary medicine, including drug dosage calculation, therapeutic responses to drugs, and common adverse drug reactions will be covered. Toxicology of common OTCs, plants insecticides, and household products are included.
Pre requisite(s): VST 102, VST 203 and BIO 104
Credits: 3
Every Fall

VST 203 Anatomy and Physiology of Domestic Animals II
Basic principles of the structure and function of companion, food, laboratory and exotic animals are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic understanding of chemistry, physics and mathematics is introduced where useful and necessary for understanding these biological phenomena. This course covers the comparative anatomy and physiology of companion, food, laboratory and exotic animals in a systematic manner. The integumentary, circulatory, skeletal, muscular, respiratory, gastrointestinal and metabolic systems will be covered during the first course. The reproductive, endocrine, neurologic, immune and sensory systems will be covered during the second course of the two-course sequence. The laboratories will involve dissection as well as use of models and online/software materials. This course is part of a two-semester sequence (2 hours of lecture, 3 hours of laboratory).
Pre requisite: VST 201
Co requisite: VST 203 L - Lab
Credits: 2
Every Spring

VST 203L Anatomy and Physiology of Domestic Animals II - Lab
Lab to VST 203 Lecture
Co requisite: VST 203 - Lecture
Credits: 1
Every Spring

VST 204 Veterinary Nursing I
Veterinary Nursing I is the first in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the preceding course. Topics covered will include handling and restraint of dogs and cats, the application of patient and personal safety measures, record-keeping, and signs and characteristics of common small animal diseases.
Pre requisite: VST 203
Co requisite(s): VST 202, VST 204L - Lab
Credits: 2
Every Fall

VST 211 Veterinary Clinical Laboratory Techniques
Veterinary technicians function as a component of a diagnostic and therapeutic team. This course will explore the diagnostic and therapeutic processes with emphasis placed on the roles that technicians have in these operations. Focus will be given to laboratory analyses; however, it is intended that students gain an appreciation for the manner in which ancillary diagnostics integrate with the entire diagnostic process. Various aspects of veterinary hematology which are important to LVT. Focus on urology, clinical chemistry, clinical serology, digestive function tests, laboratory microbiology and laboratory parasitology. Laboratory sessions are concerned primarily with collection, storage, handling and analysis of blood, feces and other bodily secretions and excretions.
Pre requisite(s): VST 202, VST 204
Co requisite: VST 211L - Lab
Credits: 2
Every Spring

VST 211L Veterinary Clinical Laboratory Techniques - Lab
Lab to VST 211 Lecture
Co requisite: VST 211 - Lecture
Credits: 1
Every Fall

VST 212 Large Animal Health, Diseases and Nursing
Farm animal nursing provides the student with the knowledge and understanding of basic health principles relating to large farm type animals including dairy and beef cattle, horses, sheep, goats, swine, llamas and poultry. The course exposes the student to the areas of restraint methodology, clinical techniques utilized in physical examinations for diagnosis, and therapeutics of large animals. In addition, the course is designed to impart a basic understanding of diseases of farm animals, with an emphasis on etiology, pathogenesis, signs, treatment, and prevention. Safety and humane treatment of animals will be emphasized throughout the course.
Pre requisite: VST 215
Co requisite: VST 212P
A co requisite of VST 213 is required.
Credits: 2
Every Spring

VST 214 Veterinary Nursing II
Veterinary Nursing II is the second in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the preceding course. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, clinical and postsurgical nursing, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal and continued experience in well-care.
Pre requisite: VST 204
Co requisite: VST 214 L - Lab
Credits: 2
Every Spring

VST 214L Veterinary Nursing II - Lab
Lab to VST 214 Lecture
Co requisite: VST 214 - Lecture
Credits: 1
Every Spring

VST 215 Veterinary Diseases and Parasitology
An introduction to the principles of basic parasitology with an emphasis on identification, classification, life history, prevention and control of the internal and external parasites of economic importance to the animal industry. In the laboratory the student develops the routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination. Common diseases that are caused by parasites will be discussed.
Pre or co requisite: VST 214
Co requisite: VST 215 L - Lab
Credits: 2
Every Fall

VST 215L Veterinary Diseases and Parasitology - Lab
Lab to VST 215 Lecture
Co requisite: VST 215 - Lecture
Credits: 1
Every Fall

VST 233 Veterinary Business Management
Introduces scope and responsibilities of administrative office management of the clinical veterinary practice and other veterinary-related businesses. Topics include planning, organizing, operating and controlling office operations; leadership and human relations factors; and an overview of the effect office technology has had on the business world. Emphasis on concepts of supervision and practices used by first-line supervisors in putting them into effect. Gives students actual practice through discussions of case problems arising from work situations.
A pre requisite of VST 102 is required.
Credits: 3
Anually

VST 213 Veterinary Externship I
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated through a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.
Co requisite: VST 212
Credits: 1
Every Spring

VST 213P Veterinary Externship I - Practicum
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated through a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.

VST 214 Veterinary Nursing II
Veterinary Nursing II is the second in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the preceding course. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, clinical and postsurgical nursing, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal and continued experience in well-care.
Pre requisite: VST 204
Co requisite: VST 214 L - Lab
Credits: 2
Every Spring

VST 214L Veterinary Nursing II - Lab
Lab to VST 214 Lecture
Co requisite: VST 214 - Lecture
Credits: 1
Every Spring

VST 215 Veterinary Diseases and Parasitology
An introduction to the principles of basic parasitology with an emphasis on identification, classification, life history, prevention and control of the internal and external parasites of economic importance to the animal industry. In the laboratory the student develops the routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination. Common diseases that are caused by parasites will be discussed.
Pre or co requisite: VST 214
Co requisite: VST 215 L - Lab
Credits: 2
Every Fall

VST 215L Veterinary Diseases and Parasitology - Lab
Lab to VST 215 Lecture
Co requisite: VST 215 - Lecture
Credits: 1
Every Fall

VST 233 Veterinary Business Management
Introduces scope and responsibilities of administrative office management of the clinical veterinary practice and other veterinary-related businesses. Topics include planning, organizing, operating and controlling office operations; leadership and human relations factors; and an overview of the effect office technology has had on the business world. Emphasis on concepts of supervision and practices used by first-line supervisors in putting them into effect. Gives students actual practice through discussions of case problems arising from work situations.
A pre requisite of VST 102 is required.
Credits: 3
Anually

VST 213 Veterinary Externship I
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated through a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.
Co requisite: VST 212
Credits: 1
Every Spring

VST 213P Veterinary Externship I - Practicum
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the first course in the sequence. Students will experience a minimum of 120 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated through a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences.

VST 214 Veterinary Nursing II
Veterinary Nursing II is the second in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the preceding course. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, clinical and postsurgical nursing, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal and continued experience in well-care.
Pre requisite: VST 204
Co requisite: VST 214 L - Lab
Credits: 2
Every Spring

VST 214L Veterinary Nursing II - Lab
Lab to VST 214 Lecture
Co requisite: VST 214 - Lecture
Credits: 1
Every Spring

VST 215 Veterinary Diseases and Parasitology
An introduction to the principles of basic parasitology with an emphasis on identification, classification, life history, prevention and control of the internal and external parasites of economic importance to the animal industry. In the laboratory the student develops the routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination. Common diseases that are caused by parasites will be discussed.
Pre or co requisite: VST 214
Co requisite: VST 215 L - Lab
Credits: 2
Every Fall

VST 215L Veterinary Diseases and Parasitology - Lab
Lab to VST 215 Lecture
Co requisite: VST 215 - Lecture
Credits: 1
Every Fall

VST 233 Veterinary Business Management
Introduces scope and responsibilities of administrative office management of the clinical veterinary practice and other veterinary-related businesses. Topics include planning, organizing, operating and controlling office operations; leadership and human relations factors; and an overview of the effect office technology has had on the business world. Emphasis on concepts of supervision and practices used by first-line supervisors in putting them into effect. Gives students actual practice through discussions of case problems arising from work situations.
A pre requisite of VST 102 is required.
Credits: 3
Anually

VST 234 Exotic Animals
This course is designed to acquaint the student with the wide variety of issues important to husbandry and nursing care for exotic animals. Matters of well-care, nutrition, medical care, and client education will be discussed in the context of the major species of exotic companion animals. Attention will be paid to the inadvisability of keeping some species or breeds as companions.
A pre requisite of VST 214 is required.
Credits: 3
Anually

VST 235 Rehabilitation and Wellness
he course builds on the students’ understanding of anatomy, physiology and biomechanics for the purpose of learning rehabilitative and wellness principles. Rehabilitative and preventative treatments of common orthopedic, cardiorespiratory and neurologic disorders of the patient as options for care will be discussed. Rehabilitation modalities including traditional physical therapy and integrative therapies are introduced, as well as ways they can be incorporated into a veterinary practice.
A pre requisite of VST 215 is required.
Credits: 3
Anually

VST 236 Special Topics in Veterinary Science
The course builds on the students’ understanding of anatomy, physiology and biomechanics for the purpose of learning rehabilitative and wellness principles. Rehabilitative and preventative treatments of common orthopedic, cardiorespiratory and neurologic disorders of the patient as options for care will be discussed. Rehabilitation modalities including traditional physical therapy and integrative therapies are introduced, as well as ways they can be incorporated into a veterinary practice.
A pre requisite of VST 204 and Permission of Program Director is required.
Credits: 1 to 2
Anually

VST 237 Animal Behavior
This course is designed to give the student an appreciation of the typical behaviors that will be encountered in working with a variety of animal breeds and species. While there are some commonalities, responses to both positive and negative events can be quite specific to an individual animal, and an understanding of the cues that companion or domestic animals provide for us to interpret a given response to the individual animal, and an understanding of the cues that companion or domestic animals provide for us to interpret a given response to the environment is critical to safe and effective interaction with them. The nature of the human-animal bond will be explored as well.
A pre requisite of VST 101 is required.
Credits: 3
Anually
VST 401 Laboratory Animal/Non-traditional Pet Technology

The course will focus on the topics of history of animal research, biology of laboratory animals, the choice of species, and the principles of reduce, refine, and replace. The course will cover principles of handling laboratory animals, anesthesia, analgesia and enrichment of their environment, evaluation and quality control of living spaces, health hazards, alternatives to animal models, legislation, ethics and views in society. The course provides an overview of the issues involved in keeping and treating non-traditional pets.

