LIU Post

2026 - 2027
Undergraduate & Graduate Catalog

720 Northern Blvd, Brookville, New York 11548

General Information: 516-299-2000

www.liu.edu/post

Admissions: 516-299-2900

Email: post-enroll@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2026. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, and other phases of school activity, at any time, without prior notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war, epidemic, government action, or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the Office of University Admissions. Registered students should speak with their Success Coach.

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ABOUT LONG ISLAND UNIVERSITY

Mission Statement

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

Vision

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

Motto

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

Founding Date

Long Island University was founded in 1926.

Carnegie Classification

Doctoral Universities-High Research Activity (R2)

Alumni

LIU has an active network of more than 200,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold
Mascot: Shark
Teams: 39
National Affiliation: NCAA Division I
Conference: Northeast Conference (NEC)

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

LIU Brooklyn
1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/brooklyn

LIU Post
720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/post

LIU Global
1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/global

LIU College of Pharmacy
75 DeKalb Avenue
Brooklyn, NY 11201
718-488-1234
www.liu.edu/pharmacy

LIU College of Veterinary Medicine
720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/vetmed

LIU Hudson
735 Anderson Hill Road
Purchase, NY 10577
1800-GRAD-LIU
www.liu.edu/hudson

LIU Riverhead
121 Speonk-Riverhead Road
Riverhead, NY 11901
631-287-8010
www.liu.edu/riverhead

Accreditation

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

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

University Policies

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

- Academic Affairs
- Admissions
- Compliance
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

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

Title IX

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

Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (631) 287-8301
For assistance related to Title IX or other civil rights laws, please
contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

FERPA Notice to Students

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provide that a school may provide what they deem "directory information," without the student's consent or as provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, class, major field of study, dates of attendance, degrees, and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended.

Students who wish to have their directory information withheld can make this election by filing the appropriate form with their success coach.

University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's *Verification of Compliance with Accreditation—Relevant Federal Regulations*, area 4, and the Commission's policy on published information. The University also adheres to federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

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

Students are encouraged to first resolve academic and non-academic grievances through the appropriate internal channels at the University, as outlined in the Student Handbooks and/or current University Catalogs. For clarification regarding program requirements, graduation requirements, academic standing, or academic suspension, students should reach out to their Success Coach or academic advisor.

This grievance procedure applies only when

procedures to address or challenge the action or conduct in question are not already provided by applicable University policies or those of any of its schools. Students are advised that most external complaint processes require them to exhaust internal avenues of complaint within the institution before pursuing an appeal.

Grievances are expected to be closed within 30 days of submitting a formal complaint; however, the University may require additional time due to continuing investigation requirements. The timeline may also require adjustment because of the academic calendar, university holidays, availability of the student and/or deans, faculty, and staff.

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

For an academic complaint:
Students who have a complaint regarding an academic matter should first attempt to resolve the issue directly with the appropriate faculty member. If the student is unable to resolve the issue with the faculty member, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with appropriate academic professionals, including the Program Director or Department Chair, Academic Dean, or other academic affairs professional. Students may be advised to file a formal complaint with the Program Director or Department Chair.
- Students may be referred to other appropriate resources, such as a Learning Center, Public Safety, Dean of Students, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Program Director or Department Chair.

Formal Complaint to the Program Director or Department Chair:
- Students who have attempted to resolve an issue with a faculty member and are not satisfied with the outcome may file a formal complaint with the Program Director or Department Chair.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Program Director or Department Chair will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Program Director or Department Chair may seek an appeal with their respective Academic Dean or designee by submitting the decision and complaint within 10 days for review. The Academic Dean or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Academic Dean or designee, the student or respondent may appeal the decision to the Vice President for Academic Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Academic Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Academic Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Academic Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

For a Non-Academic Complaint:
Students who have a complaint regarding a non-academic matter should first attempt to resolve the issue directly with the individual involved in the complaint, referred to as the respondent. If the student is unable to resolve the issue with the respondent, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with the respondent. Students may be advised to file a formal complaint with the Division of Student Affairs.
- Students may be referred to other appropriate resources, such as a Resident Director, Learning Center, Public Safety, Center for Student Success and Coaching, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Division of Student Affairs.

Formal Complaint to the Division of Student Affairs:
- Students who have attempted to resolve an issue with a respondent and are not satisfied with the outcome may file a formal complaint with the Division of Student Affairs.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Associate Dean of Students or designee will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Associate Dean of Students or designee may seek an appeal with their respective Dean of Students or designee by submitting the decision and complaint within 10 days for review. The Dean of Students or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Dean of Students or designee, the student or respondent may appeal the decision to the Vice President for Student Affairs or their designee by submitting the decision and complaint within 10 days for final review.

- The Vice President for Student Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Student Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Student Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

The Student Handbook and University Catalogs include explanations of Title IX and FERPA policies, as well as contact information for students who wish to file grievances in those areas. Students wishing to dispute a grade should follow the procedures outlined in the University's Grade Appeal Policy.

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

For additional guidance on addressing complaints, see the Whistleblower Policy.

Out-of-State Distance Education Grievance Policy

This policy outlines the grievance process and consumer protection options for students enrolled in out-of-state distance education programs, in compliance with the State Authorization Reciprocity Agreement (SARA). This section ensures that all out-of-state distance education students are informed about their rights and the proper steps to resolve any issues under the SARA framework.

- Internal Complaint Procedures Students are encouraged to first use the institution's internal grievance procedures to address any concerns. These procedures are available here.
- Impact of SARA on Out-of-State Distance Education Students SARA provides consumer protection for out-of-state distance education students. However, SARA policies do not cover complaints related to academic grades, student conduct violations, or matters of academic judgment. Students with concerns in these areas should follow the institution's internal grievance process or relevant department policies.
- Appeal Process to SARA State Portal Entity If a student feels that their grievance has not been adequately resolved, they may appeal the institution's decision to the SARA State Portal Entity in New York State within two years of the incident that led to the complaint. The contact information for the State Portal Entity is:

Office of College and University Evaluation
Attn: Supervisor of Higher Education Programs
89 Washington Avenue Room 960 EBA
Albany, NY 12234 Phone: 518-474-1551
Email: IHEAuthorize@nysed.gov

- NC-SARA Complaint Process For additional guidance on the SARA complaint process, students can visit the NC-SARA student complaint page here.
- New York State Education Department Complaint Procedures Students who wish to file a SARA-related complaint with the New York State Education Department may do so by visiting the following link: SARA-Student Complaint Process

DIRECTORY

Student Support Offices & Resources

Department Name	Phone	E-Mail
Admissions, Office of • Undergraduate • Graduate • International	516-299-2900	post-enroll@liu.edu
Alumni & Employer Engagement • Alumni Relations • Employer Engagement	516-299-2263	LIUAlumni@liu.edu
Athletics	516-299-2289	Liuathletics.com
Bookstore	516-299-1200	https://bncvirtual.com/liu
Campus Recreation • Recreation & Intramurals • Fitness Center • Pool	516-299-3605	recreation@liu.edu
Center for Healthy Living • Health Services • Immunizations • Student Counseling	516-299-3468	post-healthyliving@liu.edu
Center for Student Success & Coaching • Academic Advisement • Career Success • Residence Life • Student Life • Study Abroad • Financial Aid • International Student Services • Transcripts	516-299-3456	post-studentsuccess@liu.edu
Dining and Food Service	516-299-3668	MStBlancard@gourmetdiningllc.com
Facilities	516-299-2277	
Learning Center • Tutoring Program • Writing Program • Disability Support Services • Student Veteran Resource Center	516-299-3057	post-learningcenter@liu.edu
Library	516-299-2305	post-Ref@liu.edu
Public Safety, Department of	516-299-2222	Post-publicsafety@liu.edu
Student Affairs, Division of • Dean of Students • Commencement • Parent & Family Programs • Title IX	516-299-1200	studentaffairs@liu.edu
Technology, Help Desk	516-299-3300	it@liu.edu
Tilles Center	516-299-3100	tillescenter@liu.edu

Academic Colleges & Schools

Department Name	Phone	E-Mail
College of Arts, Communication, & Design • School of Visual Arts • School of Performing Arts • School of Film and Digital Media	516-299-2395	post-cacd@liu.edu
College of Education, Information & Technology • School of Education • Palmer School of Library and Information Science	516-299-2210	post-CEIT@liu.edu
School of Health Professions	516-299-2485	post-SHPN@liu.edu
College of Liberal Arts • School of Humanities and Social Sciences • George Polk School of Communication	516-299-2233	post-CLAS@liu.edu
College of Management • School of Business • School of Entrepreneurship and Innovation • School of Professional Accountancy	516-299-2233	post-COM@liu.edu
School of Nursing	516-299-4053	post-nursing@liu.edu
College of Science • School of Natural and Life Sciences • School of Engineering, Computer Science and Artificial Intelligence		
Roosevelt School	516-299-2851	https://liu.edu/roosevelt-school
Honors College	516-299-2840	
College of Veterinary Medicine	516-299-3679	vetmed@liu.edu
School of Professional and Continuing Education	516-299-2236	post-CE@liu.edu