Pre requisite: VST 214
Co requisite: VST 401L - Lab
Credits: 2
Every Fall

VST 401L Laboratory Animal/Non-traditional Pet Technology

Lab to VST 401 Lecture
Co requisite: VST 401 - Lecture
Credits: 1
Every Fall

VST 402 Veterinary Externship II

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the second course in the sequence. Students will experience a minimum of 165 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.

Pre requisite: VST 403
Co requisite: VST 403P
Credits: 2
Every Fall

VST 403 Veterinary Nursing III

Veterinary Nursing III is the third course in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. This third and final veterinary nursing course will build on the skills learned in the proceeding course. Prepares students for participation in two important areas of diagnostic technology. Cardiology instruction enables students to understand and participate in process of cardiovascular evaluation; emphasis on electrocardiography. Radiology instruction imparts knowledge of X-ray machinery and use, film processing, patient positioning and safety. The surgical veterinary nursing instruction prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery. Responsibilities include daily monitoring of patient, and presurgical assessments through post-surgical care. Different forms and levels of anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. Topics covered will include patient positioning, knowledge of radiology, knowledge of cardiology, surgical preparation, assisting in surgery, autolavaging and preparation of surgical packs, anesthesia monitoring, bandaging, dental prophylaxis, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal, placement of catheters, etc.

Pre requisite: VST 215
Co requisite: VST 403 L - Lab
Credits: 3
Every Spring

VST 403L Veterinary Nursing III - Lab

Lab to VST 403 Lecture
Co requisite: VST 403
Credits: 1
Every Fall

VST 404 Veterinary Dentistry and Nutrition

This course is intended for upper level students to enhance nursing care skills and to provide a fund of knowledge for client counseling regarding nutritional requirements and dental health. Given the broad range of disease states (including obesity) in which proper nutrition plays an important role in treatment, understanding its nature and how it interacts with health needs in a variety of species is crucial. Dental disease is a leading cause of health problems in domestic and companion animals, and the technician plays a prominent role in provision of care.

A pre requisite of VST 403 is required.
Credits: 2
Every Spring

VST 405 Veterinary Externship III - Practicum

A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the third course in the sequence. Students will experience a minimum of 225 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.

A co requisite of VST 405 is required.
Credits: 4
Every Spring

VST 405P Veterinary Externship III - Practicum

Co requisite: VST 405P
Credits: 1
Every Spring

VST 406 Veterinary Capstone Course

A forum for graduating Veterinary Technology Program majors to synthesize and display the knowledge expected after completing all core courses in the program. Emphasis will be placed on group projects, oral presentation of aspects of clinical practice, and preparation for the national professional licensing examination (VTNE).

A co requisite of VST 405 is required.
Credits: 2
Every Spring
<table>
<thead>
<tr>
<th>MINORS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLEGE OF ARTS, COMMUNICATIONS &amp; DESIGN</strong></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>15</td>
</tr>
<tr>
<td>Art History</td>
<td>15</td>
</tr>
<tr>
<td>Art Studio</td>
<td>21</td>
</tr>
<tr>
<td>Arts Entrepreneur</td>
<td>15</td>
</tr>
<tr>
<td>Arts Management</td>
<td>18</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>15</td>
</tr>
<tr>
<td>Communications</td>
<td>15</td>
</tr>
<tr>
<td>Digital Arts &amp; Design</td>
<td>15</td>
</tr>
<tr>
<td>Digital Game Design &amp; Development</td>
<td>18</td>
</tr>
<tr>
<td>Film Studies</td>
<td>18</td>
</tr>
<tr>
<td>Jazz Studies - Vocal or Instrumental</td>
<td>21</td>
</tr>
<tr>
<td>Journalism</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>18</td>
</tr>
<tr>
<td>Music Entrepreneurship</td>
<td>16</td>
</tr>
<tr>
<td>Photography</td>
<td>21</td>
</tr>
<tr>
<td>Public Relations</td>
<td>15</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>21</td>
</tr>
<tr>
<td><strong>COLLEGE OF EDUCATION, INFORMATION &amp; TECHNOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>Equine Studies</td>
<td>12</td>
</tr>
<tr>
<td>Speech, Pathology &amp; Audiology</td>
<td>21</td>
</tr>
<tr>
<td>Sports Management</td>
<td>18</td>
</tr>
<tr>
<td><strong>COLLEGE OF LIBERAL ARTS &amp; SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>American Political Process</td>
<td>21</td>
</tr>
<tr>
<td>Anthropology</td>
<td>21</td>
</tr>
<tr>
<td>Biology</td>
<td>25</td>
</tr>
<tr>
<td>Chemistry</td>
<td>21 - 24</td>
</tr>
<tr>
<td>Criminalistics</td>
<td>18</td>
</tr>
<tr>
<td>Earth Science</td>
<td>18-20</td>
</tr>
<tr>
<td>Economics</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Environmental Sustainability</td>
<td>16-18</td>
</tr>
<tr>
<td>Financial Engineering</td>
<td>21</td>
</tr>
<tr>
<td>Forensic Chemistry</td>
<td>25</td>
</tr>
<tr>
<td>Forensic Genetics</td>
<td>26</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>15</td>
</tr>
<tr>
<td>French</td>
<td>18</td>
</tr>
<tr>
<td>French Area Studies</td>
<td>15</td>
</tr>
<tr>
<td>Gender &amp; Sexuality</td>
<td>15</td>
</tr>
<tr>
<td>Gender &amp; Society</td>
<td>15</td>
</tr>
<tr>
<td>Geography</td>
<td>20</td>
</tr>
<tr>
<td>Geology</td>
<td>17</td>
</tr>
<tr>
<td>Global Climate Change</td>
<td>17-18</td>
</tr>
<tr>
<td>Health &amp; Society</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic Area Studies</td>
<td>15</td>
</tr>
<tr>
<td>History</td>
<td>15</td>
</tr>
<tr>
<td>International Politics &amp; Government</td>
<td>21</td>
</tr>
<tr>
<td>International Studies</td>
<td>30</td>
</tr>
<tr>
<td>Italian</td>
<td>18</td>
</tr>
<tr>
<td>Italian Area Studies</td>
<td>18</td>
</tr>
<tr>
<td>Italian for Music Majors</td>
<td>15</td>
</tr>
<tr>
<td>Linguistics</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21-22</td>
</tr>
<tr>
<td>Narrative Medicine</td>
<td>15</td>
</tr>
<tr>
<td>Peace, Conflict &amp; Social Justice</td>
<td>15</td>
</tr>
<tr>
<td>Philosophy</td>
<td>18</td>
</tr>
<tr>
<td>Physics</td>
<td>17-18</td>
</tr>
<tr>
<td>Political Psychology</td>
<td>21</td>
</tr>
<tr>
<td>Psychology</td>
<td>18</td>
</tr>
<tr>
<td>Public Administration</td>
<td>24</td>
</tr>
<tr>
<td>Race &amp; Ethnicity (interdisciplinary)</td>
<td>15</td>
</tr>
<tr>
<td>Race, Ethnicity &amp; Society (sociology)</td>
<td>15</td>
</tr>
<tr>
<td>Russian</td>
<td>18</td>
</tr>
<tr>
<td>Russian Area Studies</td>
<td>15</td>
</tr>
<tr>
<td>Science, Society &amp; Technology</td>
<td>15</td>
</tr>
<tr>
<td>Social Change &amp; Social Inequalities</td>
<td>15</td>
</tr>
<tr>
<td>Sociology</td>
<td>21</td>
</tr>
<tr>
<td>Spanish</td>
<td>18</td>
</tr>
<tr>
<td>Spanish for Business Administration</td>
<td>18</td>
</tr>
<tr>
<td>Spanish for Health Professions</td>
<td>18</td>
</tr>
<tr>
<td>Writing</td>
<td>12</td>
</tr>
<tr>
<td><strong>COLLEGE OF MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>18</td>
</tr>
<tr>
<td>Business Administration</td>
<td>18</td>
</tr>
<tr>
<td>Branding and Licensing</td>
<td>18</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>15</td>
</tr>
<tr>
<td>Computer Science</td>
<td>15</td>
</tr>
<tr>
<td>Cyber Analytics &amp; Criminal Justice</td>
<td>18</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>18</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>18</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Game Programming</td>
<td>15</td>
</tr>
<tr>
<td>Information Management Technology</td>
<td>15</td>
</tr>
<tr>
<td>Information Technology</td>
<td>15</td>
</tr>
<tr>
<td>Private Equity and Alternative Investments</td>
<td>12</td>
</tr>
<tr>
<td>Web and Mobile Development</td>
<td>15</td>
</tr>
<tr>
<td><strong>SCHOOL OF HEALTH PROFESSIONS &amp; NURSING</strong></td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>18</td>
</tr>
<tr>
<td>Healthcare Coding and Reimbursement</td>
<td>18</td>
</tr>
<tr>
<td>Healthcare Data Management</td>
<td>15</td>
</tr>
<tr>
<td>Nutrition</td>
<td>17-18</td>
</tr>
<tr>
<td>Public Service</td>
<td>18</td>
</tr>
<tr>
<td>Social Work</td>
<td>18</td>
</tr>
</tbody>
</table>
# LIU POST APPROVED PROGRAMS