ACADEMIC CALENDAR 2026-2027

Fall 2026

September 2	Classes Begin
September 7	Labor Day-holiday: no classes
September 2-15	Registration and program changes (permission to enter Lab courses required after September 8)
September 12-13	Weekend Session A: classes begin
September 15	Registration and drop/add ends for full-term classes
October 12	Last day to apply for a fall comprehensive examination
October 12	Spring/Summer 2026 Registration Begins for Continuing Students (tentative)
October 24-25	Weekend Session A: final class meetings/examinations
October 31	Weekend Session B: classes begin
November 6	Last day for full or partial withdrawal for full-term Fall courses
November 6	Last day to opt Pass/Fail for undergraduate courses
November 25-29	Thanksgiving holiday
December 14	Semester classes meeting Monday through Friday end
December 15-21	Final Exam Week
December 19-20	Weekend Session B: final meetings/examinations
December 22	Winter recess begins

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

Winter 2027

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

Spring 2027

January 8	Fall Degrees Conferred
January 19	Weekday Classes begin
January 19-February 1	Registration and drop/add period for full-term courses (permission required for Lab courses after January 25)
January 23-24	Weekend Session C: classes begin
February 1	Registration and drop/add ends for full-term courses
February 15	President's Day-no classes
February 16	Monday Classes meet - no Tuesday Classes
February 22	Fall 2027 Registration opens for continuing students (tentative)
March 7-8	Weekend Session C: final class meeting/examinations
March 13-14	Weekend Session D: Classes begin
March 15	Spring Recess Begins
March 22	Classes resume
April 2	Last day for withdrawal from full-semester classes
April 2	Last day to opt Pass/Fail for undergraduate courses
April 14	Last day to apply for a spring degree
May 1-2	Weekend Session D: Final examinations/Last Class Meeting
May 4	Semester classes meeting Monday through Friday end
May 5 - 11	Final examinations-undergraduate and graduate
TBD	Commencement Ceremony
May 14	Conferral of May degrees

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

Summer 2027

May 17	First day of classes for **First Five Week, First Six Week** and **Full Summer Sessions**
May 19	Last day to add/drop classes for **First Five Week** and **First Six Week Sessions**
May 23	Last day to add/drop classes for 10 and 12 week sessions
May 29-31	Memorial Day-holiday - no classes
June 4	Make up day from May 31st classes
June 4	Last day for withdrawal from **First Five Week Session**
June 11	Last day for withdrawal from **First Six Week Session**
June 18	Last day of **First Five Week session**
June 21	First day of classes for **Second Five Week** Session
June 23	Last day to add/drop for **Second Five Week Session**
June 25	Last Day of **First Six Week Session**
July 2	Last day for withdrawal from **Ten Week Session**
July 3-5	Independence Day Weekend - no classes
July 6	First day of classes for **Second Six Week** Session
July 8	Last day to add/drop for **Second Six Week Session**
July 9	Make up day from July 5
July 9	Last day for withdrawal from **Second Five Week Session and 12 Week Session**
July 23	Last day of **Second Five Week Session and 10 Week Session**
July 26	First day of classes for **Third Five Week Session**
July 28	Last day to drop/add classes for **Third Five Week Session**
July 30	Last day for withdrawal from **Second Six week session**
August 6	Last day of **12 Week Session**
August 13	Last day of **2nd Six Week Sessions**
August 13	Last day for withdrawal from **Third Five Week Session**
August 27	Last day of **Third Five Week Session**
August 31	Summer Degrees conferred

ADMISSION

General Information

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

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

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

Freshman Admission

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

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

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

Applicants should submit the below required material for consideration:

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

Applicants may submit the following for consideration:

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

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

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

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

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

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

Application materials are to be submitted directly to LIU:
Long Island University
Office of Admissions
720 Northern Blvd.
Brookville, NY 11548

Transfer Admission

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

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

Transfer students are evaluated primarily based on their college work. Students with fewer than 24 credits of previous college work, or those who enrolled in college courses before completing high school, must submit secondary school records.