## New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

## College of Arts, Communications & Design

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1002</td>
<td>BFA, MA</td>
</tr>
<tr>
<td>Art Education “B-12”</td>
<td>0831</td>
<td>BFA, MS</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>1099</td>
<td>BS</td>
</tr>
<tr>
<td>Arts Management</td>
<td>1099</td>
<td>BFA</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>0605</td>
<td>BFA</td>
</tr>
<tr>
<td>Clinical Art Therapy &amp; Counseling</td>
<td>1099</td>
<td>MA</td>
</tr>
<tr>
<td>Communications</td>
<td>0605</td>
<td>BS</td>
</tr>
<tr>
<td>Dance Studies</td>
<td>1008</td>
<td>BFA</td>
</tr>
<tr>
<td>Digital Arts and Design</td>
<td>1099</td>
<td>BFA</td>
</tr>
<tr>
<td>Digital Game Design &amp; Development</td>
<td>1099</td>
<td>BFA</td>
</tr>
<tr>
<td>Film</td>
<td>1010</td>
<td>BFA</td>
</tr>
<tr>
<td>Fine Arts &amp; Design</td>
<td>1001</td>
<td>MFA</td>
</tr>
<tr>
<td>Journalism</td>
<td>0602</td>
<td>BFA</td>
</tr>
<tr>
<td>Music</td>
<td>1004</td>
<td>BS, MA</td>
</tr>
<tr>
<td>Music Education (Birth - Grade 12)</td>
<td>0832</td>
<td>BM, MS</td>
</tr>
<tr>
<td>Music Technology, Entrepreneurship &amp; Technology</td>
<td>1099</td>
<td>BFA</td>
</tr>
<tr>
<td>Photography</td>
<td>1011</td>
<td>BFA</td>
</tr>
<tr>
<td>Theatre</td>
<td>1007</td>
<td>MFA</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>1007</td>
<td>BA, BFA</td>
</tr>
</tbody>
</table>

## College of Education, Information and Technology

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescence Education (Grades 7-12)</td>
<td>0803</td>
<td>MS</td>
</tr>
<tr>
<td>Adolescence Education (Grades 7-12): Pedagogy Only</td>
<td>0803</td>
<td>MS</td>
</tr>
<tr>
<td>Adolescence English Education and SWD Generalist Grades 7-12 (dual initial certification)</td>
<td>1501.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Biology</td>
<td>0401.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Chemistry</td>
<td>1905.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Earth Science</td>
<td>1917.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Mathematics</td>
<td>1701.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Social Studies</td>
<td>2201.01</td>
<td>BS</td>
</tr>
<tr>
<td>Art Education (B-Grade 12)</td>
<td>0831</td>
<td>BFA, MS</td>
</tr>
<tr>
<td>Childhood Education (Grades 1-6)</td>
<td>0802</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and Early Childhood Education (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Childhood Teaching Literacy (B - Gr 6) (dual certification)</td>
<td>0830</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and Special Education (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Childhood Education and Special Education (dual certification)</td>
<td>0802/0808</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and TESOL (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>0823</td>
<td>MS</td>
</tr>
<tr>
<td>Early Childhood Education and Childhood Education (dual certification)</td>
<td>0823</td>
<td>MS</td>
</tr>
<tr>
<td>Early Childhood Education and Special Education (dual initial certification)</td>
<td>0823</td>
<td>BS</td>
</tr>
<tr>
<td>Early Childhood Education and TESOL (dual initial certification)</td>
<td>0823</td>
<td>BS</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>0899</td>
<td>MS</td>
</tr>
<tr>
<td>Health Education and Physical Education (dual initial certification)</td>
<td>0837</td>
<td>BS</td>
</tr>
<tr>
<td>Information Studies</td>
<td>0702</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Interdisciplinary Educational Studies</td>
<td>0899</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>1601</td>
<td>MS</td>
</tr>
<tr>
<td>Library &amp; Information Science / various (dual degrees with NYU)</td>
<td>1601 / various</td>
<td>MS / MA</td>
</tr>
<tr>
<td>Library and Information Science, School Library Media</td>
<td>0899.01</td>
<td>MS</td>
</tr>
<tr>
<td>Literacy (Birth-Grade 6)</td>
<td>0830</td>
<td>MEd</td>
</tr>
<tr>
<td>Music Education (B-Grade 12)</td>
<td>0832</td>
<td>BM, MS</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0835</td>
<td>BS</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0826.01</td>
<td>MS</td>
</tr>
<tr>
<td>Special Education, B - Gr 2, Grades 1-6</td>
<td>0808</td>
<td>MEd</td>
</tr>
<tr>
<td>Speech-Language Pathology and Audiology</td>
<td>1220</td>
<td>BS</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>1220</td>
<td>MA</td>
</tr>
<tr>
<td>Students with Disabilities Generalist Grades 7-12</td>
<td>0808</td>
<td>MEd</td>
</tr>
<tr>
<td>TESOL (Teaching English to Speakers of Other Languages)</td>
<td>1508</td>
<td>MA</td>
</tr>
</tbody>
</table>

## College of Liberal Arts and Sciences

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescence Education (Grades 7-12)</td>
<td>0803</td>
<td>MS</td>
</tr>
<tr>
<td>Adolescence Education (Grades 7-12): Pedagogy Only</td>
<td>0803</td>
<td>MS</td>
</tr>
<tr>
<td>Adolescence English Education and SWD Generalist Grades 7-12 (dual initial certification)</td>
<td>1501.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Biology</td>
<td>0401.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Chemistry</td>
<td>1905.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Earth Science</td>
<td>1917.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Mathematics</td>
<td>1701.01</td>
<td>BS</td>
</tr>
<tr>
<td>Adolescence Education: Social Studies</td>
<td>2201.01</td>
<td>BS</td>
</tr>
<tr>
<td>Art Education (B-Grade 12)</td>
<td>0831</td>
<td>BFA, MS</td>
</tr>
<tr>
<td>Childhood Education (Grades 1-6)</td>
<td>0802</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and Early Childhood Education (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Childhood Teaching Literacy (B - Gr 6) (dual certification)</td>
<td>0830</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and Special Education (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Childhood Education and Special Education (dual certification)</td>
<td>0802/0808</td>
<td>MS</td>
</tr>
<tr>
<td>Childhood Education and TESOL (dual initial certification)</td>
<td>0802</td>
<td>BS</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>0823</td>
<td>MS</td>
</tr>
<tr>
<td>Early Childhood Education and Childhood Education (dual certification)</td>
<td>0823</td>
<td>MS</td>
</tr>
<tr>
<td>Early Childhood Education and Special Education (dual initial certification)</td>
<td>0823</td>
<td>BS</td>
</tr>
<tr>
<td>Early Childhood Education and TESOL (dual initial certification)</td>
<td>0823</td>
<td>BS</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>0899</td>
<td>MS</td>
</tr>
<tr>
<td>Health Education and Physical Education (dual initial certification)</td>
<td>0837</td>
<td>BS</td>
</tr>
<tr>
<td>Information Studies</td>
<td>0702</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Interdisciplinary Educational Studies</td>
<td>0899</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>1601</td>
<td>MS</td>
</tr>
<tr>
<td>Library &amp; Information Science / various (dual degrees with NYU)</td>
<td>1601 / various</td>
<td>MS / MA</td>
</tr>
<tr>
<td>Library and Information Science, School Library Media</td>
<td>0899.01</td>
<td>MS</td>
</tr>
<tr>
<td>Literacy (Birth-Grade 6)</td>
<td>0830</td>
<td>MEd</td>
</tr>
<tr>
<td>Music Education (B-Grade 12)</td>
<td>0832</td>
<td>BM, MS</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0835</td>
<td>BS</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0826.01</td>
<td>MS</td>
</tr>
<tr>
<td>Special Education, B - Gr 2, Grades 1-6</td>
<td>0808</td>
<td>MEd</td>
</tr>
<tr>
<td>Speech-Language Pathology and Audiology</td>
<td>1220</td>
<td>BS</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>1220</td>
<td>MA</td>
</tr>
<tr>
<td>Students with Disabilities Generalist Grades 7-12</td>
<td>0808</td>
<td>MEd</td>
</tr>
<tr>
<td>TESOL (Teaching English to Speakers of Other Languages)</td>
<td>1508</td>
<td>MA</td>
</tr>
</tbody>
</table>
### Actuarial Science
1799 BS

### Adolescence Education (Grades 7-12): (Biology, Earth Science, English, Mathematics, Social Studies or Spanish)
- Biology 0401.01 BS
- Chemistry 1905.01 BS
- Earth Science 1917.01 BS
- English 1501.01 BS
- Mathematics 1701.01 BS
- Social Studies 2201.01 BS