Transfer students will receive an official transfer credit evaluation after being admitted to the University. Generally, transfer credits are awarded for equivalent academic courses that have been completed with grades of C- or better at accredited colleges or universities. Students transferring directly to LIU from two-year institutions can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 90 transfer credits.

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

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

- Inter-Campus Transfer: Students wishing to enroll in classes at another LIU campus are required to complete the internal transfer form with their Success Coach. Students will be required to meet any special criteria outlined by the academic program they seek to enter.
- College Credits for Military Service Joint Services Transcript: LIU awards College credits to eligible veterans and active members of the military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted electronically to Admissions.
- Community College of the Air Force: Veterans and active members of the Air Force may be eligible to receive college credits upon an admissions review of official CCAF transcripts.
- Life Experience Credits: Life experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college, and in accordance with the Life Experience Credit Policy.

Articulation Agreements

LIU has developed articulation agreements with Nassau Community College and Suffolk County Community College, among other colleges. These agreements enable qualified students to benefit from guaranteed transfer credits toward their bachelor's degree at LIU.

Academic Residence Requirements

To complete a bachelor's degree, students must be in academic residence at LIU for at least the final 30 credits; nine of those credits must be completed in the student's major concentration.
Exceptions include Business Administration and Accountancy, each of which requires that 50% of the credits in the major field be completed in residence. For further information, refer to the School of Business section in this Catalog.

Undergraduate Transfer Credit

LIU awards undergraduate transfer credit from accredited colleges and universities. Transfer credits are generally awarded for equivalent academic courses that have been successfully completed prior to enrollment at LIU with grades of C- or better at accredited colleges or

universities. In the event that specific LIU programs require grades higher than C- in courses that are prerequisites for admission, that program's grade transfer credit requirements will apply.

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

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

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

Military Service and Training Transfer Credit: LIU awards college credits to eligible veterans and active members of the military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted to LIU.

Life Experience Transfer Credit: Life Experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college. Students must have completed six credits at LIU and demonstrate knowledge equivalent to what would be learned in a specific LIU undergraduate course. There are some specific subject areas that do not award Life Experience credit; please refer to the Life Experience Credit policy.

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

- Advanced Placement Exams
- CLEP exams
- International Baccalaureate

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

Graduate Admission

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

Application requirements vary depending on the academic program and may be found in the Graduate Catalog. Some programs require standardized test scores, interviews, and/or other documentation in order to be considered for admission.

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

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

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

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

International Admission

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

Applicants should submit the below required material for consideration:

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

Applicants may submit the below optional material for consideration:

- SAT or ACT scores may be submitted. Test scores may be submitted in lieu of language testing scores.
- Personal Statement
- Resume
- Recommendation from one teacher or guidance counselor.
- Each applicant is considered through a review of their application and supporting material.

Language Proficiency may be determined based on the criteria below:

- TOEFL score for undergraduate: 75 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- TOEFL score for graduate: 79 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for undergraduate: 6.0 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for graduate: 6.5 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum PTE score for undergraduate: 50 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum PTE score for graduate: 58 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum Duolingo score for undergraduate: 100 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum Duolingo score for graduate: 105 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- SAT Critical Reading section score of 460 or ACT English section score of 18
- LIU English Language Institute, Level 8 Certificate Completion
- Admitted students who intend to apply for an

F-1 student visa must also submit an I-20 application and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. A copy of a valid passport is also required. Upon acceptance, eligible students are sent a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status" (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad.

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

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

Readmission

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

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

Undergraduate students wishing to be readmitted into a new program will be advised through the admissions process and evaluated for eligibility for the new program of study. Readmission into specific programs (i.e., cohort based programs) may require the program director's and/or academic dean's approval.

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

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

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

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

Undergraduate Student Academic Forgiveness

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

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

Visiting Students

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

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

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

High School Scholars Program

The High School Scholars Program is a cooperative program between LIU and selected secondary schools in the New York area. This program enables qualified high school students to enroll in regularly accredited LIU Post courses and to earn college credits while remaining in their high school setting.
The program seeks to avoid duplication in secondary and post-secondary programs, to provide qualified students with the opportunity to accelerate their academic pursuits, and to provide enriched instruction in secondary school. Upon completion of the senior year in high school, students may apply to continue their degree study at any campus of LIU.