### Applied Behavior Analysis

### Applied Mathematics
1703 MS

### Behavior Analysis
2099 MS

### Biology
0401 BA, BS, MS

### Chemistry
1905 BA

### Clinical Psychology
2003 Psy.D.

### Economics
2204 BA

### English
1501 BA, MA

### Environmental Sustainability
0115 MS

### Forensic Science
1999.2 BS

### Genetic Counseling
0422 MS

### History
2205 BA, MA

### Interdisciplinary Studies
4901 BA, BS

### International Relations & Diplomacy
2210 BA

### Mathematics
1701 BS

### Mathematics and Physics
1799 BS

### Philosophy
1509 BA

### Physics
1902 BA

### Political Science
2207 BA, MA

### Psychology
2001 BA, BS, MA

### Sociology
2208 BA

### Information Management & Technology
0799 BS

### Information Systems
0702 MS

### Management Engineering
0913 MS

### Sports Management
0599 BS

### School of Health Professions and Nursing

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Science: Clinical Lab Science - Generalist</td>
<td>1299</td>
<td>BS</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>1299</td>
<td>MS</td>
</tr>
<tr>
<td>Cardiovascular Perfusion (with North Shore University Hospital / Northwell Health)</td>
<td>1223</td>
<td>MS</td>
</tr>
<tr>
<td>Clinical Laboratory Science</td>
<td>1299</td>
<td>MS</td>
</tr>
<tr>
<td>Dietetics (Dietetic Internship)</td>
<td>1306</td>
<td>Adv.Crt.</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>1203.1</td>
<td>MS</td>
</tr>
<tr>
<td>Food, Nutrition &amp; Wellness</td>
<td>1306</td>
<td>BS</td>
</tr>
<tr>
<td>Forensic Social Work</td>
<td>2104</td>
<td>Adv.Crt,</td>
</tr>
<tr>
<td>Health Administration</td>
<td>1202</td>
<td>MHA</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>1202</td>
<td>BS</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>1215</td>
<td>BS</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>5213</td>
<td>Crt.</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1201</td>
<td>BS</td>
</tr>
<tr>
<td>Nursing (4 year Generic)</td>
<td>1203.1</td>
<td>BS</td>
</tr>
<tr>
<td>Nursing (for RNs only)</td>
<td>1203.1</td>
<td>BS</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>1203.1</td>
<td>BS</td>
</tr>
<tr>
<td>Nutrition and Dietetics</td>
<td>1299</td>
<td>BS</td>
</tr>
<tr>
<td>Nutrition</td>
<td>0424</td>
<td>MS</td>
</tr>
<tr>
<td>Public Administration</td>
<td>2302</td>
<td>BS, MPA</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>1225</td>
<td>BS</td>
</tr>
<tr>
<td>Social Work</td>
<td>2104</td>
<td>BS, MSW</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>0104.0</td>
<td>BS</td>
</tr>
</tbody>
</table>

### College of Management

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>0502</td>
<td>BS, MS</td>
</tr>
<tr>
<td>Business Administration (Finance, International Business, Management, Management Information Systems or Marketing)</td>
<td>0506</td>
<td>BS</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0506</td>
<td>MBA</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0702</td>
<td>BS</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>2105</td>
<td>BA, MS</td>
</tr>
<tr>
<td>Data Analytics &amp; Strategic Business Intelligence</td>
<td>0703</td>
<td>MS</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>0509</td>
<td>BS</td>
</tr>
</tbody>
</table>
Board of Trustees

CHAIRMAN
Eric Krasnoff

SENIOR VICE CHAIR
Michael P. Gutnick '68

SECRETARY
Michael Best

MEMBERS
Rao Subba Anamolu
Roger L. Bahnik
Mark A. Boyar '65
Thomas M. Buonaiuto '87
Daniel B. Fisher '67
Peter W. Gibson '82

TRUSTEES EMERITI
John R. Bransfield, Jr.
Donald H. Elliott H’85
Eugene H. Luntey H’98
Theresa Mall Mullarkey
Thomas L. Pulling
Edward Travaglianti H’14
Rosalind P. Walter H’83

EX OFFICIO
Kimberly R. Cline

H - indicates honorary doctorate from LIU

Senior Leadership Team

Kimberly R. Cline
President
516-299-2501
kim.cline@liu.edu

George Baroudi
Vice President for Information Technology
516-299-3790
greg.baroudi@liu.edu

Michael Best
Chief University Counsel
516-299-4246
michael.best@liu.edu

William Biddle
Executive Director of Tilles Center for the Performing Arts
516-299-2357
william.biddle@liu.edu

Denise Dick
Chief Talent Officer
516-299-2522
denise.dick@liu.edu

Christopher Fevola '12
Vice President and Chief Financial Officer
516-299-2535
christopher.fevola@liu.edu

Gale Stevens Haynes '72, '76
Vice President of Academic Affairs, Brooklyn
Chief Operating Officer
718-488-1001
gale.haynes@liu.edu

Mary M. Lai ’42, H’86
B.S., M.S., D.H.L., D.B.
Senior Advisor and Treasurer Emerita
516-299-2502
mary.lai@liu.edu

Charles J. Rasberry
University Advancement
516-299-2784
charles.rasberry@liu.edu

Joseph L. Schaefer
Chief of Administration and Student Affairs
516-299-2463
joseph.schaefer@liu.edu

Ed Weis
Vice President of Academic Affairs, Post
516-299-2822
ed.weis@liu.edu

Deirdre Whitman
Vice President of University Admission
718-488-3411
deirdre.whitman@liu.edu

Randy Burd
Senior Vice President for Academic Affairs
516-299-2917
randy.burd@liu.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nassima Abdelli-Beruh</td>
<td>Associate Professor of Communication Sciences &amp; Disorders</td>
</tr>
<tr>
<td></td>
<td>D.E.U.G., University of Paris X (France); M.A., University of Paris X (France); Ph.D., The Graduate Center, CUNY</td>
</tr>
<tr>
<td>Shahla Marvizi Ahdout</td>
<td>Associate Professor of Mathematics</td>
</tr>
<tr>
<td></td>
<td>B.S., Arya-Mehr University of Technology; Ph.D., Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Iftikhar Ahmad</td>
<td>Associate Professor of Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>B.A., M.A., University of Peshawar (Pakistan); M.A., Brooklyn College, CUNY; M.A., The Graduate Center, CUNY; Ed.D., Teachers College, Columbia University</td>
</tr>
<tr>
<td>Patrick J. Aievoli</td>
<td>Director, Interactive Multimedia Arts; Associate Professor of Art</td>
</tr>
<tr>
<td></td>
<td>B.S., Buffalo, SUNY; M.A., Empire State College, SUNY</td>
</tr>
<tr>
<td>Benigno Alonso-Alvarez</td>
<td>Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td>PhD, University of Oviedo, Spain; M.S., University of Oviedo, Spain BCBAD-D, Spain</td>
</tr>
<tr>
<td>John Amato, Jr.</td>
<td>Associate Professor of Communication Sciences &amp; Disorders</td>
</tr>
<tr>
<td></td>
<td>B.A., Hofstra University; M.S., Ithaca College; Ed.M., Ed.D. Columbia University</td>
</tr>
<tr>
<td>Jeanie Attie</td>
<td>Associate Professor of History</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Pittsburgh; M.A., M.A., M.Phil., Ph.D., Columbia University</td>
</tr>
<tr>
<td>Selenay Ayta</td>
<td>Associate Professor, Library; Technical Services</td>
</tr>
<tr>
<td></td>
<td>B.L.D.S., Istanbul University; M.B.A., Isik University; Ph.D., LIU Post</td>
</tr>
<tr>
<td>Beatrice Baaden</td>
<td>School Library Program Director; Associate Professor of Library and Information Science</td>
</tr>
<tr>
<td></td>
<td>B.A., St. John's University; M.A., Adelphi University; M.S., LIU Post; C.A.S.; P.D., Ed.D., Hofstra University</td>
</tr>
<tr>
<td>Helen C. Ballestas</td>
<td>Director, Undergraduate Nursing Program; Associate Professor of Nursing</td>
</tr>
<tr>
<td></td>
<td>B.S.N., M.S., Molloy College; Post-M.S.-A.N.P., Adelphi University; Ph.D., Capella University; R.N., ANP-BC</td>
</tr>
<tr>
<td>Tong Bao</td>
<td>Assistant Professor of Marketing and International Business</td>
</tr>
<tr>
<td></td>
<td>B.E., Shanghai Jiaotong University (China); M.S., Simon Fraser University (Canada); Ph.D., Johnson Graduate School of Management, Cornell University</td>
</tr>
<tr>
<td>Marietta Barretti</td>
<td>Associate Professor of Social Work</td>
</tr>
<tr>
<td></td>
<td>A.A., Queensborough Community College; B.S.S.W., M.S.W., Adelphi University; D.S.W., Hunter College, CUNY</td>
</tr>
<tr>
<td>Robert L. Battenfeld</td>
<td>Professor, Library; Head, Periodicals Department</td>
</tr>
<tr>
<td></td>
<td>B.A., New Paltz, SUNY; M.L.S., Queens College, CUNY; M.S., M.P.A., LIU Post</td>
</tr>
<tr>
<td>James P. Bednarz</td>
<td>Professor of English</td>
</tr>
<tr>
<td></td>
<td>B.A., M.A., M.Phil., Ph.D., Columbia University</td>
</tr>
<tr>
<td>Geoffrey C. Berresford</td>
<td>Professor Emeritus of Mathematics</td>
</tr>
<tr>
<td></td>
<td>B.A., Lawrence University; M.S., Ph.D., New York University</td>
</tr>
<tr>
<td>Margaret F. Boorstein</td>
<td>Department Chair and Director, Graduate Program, Earth and Environmental Science Department; Professor of Geography</td>
</tr>
<tr>
<td></td>
<td>A.B., Barnard College, Columbia University; M.A., M.Phil., Ph.D., Columbia University</td>
</tr>
<tr>
<td>Arvind Borde</td>
<td>Senior Professor of Mathematics</td>
</tr>
<tr>
<td></td>
<td>B.S., Bombay University; M.A., Ph.D., Stony Brook, SUNY</td>
</tr>
<tr>
<td>Mary Kathleen Boyd-Byrnes</td>
<td>Associate Professor, Library; Reference Services</td>
</tr>
<tr>
<td></td>
<td>B.A., Geneseo, SUNY; M.S.L.I.S., M.S., LIU Post</td>
</tr>
<tr>
<td>Carol M. Boyer</td>
<td>Department Chair; Associate Professor of Finance</td>
</tr>
<tr>
<td></td>
<td>B.S., Trinity University; M.B.A., Texas State University; Ph.D., Florida State University</td>
</tr>
<tr>
<td>Pamela Brodlie</td>
<td>Director of Field Education, Social Work</td>
</tr>
<tr>
<td></td>
<td>M.S.W., Adelphi University; B.A., M.S., Albany, SUNY</td>
</tr>
<tr>
<td>Theodore J. Brummel</td>
<td>Department Chair; Associate Professor of Biology</td>
</tr>
<tr>
<td></td>
<td>B.A., Transylvania University; Ph.D., University of California at Irvine</td>
</tr>
<tr>
<td>Jeremy A. Buchanan</td>
<td>Pre-Law Advisor; Associate Professor of Political Science</td>
</tr>
<tr>
<td></td>
<td>B.A., Columbia University; M.A., Ph.D., Stanford University</td>
</tr>
<tr>
<td>Pasquale Buffolino</td>
<td>Research Coordinator of Forensic Science</td>
</tr>
<tr>
<td></td>
<td>B.S., M.S., Adelphi University; M.Phil., Ph.D., CUNY</td>
</tr>
<tr>
<td>Jerrilynn Burrowes</td>
<td>Department Chair; Full Professor of Nutrition</td>
</tr>
<tr>
<td></td>
<td>B.A., Fisk University; M.S., Ph.D., New York University; R.D., C.D.N.</td>
</tr>
<tr>
<td>Michael M. Byrne</td>
<td>Associate Professor of Educational Leadership, Technology and Administration Co-Director, Educational Technology Programs</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Notre Dame; M.A., Ph.D., Michigan State University</td>
</tr>
<tr>
<td>Orly Calderon</td>
<td>Associate Professor of Social Work</td>
</tr>
<tr>
<td></td>
<td>B.A., LIU Southampton; M.A., Teachers College, Columbia University; M.S., Psy.D., Hofstra University</td>
</tr>
<tr>
<td>Tracy Callender</td>
<td>Assistant Professor of Biology</td>
</tr>
<tr>
<td></td>
<td>B.A., Hunter College, CUNY; Ph.D., Stony Brook, SUNY</td>
</tr>
<tr>
<td>Carol Campbell</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td></td>
<td>A.B., University of North Carolina at Chapel Hill; M.A., New York University; M.A., Ph.D., University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>Anthony Capetandes</td>
<td>Director of Clinical Laboratory Sciences; Associate Professor of Biomedical Sciences</td>
</tr>
<tr>
<td></td>
<td>B.S., LIU Post; M.S., Ph.D., New York Medical College; MT (ASCP)</td>
</tr>
</tbody>
</table>
Scott Carlin
Associate Professor of Geography
B.A., Brandeis University;
Ph.D., Clark University