New York State Immunization Law

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

Measles, Mumps, and Rubella (MMR): In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.
Meningococcal Disease (Meningitis): In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care provider.
Rabies Vaccine: In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

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

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

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

Graduation Rate

As reported to the U.S. Department of Education and the New York State Education Department in spring 2025, the graduation rate for first-time, full-time, bachelor's degree-seeking undergraduates who enrolled in fall 2019 was 59.4 percent.

HONORS COLLEGE

MISSION

The Long Island University Honors College is dedicated to developing a select group of diverse and highly gifted undergraduate students for meaningful contributions during their LIU journey and beyond. Honors College students complete a curriculum built on interdisciplinary connections, research opportunities, civic engagement, and experiential learning activities. Beyond the classroom, programming and events help shape global citizens prepared to emerge as leaders in their respective fields. Upon completing their undergraduate career at LIU, all Honors College students should depart with a well-defined path forward, whether pursuing graduate studies, embarking on a chosen career trajectory, or achieving notable fellowships, grants, and awards.

The mission of the Honors College at Long Island University aligns closely with the university's broader mission by emphasizing the development of highly gifted, diverse undergraduate students who are prepared to contribute meaningfully to society and the world. As LIU's mission is focused on providing excellence and access in higher education, the Honors College plays a crucial role in expanding opportunities for students to engage in interdisciplinary learning, research, and global citizenship—all key aspects of the LIU mission.

The Honors College contributes directly to LIU's strategic goal of advancing academic excellence through innovation. By offering a rigorous curriculum that blends research opportunities, civic engagement, and experiential learning, the Honors College fosters an innovative academic environment where students are encouraged to think critically, develop original ideas, and pursue advanced research across various disciplines. This emphasis on innovation prepares students to contribute to solving contemporary global challenges, thus aligning with LIU's vision of advancing solutions for a sustainable global future.

Additionally, the Honors College's commitment to fostering global citizenship and leadership within its student body supports LIU's strategic objective to advance student engagement through distinctive experiences. Through global study programs, fellowships, internships, and leadership opportunities, Honors College students are prepared to navigate and contribute meaningfully to diverse and global communities, aligning with the university's vision of producing graduates ready for service to their local and global communities.

Finally, as the Honors College prepares students for graduate studies, careers, and prestigious awards, it directly supports LIU's strategic priorities of advancing academic excellence and ensuring the development of well-rounded, career-ready graduates. By providing an enriching and holistic educational experience, the Honors College helps fulfill LIU's mission of preparing students for meaningful, educated lives and leadership roles in society.

ADMISSION REQUIREMENTS

The Long Island University Honors College typically accepts around 75 students per cohort on each campus. We do not have a strict cutoff for high school GPA or standardized tests, as each student is evaluated individually based on their unique experiences and potential. We aim to identify students who are driven, intellectually curious, and eager to excel academically within the Honors College community.

Fall 2026 Enrolled First-Year Honors College Students:

Median Unweighted GPA – 98

SAT Middle 50th Percent – 1400

ACT Middle 50th Percent – 32

HONORS COLLEGE REQUIREMENTS

Long Island University Honors College students receive Honors College Recognition by earning 24 Honors College credits during their tenure. The 24 Honors College credits can be earned through Honors College courses, study abroad, graduate courses, independent studies, Honors internships, and AP/IB test transfer credits with scores of 5 or 6+, respectively.

Honors College Recognition (24 credits) Options:

-Honors College Courses: These courses, taught by esteemed faculty, challenge high-achieving and gifted students. They encompass research and creative scholarship, interdisciplinary learning, service learning and leadership, and experiential learning. Students take these courses to satisfy certain core curriculum and elective requirements.

-Study Abroad: Participating in a study abroad program offers students a unique opportunity to broaden their worldview, expand their network, and refine their professional aspirations over the course of a term or intersession.

-Graduate-Level Courses: Successfully completing graduate-level courses in a chosen field demonstrates a commitment to academic rigor and intellectual advancement.

-Independent Study Courses: These courses involve faculty-guided, independent research, writing projects, creative endeavors, and entrepreneurial ventures. Students work closely with a faculty mentor, dedicating a full semester to their project and collaborating to define a plan of study and expected outcomes.

-Internships: Academic credit is awarded for off-campus internships undertaken by students across all majors. Through this experience, students gain practical skills and insights, culminating in reports detailing their internship experiences.

-AP/IB Credits (Score of 5 or 6+): Transfer credits from AP or IB exams, scored at 5 or 6+, respectively, contribute towards fulfilling the requirements for Honors College Recognition, acknowledging students' prior academic achievements and proficiency.

No specific Honors College courses are mandatory, and there is no strict timeline for when students take their Honors College courses. However, students should work to ensure the Honors College requirements are met at an appropriate pace throughout their academic careers. Taking one Honors College course per semester is recommended to achieve 24 Honors College credits by graduation. This will vary based on each student's needs and academic plan.

Students must have a 3.0 final cumulative GPA to graduate with Honors College distinction. Students will not be removed from the Honors College if they have a GPA below 3.0 at any point.

Honors Core Courses

CHNR 110-119 Honors Creative and Reflective Capacities
This course fosters openness to new ideas and integrative thinking. Students will engage in reflective and creative activities that synthesize existing knowledge into innovative work grounded in scientific, humanistic, historical, and/or aesthetic disciplinary knowledge. Course activities may include creative projects, experiential learning opportunities, and service-learning projects that promote integrative and reflective thinking. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 120-129 Honors Historical and Intercultural Awareness
This course encourages recognizing oneself as a member of a global community with diverse cultures and histories. Students will analyze diverse modes of human thought, behavior, and expression in historical and cultural contexts. Experiential and service-learning activities, as well as research projects, will be integral parts of this course, promoting flexibility, empathy, and critical evaluation of historical and intercultural perspectives. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 130-139 Honors Quantitative and Scientific Reasoning
This course aims to develop competence in interpreting numerical and scientific data. Students will engage in hands-on research experiences that require quantitative and scientific reasoning to solve problems and understand complex issues. Activities may include conducting scientific investigations, evaluating quantitative information, and applying these skills in experiential learning contexts to gain a deeper understanding of real-world applications. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 4
Rotating Basis

CHNR 140-149 Honors Oral and Written Communication
This course focuses on developing knowledge and skills in exchanging informed and well-reasoned ideas through various media. Students will design clear and compelling presentations, construct coherent arguments, and demonstrate effective communication skills in experiential and service-learning settings. Research projects will also play a key role in enhancing students' ability to communicate findings and insights to the academic community. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 150-159 Honors Information and Technological Literacies
This course enhances students' ability to use information and communication technologies responsibly and effectively. Students will assess information accuracy, develop technological competence, and utilize these skills in experiential and service-learning projects. Emphasis will be placed on conducting systematic research and synthesizing information from various digital sources to produce discipline-specific artifacts. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 160-169 Honors Critical Inquiry and Analysis
This course cultivates reflective assessment and critique of evidence across various disciplines. Students will evaluate their positions, investigate and integrate existing knowledge, and engage in research and analytical projects that require critical thinking. Experiential learning opportunities will allow students to apply theoretical frameworks to practical scenarios, enhancing their critical inquiry and analysis skills. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 170-179 Honors Ethical Reasoning and Civic Engagement
This course emphasizes evaluating ethical issues and developing ethical self-awareness. Students will engage in research and analytical projects, participate in experiential or service-learning opportunities, and critically investigate responsible conduct in social or professional contexts. The goal is to foster humane and responsible engagement in local and global communities. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 300-301 Honors Advanced Elective
This advanced elective course provides interdisciplinary research and scholarly inquiry opportunities. Students will engage in high-level independent thinking and scholarship within their chosen field of study. Activities may include designing and executing original research projects, presenting findings professionally, and reflecting critically on research processes and outcomes. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 3
Rotating Basis

CHNR 350 Research
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 351 Thesis
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 352 Special Project
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 353 Fellowship
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The

culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 354 Internship
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 355 Directed Study
This independent study course offers in-depth, self-directed study under faculty mentorship. Students will develop comprehensive project or internship proposals, engage in regular mentorship discussions, and demonstrate advanced critical thinking and problem-solving skills. The culmination of this course will be substantial final works or projects reflecting high scholarly or creative achievement. The subject material rotates each semester to ensure a fresh and diverse learning experience.
Must be in Honors College
Credits: 1 to 3
On Demand