Jean Carlonusto
Director, Television Studio;
Professor of Communications
B.F.A., LIU Post;
M.P.S., Tisch School of the Arts, New York University

Scott Carlin
Associate Professor of Geography
B.A., Brandeis University;
Ph.D., Clark University

Jean Carlonusto
Director, Television Studio;
Professor of Communications
B.F.A., LIU Post;
M.P.S., Tisch School of the Arts, New York University

Visalam Chandrasekaran
Full Professor of Biomedical Sciences
M.D., Stanley Medical College, Madras University;
American Board of Pathology (Anatomic and Clinical Pathology);
American Board of Pathology (Blood Banking/Transfusion Medicine)

T. Steven Chang
Department Chair;
Professor of Marketing and International Business
B.S., M.B.A., National Cheng Kung University (Taiwan);
Ph.D., National Chengchi University (Taiwan);
Ph.D., George Washington University

Genevieve Chinn
Program Director, Music History Studies;
Professor of Music
B.S., M.A., Ph.D., Columbia University

Valerie Clayman-Pye
Assistant Professor of Theatre
B.A., SUNY at Stonybrook;
M.F.A., Brooklyn College, CUNY;
M.F.A., University of Exeter;
Ph.D., University of Exeter

Haeryun Choi
Department Chair
Associate Professor of Curriculum & Instruction
B.A., Seoul National University (South Korea);
M.Ed., Buffalo, SUNY;
Ph.D., University of Illinois at Urbana-Champaign

Heting Chu
Professor of Library and Information Science
B.A., Peking University;
M.L.I.S., McGill University;
Ph.D., Drexel University

Paul J. Ciborowski
Associate Professor of Counseling & Development
B.A., University of Dayton;
M.A., New York University;
Ph.D., Fordham University

Rachel Cloward
Assistant Professor of Health Sciences
B.S., B.A., Boston University;
M.S., M.B.A., LIU Post;
R.H.L.T.

Marco Codebò
Professor of Foreign Languages
Laurea in Philosophy, Laurea in Italian Literature, University of Genoa (Italy);
Ph.D., University of California at Santa Barbara

Lynn Cohen
Professor of Teaching and Learning
B.S., New Paltz, SUNY;
M.S., Johns Hopkins University;
Ph.D., Fordham University

James J. Colangelo
Department Chair;
Associate Professor of Counseling & Development
B.A., Manhattan College;
M.S.Ed., St. John’s University;
P.D., LIU Post;
Psy.D., California Southern University

Marie M. Colin-Eugene
Director, Health Information Management Program;
Assistant Professor of Health Sciences
A.A.S., Borough of Manhattan Community College;
B.S., SUNY College of Health Related Professions;
M.P.A., LIU Brooklyn;

Charles Conover
Department Chair;
Program Director, Digital Art and Design;
Professor of Art
B.F.A., New York Institute of Technology;
M.A., New York University

Ramiro Corbetta
Program Director, Digital Game Design and Development;
Assistant Professor of Digital Game Design and Development
B.A., Columbia University;
M.F.A., Parsons

Manoj Dalvi
Professor of Finance
B.Com., Sydeham College, University of Bombay;
J.D., Government Law College, University of Bombay (India);
LL.M., Harvard Law School;
Ph.D., Columbia University

Albert De Vivo
Professor of Foreign Languages
B.A., Lehman College, CUNY;
M.A., Ph.D., Rutgers University

Jennifer Darcy
Assistant Professor of Nursing
B.S., M.S.N., Ph.D., Molloy College;
R.N., PNP-BC

Richard Del Rosso
Associate Professor of Art
B.F.A., M.A., LIU Post

Joseph Despres
Ed.D., Teachers College, Columbia University
M.S., Long Island University
B.A., Cathedral College/Seminary of the Immaculate Conception

Jay Diehl
Associate Professor of History B.A., Illinois Wesleyan University;
M.A., University of Chicago;
Ph.D., New York University

Marc J. Diener
Associate Professor of Psychology
B.A., Yeshiva University;
M.A., Ph.D., Adelphi University

Joan Digby
Director, Honors College and Merit Fellowship;
Professor of English
B.A., New York University;
M.A., University of Delaware;
Ph.D., New York University

Victor J. DiVenere
Associate Professor of Geology
B.A., B.S., M.S., University of Florida;
M.Phil., Ph.D., Columbia University

Arnold Dodge
Department Chair;
Associate Professor of Educational Leadership, Technology and Administration
B.A., Stony Brook, SUNY;
M.S., LIU Post;
Ph.D., New York University

Robert Domingo
Department Chair;
Associate Professor of Communication Sciences & Disorders
B.A., Lock Haven University;
M.A., West Virginia University;
Ph.D., Pennsylvania State University
Abby Dress  
*Director, Public Relations Program; Associate Professor of Communications*

B.A., Hofstra University;  
M.B.A., Dowling College

---

James Dunne  
*Associate Professor of Teaching and Learning*

B.A., Stony Brook, SUNY;  

---

Cary Epstein  
*NTTA Instructor, Teaching and Learning*

B.A., University at Albany, State University of New York;  
M.S., Hofstra University

---

Thomas R. Fahy  
*Director, Graduate Program, English Department; Director, American Studies Program; Professor of English*

B.A., University of California at Davis;  
M.A., Ph.D., University of North Carolina at Chapel Hill

---

Vladimir E. Fainzilberg  
*Professor of Chemistry*

M.S., Moscow Institute of Physics and Technology;  
Ph.D., Kishinev State University

---

Kathleen M. Feeley  
*Director, Center for Community Inclusion; Professor of Teaching and Learning*

B.A., M.S., St. John’s University;  
Ph.D., University of Minnesota

---

Eva L. Feindler  
*Professor of Psychology*

B.A., Mount Holyoke College;  
M.A., Ph.D., West Virginia University

---

Susan Fife-Dorchak  
*Professor of Computer Science and Management Engineering*

B.S., Massachusetts Institute of Technology;  
M.S., LIU Post;  
Ph.D., Nova Southeastern University

---

Carl L. Figliola  
*Department Chair; Professor of Health Care and Public Administration*

B.A., LIU Brooklyn;  
M.A., Ph.D., New York University

---

Morrey A. Forman  
*Associate Professor of Health Care and Public Administration*

B.A., Staten Island Community College, CUNY;  
B.A., City College, CUNY;  
M.P.A., Baruch College, CUNY;  
Ph.D., New York University

---

Barbara R. Fowles  
*Department Chair; Professor of Communications*

B.A., Barnard College, Columbia University;  
M.A., Ph.D., Yeshiva University

---

Jon Fraser  
*Program Director of Graduate Studies; Professor of Theatre and Film*

B.A., Columbia University;  
M.F.A., Fordham University

---

Erica Frouman-Smith  
*Associate Professor of Foreign Languages*

B.A., University of Massachusetts at Amherst;  
M.A., University of Wisconsin at Madison;  
Ph.D., University of New Mexico at Albuquerque

---

Nancy Frye  
*Chair, Psychology Department; Professor of Psychology*

B.A., New College;  
M.S., Texas Tech University;  
Ph.D., University of Florida

---

Lisa Garcia  
*Assistant Professor of Nursing*

B.S., University of Wisconsin;  
M.S., SUNY Stony Brook;  
R.N., ANP-BC

---

Cara Gargano  
*Department Chair; Professor of Theatre, Dance & Arts Management*

B.A., M.A., University of Rochester;  
Ph.D., The Graduate Center, CUNY;  
New York School of Ballet

---

Nancy Gathy  
*Clinical Coordinator, Medical Imaging Program*

B.S., LIU Post;  
RT(R)

---

Crystal George-Moses  
*Director of Field Education, Social Work*

B.S., Syracuse University;  
M.S.W., Fordham University

---

Benjamin Gerdes  
*Assistant Professor of Communications*

B.A., Brown University;  
M.F.A., Hunter College, CUNY

---

Elissa Giffords  
*Full Professor of Social Work*

A.A., Nassau Community College;  
B.A., Hofstra University;  
M.S.W., D.S.W., Adelphi University

---

Geoffrey D. Goodman  
*Associate Professor of Psychology*

B.S., Massachusetts Institute of Technology;  
M.A., Columbia University;  
Ph.D., Northwestern University

---

Elizabeth Granitz  
*Associate Professor of Economics*

B.A., Cornell University;  
M.A., Ph.D., University of California at Los Angeles

---

Anke Grosskopf  
*Director, Graduate Program, Political Science; Associate Professor of Political Science and International Studies*

B.A., University of Mannheim;  
M.A., Ph.D., University of Pittsburgh

---

Sheila A. Sidlett Gunther  
*Associate Professor of Foreign Languages*

B.A., M.A., University of Pennsylvania

---

Kristina Habermann  
*Assistant Director, Genetic Counseling Program*

MBA, MIT Sloan School of Management, Cambridge, MA M.S., Mount Sinai School of Medicine of New York University, New York, NY  
B.S., Georgetown University, Washington, DC

---

Cheryl Halliburton-Beatty  
*Associate Professor of Dance*

B.A., Boston University; M.A., LIU Post

---

Margaret Hallissy  
*Professor of English*

B.A., St. John’s University;  
M.A., Ph.D., Fordham University

---

Daniel Hanley  
*Assistant Professor of Biology*

B.A., Cornell University;  
M.S., Bucknell University;  
Ph.D., University of Windsor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izhar Haq</td>
<td>Assistant Professor of Accounting; B.S., University of Miami; M.S., Nova Southeastern University; M.B.A., Indiana University; Ph.D., Florida International University</td>
</tr>
<tr>
<td>Francis T. Harten</td>
<td>Director of Forensic Science Program; B.S., Fordham University; M.S., Touro College; NYPD Crime Scene Detective (retired); Crime Laboratory Detective Serologist (retired)</td>
</tr>
<tr>
<td>Kent Hatch</td>
<td>Associate Professor of Biology; B.S., Brigham Young University; M.S., Ph.D., University of Wisconsin at Madison</td>
</tr>
<tr>
<td>Steven G. Heim</td>
<td>Associate Professor of Computer Science; B.A., M.S., LIU Post; D.M.A., Stony Brook, SUNY</td>
</tr>
<tr>
<td>Alexander Henderson</td>
<td>Associate Professor of Health Care and Public Administration; B.A., M.P.A., Villanova University; Ph.D., Rutgers University, Newark</td>
</tr>
<tr>
<td>Willie Hiatt</td>
<td>Associate Professor of History; B.A., University of Kentucky; M.A., Tulane University; Ph.D., University of California at Davis</td>
</tr>
<tr>
<td>Katherine C. Hill-Miller</td>
<td>Professor of English; B.A., Fordham University; M.A., M.Phil., Ph.D., Columbia University</td>
</tr>
<tr>
<td>Melissa J. Hinton</td>
<td>Associate Professor, Library; Assistant Dean, Technical &amp; Digital Services; B.A., Oswego, SUNY; M.S.L.S., M.A., LIU Post; D.A., St. John’s University</td>
</tr>
<tr>
<td>Jeffrey Hoops</td>
<td>Assistant Professor of Accounting; B.B.A., Hofstra University; M.S., LIU Post</td>
</tr>
<tr>
<td>David Hugo</td>
<td>Assistant Professor of Musical Theatre; B.F.A., Syracuse University; M.A., LIU Post</td>
</tr>
<tr>
<td>Gregory S. Hunter</td>
<td>Director, Doctor of Philosophy in Information Studies Program; Director, Certificate Program in Archives and Records Management; Professor of Library and Information Science; B.A., St. John’s University; M.A., M.Phil., Ph.D., New York University</td>
</tr>
<tr>
<td>Mary Infantino</td>
<td>Department Chair; Associate Professor of Nursing; B.S., Molloy College; M.S., Ph.D., Adelphi University; R.N., A.N.P.-B.C.</td>
</tr>
<tr>
<td>Kathy Keenan Isoldi</td>
<td>Associate Professor of Nutrition; B.A., Queens College; M.S., Ph.D., New York University; R.D., C.D.E.</td>
</tr>
<tr>
<td>David Jalajas</td>
<td>Associate Professor of Management; A.B., Occidental College; M.S., San Jose State University; Ph.D., Stanford University</td>
</tr>
<tr>
<td>Daniel Jacobsen</td>
<td>Assistant Professor of Nursing; B.S., Molloy College; M.S.-F.N.P., SUNY Stony Brook University; R.N., FNP-C</td>
</tr>
<tr>
<td>David Junk</td>
<td>Assistant Professor of Library and Information Science; B.A., Northeastern University; M.S., Simmons College; M.S., Baruch College, CUNY; Ph.D., LIU Post</td>
</tr>
<tr>
<td>Estelle Kamler</td>
<td>Professor of Educational Leadership, Technology and Administration; B.A., M.A., Queens College, CUNY; Ed.D., Hofstra University</td>
</tr>
<tr>
<td>Jeffrey Kane</td>
<td>Professor of Education, Teaching and Learning; B.S., Queens College; M.A., Adelphi University; Ph.D., New York University</td>
</tr>
<tr>
<td>Kathleen Keefe-Cooperman</td>
<td>Associate Professor of Counseling &amp; Development; B.A., Rhode Island College; M.A., Pace University; M.S., Psy.D., University of Hartford</td>
</tr>
<tr>
<td>Robert Keisner</td>
<td>Professor of Psychology; B.A., LIU Post; M.A., Brooklyn College, CUNY; Ph.D., University of Massachusetts</td>
</tr>
<tr>
<td>Patrick J. Kennelly</td>
<td>Associate Dean, College of Liberal Arts &amp; Sciences; Professor of Geography; B.S., Allegheny College; M.S., University of Arizona; Ph.D., Oregon State University</td>
</tr>
<tr>
<td>Christine Kerr</td>
<td>Director, Art Therapy; Associate Professor of Art; B.A., Finch College; M.A., University of San Francisco; Ph.D., Saybrook Graduate School</td>
</tr>
<tr>
<td>Susan Ketcham</td>
<td>Professor, Library; Instructional Media Center; B.S., Slippery Rock University; M.S.L.S., M.S.Ed., LIU Post</td>
</tr>
<tr>
<td>Lawrence Kirschenbaum</td>
<td>Associate Professor, Library Periodicals Department; B.S., City College, CUNY; M.L.S., Columbia University; M.S., Brooklyn College, CUNY; M.S., Manhattan College</td>
</tr>
<tr>
<td>Stanley Klein</td>
<td>Professor of Political Science; A.B., M.A., Ph.D., New York University</td>
</tr>
<tr>
<td>Danielle Knafo</td>
<td>Professor of Psychology; B.A., M.A., Tel Aviv University; Ph.D., The Graduate Center, CUNY</td>
</tr>
<tr>
<td>Loretta Knap</td>
<td>Deputy Vice President for Academic Affairs; Associate Professor of Nursing; B.S.N., Downstate Medical Center, SUNY; M.A., Ph.D., New York University; R.N.</td>
</tr>
<tr>
<td>Nada Kobeissi</td>
<td>Associate Professor of Management; B.S., University of Houston; M.I.M., Baylor University; M.B.A., Ph.D., Rutgers University</td>
</tr>
<tr>
<td>John J. Koschel</td>
<td>Associate Professor of Film; B.A., Hamilton College; M.F.A., New York University</td>
</tr>
</tbody>
</table>
Louisa Kramer-Vida  
Associate Dean, College of Education, Information and Technology; Associate Professor of Special Education and Literacy  
B.A., Marymount Manhattan College; M.A., Manhattan College; C.A.S. P.D., Ed.D., Hofstra University