CHNR 400-499 Honors Leadership
This course recognizes and supports students engaging in high-level Honors College extracurricular activities that exceed typical academic and co-curricular involvement. Eligible activities include exceptional service to the university or broader community, leadership roles demonstrating a significant commitment to the Honors College mission, participation in prestigious internships exceeding standard expectations, or active pursuit of competitive national or international fellowships, such as the Fulbright or Rhodes scholarships. Students must apply for this course, submitting detailed proposals outlining their activities, goals, and anticipated outcomes. The Dean of the Honors College will review all applications and approve or deny enrollment based on the proposed project's alignment with Honors College values and expectations. This course emphasizes self-directed engagement, leadership, and advanced problem-solving, with students expected to document their contributions and reflect on their impact. Students are expected to present their work at the annual Honors College Conference. Successful completion will be noted on students' transcripts as recognition of their exceptional commitment to leadership, service, and academic excellence beyond the classroom. The one¿s digit of the course number corresponds to the number of Honors College credits awarded (maximum of three).
Must be in Honors College
Credits: 0
On Demand

ACADEMIC POLICY

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

Undergraduate Degrees

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

Three-quarters of the work for the Bachelor of Arts degree (90 credits) must be in liberal arts and sciences; one-half of the work for the Bachelor of Science degree (minimum of 60 credits) must be in the liberal arts and sciences; one-quarter of the work for the Bachelor of Engineering, Bachelor of Fine Arts and Bachelor of Music degree (minimum of 30 credits) must be in liberal arts and sciences, as defined by New York State Education Department (NYSED).

Graduate Degrees

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

Student Academic Standing

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

Undergraduate

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

Full Time Status:

- Undergraduate - a student carrying at least 12 credits per semester
- Graduate - a student carrying at least 9 credits per semester

Class standing is determined by the number of credits earned:

Sophomore	30 credits
Junior	60 credits
Senior	90 credits

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

- 1.8 if they have accumulated up to 29 credits
- 1.9 if they have accumulated 30 to 59 credits
- 2.0 if they have accumulated 60 credits or more

Graduate

Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to be considered in good academic standing.

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

Graduate students are considered full-time when enrolled in 9 or more credits in a term.

Students in years one or two of the Pharm.D. program may take 12-19 credits during each fall and spring semester. Students in years one or two of the Pharm.D. program are charged additional tuition at the per-credit rate for credits taken above 19.

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

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

Grading and Grade Point Average

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

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

The University employs the following grade conversion guidelines:

Letter Grade	Percent Grade	4.0 Scale
A	93 - 100	4.000
A-	90 - 92	3.667
B+	87 - 89	3.333
B	83 - 86	3.000
B-	80 - 82	2.667
C+	77 - 79	2.333
C	73 - 76	2.000
C-	70 - 72	1.667
D	65 - 69	1.000
F	Below 65	0.000

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

INC grades will convert to INX (Expired INC) if the work is not completed within 2 semesters. If an unusual extension of time is necessary to complete the work, permission is required from the Vice President of Academic Affairs, and the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade date the work was completed is indicated on the transcript. INC grades in Thesis and Dissertation courses do not lapse to INX provided the student continues to enroll in Maintenance of Matriculation.

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

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

Students who receive grades of W (withdrawal), NC (unauthorized withdrawal), INC (incomplete) or an opted Pass/Fail in the fall or spring semester are ineligible for inclusion on the Dean's List for that semester.

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

Required courses in which a grade of F was earned

should be repeated within one year.

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

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

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

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

Grade Quality points per credit
- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.667
- C+ 2.333
- C 2.000
- C- 1.667*
- D 1.000*
- F 0.000

* not used for graduate level courses

Undergraduate students must maintain the following quality-point ratios to be in good academic standing:
- 1.8 if they have accumulated up to 29 credits
- 1.9 if they have accumulated 30 to 59 credits
- 2.0 if they have accumulated 60 credits or more

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding. Major GPAs are calculated using all courses required in a student's major (excluding core and co-related courses).

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

Pass/Fail Option (Applies to undergraduate study only)
Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes winter, summer, weekend sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the P/F basis. A grade of "P" will be posted on the student's transcript only if the actual grade earned is a "D" or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis. "P" grades are not calculated into the GPA, but credits are earned for the course. "F" grades are calculated into the GPA. Core courses, courses in a student's major, and co-related courses may not be taken as P/F without the written permission of the major or minor department chair or program director.
Students who opt for a Pass/Fail during the fall or spring semester are not eligible for inclusion on the Dean'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, not including courses taken on a Pass/Fail basis or Life Experience credits.