Harvey Wolf Kushner  
Department Chair; Professor of Cyber Analytics & Criminal Justice  
B.A., Queens College, CUNY; M.A., Ph.D., New York University

Melissa Labos  
Assistant Professor of Health Sciences  
B.S., Binghamton University; M.P.A., LIU Post; RT(R)

Catherine Larkin  
Associate Professor, Library; Head, Digital Initiatives and the Art Image Library  
B.A., LIU Post; M.A., Queens College, CUNY; Ph.D., LIU Post

Margaret M. Laskowski  
Assistant Professor of Communication Sciences and Disorders  
B.S., College of New Jersey; M.S., M.Ed., Ph.D., Columbia University

Seung Lee  
Director, Graduate Studies and Fine Arts; Professor of Art  
B.F.A., Maryland Institute of Art; M.F.A., Pratt Institute

Seung Yeon Lee  
Art Therapy Program Associate Professor of Art  
B.S., Yonsei University; M.A., New York University; Ed.D., Columbia University

Paula E. Lester  
Director, Doctor of Education in Interdisciplinary Educational Studies Program; Senior Professor of Educational Leadership, Technology and Administration  
B.A., M.A., Lehman College, CUNY; M.S., Pace University; Ph.D., New York University

Carolyn Schurr Levin  
Assistant Professor of Journalism  
B.A., Johns Hopkins University; J.D., The University of Chicago Law School

Gavielle Levine  
Associate Professor of Teaching and Learning  
B.A., Barnard College, Columbia University; M.A., Ph.D., Teachers College, Columbia University

Robert Levitt  
Associate Professor of Teaching and Learning  
B.S., University of Bridgeport; M.A., P.D., Hofstra University

Niria E. Leyva-Gutierrez  
Assistant Professor of Art History and Museum Studies  
B.A., Tufts University; M.A., Ph.D., Institute of Fine Arts (NYU)

Eric Lichten  
Professor of Sociology  
B.A., Queens College, CUNY; M.Phil., Ph.D., The Graduate Center, CUNY

Steven Liebling  
Professor of Physics  
B.A., Brown University; M.A., Ph.D., University of Texas at Austin

Vincent M. Livoti  
Assistant Professor, Palmer School of Library and Information Science  
B.A., Massachusetts State University System at Framingham; M.A., Richmond International University, London; M.L.I.S. Simmons College; Ph.D., Union Institute and University

Jossef Losonczy  
Professor of Mathematics  
B.A., New York University; Ph.D., Massachusetts Institute of Technology

Arthur Lothstein  
Professor of Philosophy  
B.A., Queens College, CUNY; M.A., Ph.D., New York University

John Lutz  
Department Chair; Associate Professor of English  
B.A., M.A., LIU Post; Ph.D., Stony Brook, SUNY

Glenn Magee  
Professor of Philosophy  
B.A., George Mason University; M.A., Ph.D., Emory University

Christopher Malinowski  
Associate Professor of Computer Science and Management Engineering  
B.S., John Jay College of Criminal Justice; M.S., LIU Post

Laura Manzari  
Associate Professor, Library; Head, Library and Information Science Reference Services  
B.A., M.L.S., Queens College, CUNY; J.D., St. John’s University

Susan Marks  
Director, Family Nurse Practitioner Program; Assistant Professor of Nursing  
B.S.N., M.S.-A.N.P., Adelphi University; D.N.P., SUNY University of Buffalo; R.N., A.N.P.

James W. McRoy  
Program Director, Wind Bands; Professor of Music  
B.A., M.S., Aaron Copland School of Music, Queens College, CUNY; D.A., Ball State University

Andrea Sabatini McLaughlin  
Associate Professor, Teaching and Learning  
B.S., Stony Brook, SUNY; M.S., Queens College, CUNY; Ph.D., The Pennsylvania State University

Karin A. Melkonian  
Pre-Medical Sciences Advisor; Professor of Biology  
B.A., Connecticut College; Ph.D., Stony Brook, SUNY

Barbara Ann M. Messina  
Assistant Professor of Nursing  
B.S.N., LIU Post; M.S., A.N.P., Stony Brook, SUNY; Ph.D., Adelphi University; R.N., A.N.P.

Elizabeth Mezick  
Associate Professor, Library; Reference Services  
B.B.A., Adelphi University; M.S.L.S., M.S., LIU Post

Jennifer Scott Miceli  
Department Chair; Program Director, Music Education; Professor of Music  
B.M., Hart School of Music, University of Hartford; M.M., Ph.D., Eastman School of Music, University of Rochester

Edmund Miller  
Senior Professor of English  
B.A., LIU Post; M.A., Ohio State University; Ph.D., Stony Brook, SUNY
Ronald Minge  
*Professor of Teaching and Learning*
B.A., Western Washington College;  
M.A., Ph.D., Washington State University

Panos Mourdoukoutas  
*Professor of Economics*
B.A., University of Salonica;  
M.A., Florida Atlantic University;  
Ph.D., Stony Brook, SUNY

Kimberly Mullins  
*Assistant Professor, Library; Instructional Design Librarian*
B.A., Geneseo, SUNY;  
M.S., New York Institute of Technology;  
M.S.L.I.S., LIU Post

Laura Bock Mullins  
*Assistant Professor of Health Care and Public Administration*
B.A., Villanova University;  
M.A., Columbia University;  
M.M. (Musci), New Jersey City University;  
Ph.D., Rutgers University

Muhammad Muslih  
*Professor of Political Science*
M.A., American University of Beirut;  
M.Phil., Ph.D., Columbia University

Suzanne Nalbantian  
*Professor of English*
B.A., Barnard College, Columbia University;  
M.A., M.Phil., Ph.D., Columbia University

Ilene L. Nathanson  
*Department Chair; Full Professor of Social Work Director, Master of Social Work Program; Director, Center of Aging; B.S., Cornell University; M.S.W., D.S.W., Yeshiva University*

John C. Neill  
*Associate Professor of Psychology*
B.A., University of California at San Diego;  
M.A., Ph.D., Boston University

Lori Newman  
*Assistant Clinic Director, Ludge Speech and Hearing Center*
B.A., Saint Joseph's College;  
M.A. Saint John's University

Martin L. O'Connor  
*Associate Professor of Cyber Analytics & Criminal Justice*
B.A. LIU Post;  
J.D., Hofstra University

Terence O'Daly  
*Associate Professor of Art*
B.F.A., LIU Southampton;  
M.A., New York Institute of Technology

John O'Hare  
*Assistant Professor of Health Sciences*
B.A., M.S., Adelphi University;  
RT (R)

Karen Ogulnick  
*Associate Professor of Teaching and Learning*
B.S., Plattsburgh, SUNY;  
M.A., Hunter College, CUNY;  
Ph.D., New York University

Frank Olt  
*Program Director, Ceramics; Professor of Art*
B.F.A., M.F.A., LIU Post

Camilo Ortiz  
*Associate Professor of Psychology*
B.S., Cornell University;  
M.A., Ph.D., University of Massachusetts at Amherst

Dennis A. Pahl  
*Professor of English*
B.A., Albany, SUNY;  
M.A., Ph.D., Buffalo, SUNY

Shailendra Palvia  
*Professor of Management Information Systems*
B.S., Indian Institute of Technology;  
M.B.A., Ph.D., University of Minnesota

Lawrence Paretta  
*Assistant Professor, Library; Reference Services; Coordinator of Instruction*
B.A., Hofstra University;  
M.S.L.I.S., LIU Post;  
M.C. J., Boston University

Heather Parrott  
*Chair, Social Sciences Associate Professor of Sociology*
B.S., College of Charleston;  
M.A., Ph.D., University of Georgia

Arlene Pelto  
*Assistant Professor of Public Relations*
B.B.A., University of Massachusetts;  
M.B.A., Lehigh University

J. Ferrando Peña  
*Director, Rare Books and Special Collections Instructor of Library and Information Science*
B.A., Stanford University;  
M.A., Graduate Theological Union;  
M.A., Harvard University;  
M.L.S., Rutgers University

Glynis Pereyra  
*Associate Dean, College of Liberal Arts and Sciences; Director, Interdisciplinary Studies Program*
B.A., Kutztown State University of Pennsylvania;  
Ph.D., University of Maryland

Lena Perez  
*Assistant Professor, Health Care & Public Administration*
B.A., Albany, SUNY;  
M.S., LIU Post;  
Psy.D., St. John's University

Ilene Persoff  
*Associate Professor of Accounting*
B.A., Brandeis University;  
M.S., LIU Post;  
C.P.A.

Roger Pierangelo  
*Professor of Teaching and Learning*
B.S., St. John's University;  
M.S.Ed., P.D., Queens College;  
Ph.D., Yeshiva University

Cynthia Kent Pierce  
*Director, Dietetic Internship Program; B.S., M.S. LIU Post; Certificate of Advanced Studies, Dietetics, LIU Post; R.D.N., C.D.N.*

E. Mark Pires  
*Professor of Geography*
B.A., University of Vermont;  
M.A., Ph.D., Michigan State University

Joseph Piro  
*Professor of Teaching and Learning*
B.A., St. Francis College;  
M.A., Queens College, CUNY;  
M.S., Fordham University;  
M.A., Ph.D., Teachers College, Columbia University

Louis Pisha  
*Associate Professor, Library; Head, Interlibrary Loan*
A.A., Rockland Community College;  
B.A., Geneseo, SUNY;  
M.L.S., Rutgers University;  
D.L.S., Columbia University

Patrizia Porrini  
*Associate Professor of Management*
B.S., M.B.A., New York University;  
Ph.D., Leonard N. Stern School of Business, New York University

Maria Porter  
*Director of Theatre; Professor of Theatre*
B.A., M.F.A., University of California, San Diego
Manju Prasad-Rao  
Associate Professor, Library;  
Head, Instructional Media Center  
B.A., Mount Carmel College (India);  
M.A., Central College (India);  
M.S., Indiana University;  
M.S.L.S., M.S., LIU Post

Jonathan Procter  
Assistant Professor of Counseling and Development  
B.S., Ohio University;  
M.S., Swansea University (United Kingdom);  
Ph.D., Ohio University

Nicholas J. Ramer  
Associate Professor of Chemistry  
B.S., B.S., LIU Post;  
Ph.D., University of Pennsylvania

P.M. Rao  
Professor of Marketing and International Business  
B.A., University of Madras;  
M.B.A., University of Toledo;  
Ph.D., Leonard N. Stern School of Business, New York University

Shaireen Rasheed  
Professor of Teaching and Learning  
B.A., Stony Brook, SUNY;  
M.A., New School for Social Research;  
M.A., Ph.D., Teachers College, Columbia University

Jill H. Rathus  
Professor of Psychology  
B.A., Cornell University;  
M.A., Ph.D., Stony Brook, SUNY

Edward R. Raven, Jr.  
Assistant Professor of Health Sciences  
A.A.S., SUNY Farmingdale;  
B.S., M.B.A., St. Joseph’s College;  
RT(R)

Winn Rea  
Chair, Art  
Director, Art Foundation;  
Associate Professor of Art  
B.F.A., James Madison University;  
M.F.A., University of Iowa

R.H. Red Owl  
Professor of Educational Leadership, Technology and Administration  
A.B., Erskine College;  
M.P.A., Georgia State University;  
Ph.D., University of Georgia

D. Corbett Redden  
Director, Graduate Program, Mathematics Department;  
Associate Professor of Mathematics  
B.A., Rice University;  
M.S., Ph.D., University of Notre Dame

Jeong-eun Rhee  
Professor of Teaching and Learning  
B.A., Ewha Women’s University;  
M.A., West Virginia University;  
Ph.D., Ohio State University

Eduardo Rivera, Jr.  
Assistant Professor, Library;  
Head, Reference Services  
B.A., B.A., Stony Brook, SUNY;  
M.S., Hofstra University;  
M.S.L.I.S., LIU Post

Lisa Robinson  
Associate Professor of Film  
B.A., University of California at Berkeley;  
M.F.A., New York University

Jennifer Rogers-Brown  
Associate Professor of Sociology  
B.A., University of California at Irvine;  
M.A., Ph.D., University of California at Santa Barbara

Jorge Rosario-Vélez  
Professor of Foreign Languages  
B.A., M.A., Inter-American University of Puerto Rico;  
Ph.D., Stony Brook, SUNY

Rebecca Rosner  
Director, School of Professional Accountancy;  
Professor of Accounting  
B.S., B.B.A., Brooklyn College;  
M.B.A., Ph.D., Baruch College, CUNY;  
C.P.A.

Grace Rossi  
Professor of Psychology  
B.A., Susquehanna University;  
M.A., Hunter College, CUNY;  
Ph.D., The Graduate School, CUNY

Sheldon N. Rothman  
Department Chair;  
Professor of Mathematics  
B.A., M.A., Queens College, CUNY;  
Ph.D., The Graduate Center, CUNY

Udayan Roy  
Professor of Economics  
B.Sc., Presidency College, Calcutta University;  
Ph.D., Stony Brook, SUNY

David Rozenshtein  
Associate Professor of Computer Science  
B.S., M.S., Ph.D., Stony Brook, SUNY

Joyce Rubenstein  
Director, Ladge Speech and Hearing Center  
B.A., M.A., Hofstra University;  
Ph.D., New York University

Wendy A. Ryden  
Coordinator, Writing Across the Curriculum;  
Associate Professor of English  
B.A., Drew University;  
M.F.A., Brooklyn College, CUNY;  
Ph.D., The Graduate Center, CUNY

Joseph Sanacore  
Professor of Teaching and Learning  
B.A., Adelphi University;  
M.A., New York University;  
M.S., LIU Post;  
P.D., Ed.D., Hofstra University

Scott Santagata  
Associate Professor of Biology  
B.S., University of Rhode Island;  
M.S., American University;  
Ph.D., University of Southern California

Vinaya Sampath  
Assistant Professor of Biomedical Sciences  
B.S., University of Mumbai (India);  
M.S., Ph.D., Indian Institute of Science (India)

Kristin Schaefer-Schiuho  
Professor of Counseling & Development  
B.S., Cornell University;  
M.S., Ph.D., Fordham University

Bette E. Schneiderman  
Associate Professor of Educational Leadership, Technology and Administration  
Associate Professor, Palmer School of Library and Information Sciences  
Co-Director, Educational Technology Programs  
B.A., M.A., Syracuse University;  
Ph.D., Hofstra University

William A. Schutt, Jr.  
Professor of Biology  
B.A., LIU Post;  
M.A., Geneseo, SUNY;  
Ph.D., Cornell University

Jonna Gormely Semeiks  
Associate Professor of English  
B.A., Hunter College, CUNY;  
Ph.D., Rutgers University

Mark Shapiro  
Program Director, Choral Activities;  
Associate Professor of Music  
B.A., Yale University;  
G.P.D., Peabody Institute of Johns Hopkins University;  
Diplome, Ecole Normale de Musique de Paris;  
D.M.A., Stony Brook, SUNY
Andrew Wallace  
*Assistant Professor of Digital Game Design & Development*  
B.A., Fordham University;  
M.F.A., Parsons

Emily Walsh  
*Associate Professor, Library; Reference Services*  
B.A., Kalamazoo College;  
M.S.L.I.S., M.A., LIU Post

Jiamin Wang  
*Professor of Management*  
B.E., M.E., Ph.D., Tsinghua University (China)

Stephanie D. Watt  
*Program Director, Piano Studies; Program Director, Theory Studies; Professor of Music*  
B.F.A., M.A., M.S., LIU Post

Shawn Welnak  
*Associate Professor of Philosophy*  
B.A., M.A., M.A., University of Wisconsin at Milwaukee;  
Ph.D., Tulane University

Stephanie White  
*Senior Professor of Computer Science*  
B.A., Hunter College, CUNY;  
M.S., New York University;  
M.S., Ph.D., Polytechnic University

Robert Wildman  
*Program Director, Arts Management; Associate Professor in the Department of Theatre, Dance and Arts Management*  
B.A., Stanford University;  
M.F.A., Yale School of Drama

Waitline Williams  
*Assistant Professor of Nursing*  
A.S.N., B.S., Atlantic Union College;  
M.S.N., M.P.A., LIU Post;  
Ph.D., Adelphi University;  
R.N., FNP

Josephine (Jodi) Wright  
*Director, Didactic Program in Dietetics; Assistant Professor of Nutrition*  
B.S., M.S., LIU Post;  
R.D.H., R.D., C.D.N.

Amy Wysoker  
*Full Professor Emerita of Nursing*  
B.S., Downstate Medical Center, SUNY;  
M.A., New York University;  
Ph.D., Adelphi University

Baichun Xiao  
*Department Chair; Senior Professor of Management*  
B.S., Nanjing University (China);  
M.B.A., Catholic University of Leuven (Belgium);  
Ph.D., Wharton School, University of Pennsylvania

Wei Yang  
*Associate Professor of Management*  
B.S., Huazhong University of Science and Technology, WuHan (China);  
M.S., Tsinghua University, Beijing (China);  
M.S., Ph.D., Carnegie Mellon University

Monika Zak-Goelz  
*Director Genetic Counseling Program*  
M.S., Sarah Lawrence, Bronxville, NY  
M.S., Pedagogical College, Krakow, Poland

Maria Zarycky  
*Associate Professor, Library; Instructional Media Center*  
B.A., M.L.S., Buffalo, SUNY;  
M.S., LIU Post

Susan Zeig  
*Program Director, Film; Professor of Film*  
B.S., Empire State College, SUNY

Cheng Zhang  
*Assistant Professor of Chemistry*  
B.S., China University of Petroleum;  
M.S., Sun Yat-Sen University (China);  
M. Phil., Ph.D., Hunter College, CUNY

Qiping Zhang  
*Associate Professor of Library and Information Science*  
B.S., M.S., Peking University (Beijing, China);  
M.S., Ph.D., University of Michigan, Ann Arbor

Zhaohui Zhang  
*Associate Professor of Finance*  
B.S., Shaanxi Institute (China);  
M.S., Ph.D., Texas Tech University

Ling Zhu  
*Associate Professor of Management (Information Systems); Director, MS in Data Analytics & Strategic Business Intelligence*  
LL.B., Shanghai Jiao Tong University (China);  
LL.M., Ph.D., The University of Arizona;  
J.D., Fordham University