Grade Changes

A faculty member may change a grade in situations where it is warranted within one year of assigning the original grade. Changes to grades cannot be made once a degree has been conferred unless the student has submitted an appeal. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

Any request to change a grade after the one-year period referenced above must be submitted to the chair and dean for review and approval.

Student Grade Appeals

A grade appeal is only available before the student's degree is awarded. The basis for filing a grade appeal in any course is limited to:
- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal.

Dean's List

Eligibility for the undergraduate Dean's List is evaluated after each fall and spring term and is determined by grades earned in the regular academic semesters (fall and spring). Summer Session grades are not considered.

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

Graduation

Students who meet all requirements for their degrees in July, August or January are considered to be in the graduation class of the following May. Diplomas are dated four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment.

Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

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

academic department

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

The final 30 hours of credit must be earned in academic residence at Long Island University. A minimum of 9 credits of the requirements for a major must be completed in residency at LIU.

- 2.00 cumulative and major average (higher in some areas as indicated in the catalog)
- Core and major requirements fulfilled
- 120 credits (more in some departments as indicated in the catalog)
- Minimum liberal arts requirements as defined by New York State Education Department

To graduate with honors, undergraduate students must complete at least 54 graded credits in academic residence at LIU (this excludes courses graded on a pass/fail basis) to qualify for Latin Honors as follows:

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

GRADUATE

Graduate requirements for graduation are:

- 3.00 cumulative grade point average
- all course requirements and minimum credits earned for specific degree program
- any capstone requirement for specific program completed
- Oral, Qualifying or Comprehensive Exams: Some departments may require a student to take examinations in their area of study. These examinations include:
  Qualifying Examination - this examination is given in academic departments that require a common core of courses. Degree candidacy status and an assignment of a thesis project are deferred until the examination is completed.
  Comprehensive Examination - some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and their area of concentration. The examination may be oral or written.
  Oral examination (and defense of thesis) - Academic departments that require a degree candidate to write a thesis may require the candidate to defend their thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Responsibility for class attendance rests with the student.
Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic and is given at the discretion of the instructor.

Student Absence due to Religious Observation

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

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

Academic Probation, Suspension and Dismissal

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

- The student's cumulative LIU average falls below the following thresholds (higher for some majors):
  - 1.8 if they have accumulated up to 29 credits
  - 1.9 if they have accumulated 30 to 59 credits
  - 2.0 if they have accumulated 60+ credits
- The student's major average falls below the minimum required by the major;
- The student does not complete at least half of the credits for which they originally registered in any given semester.

A student who remains on probationary status for two semesters may be suspended from their academic program or university by the Academic Standing Committee. Students on probation must comply with the following stipulations:

- They may not register for more than 12 credits, or for 13 credits if one of the courses includes a laboratory science, or is POST 101;
- They may register for one course (or up to 4 credits) credits per summer session;
- They may not receive a grade of NC or F in any courses;
- They must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, may be suspended from the University
Generally, suspensions and dismissals based on University or departmental minimum requirements are determined after the spring semester. Students may appeal their suspension or dismissal to the Academic Standing Committee and the Vice President for Academic Affairs. Students who are suspended/dismissed after exhausting all options may not attend summer sessions or the following fall semester at LIU Post, and must observe the following procedure when seeking readmission:

- Submit an application for readmission to the Office of Admissions.
- Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
- Submit a letter of appeal.
- Provide an official transcript with 6-12 credit hours completed outside the LIU system with a 2.75 minimum GPA (students should refer to their Academic Standing letter for the specific number of credits required)

If readmitted, they will be permitted to return to LIU Post for one semester on probation.
Students in professional programs in the School Health Professions and School of Nursing programs should refer to their respective program student handbook for academic progression requirements and probation regulations.
Dismissal
Students who are placed on dismissal deferred status and who are then dismissed are required to register for 12 credits at another accredited institution and earn a 2.75 before they can return to LIU. Students who need more than the one semester allotted to raise their cumulative average to the University minimum of 2.0 will now be dismissed permanently from the University. This includes, among others, students who have attempted 24-48 credits with 1.0 or lower and students who have attempted 49 or more credits with a 1.5 or lower.

Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient

cause for the dismissal of a student from a class. A student who is dismissed from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem can be referred to the Dean of Students' Office.

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

For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook, which is updated annually. It is also available at www.liu.edu/student-success.

Student Academic Conduct

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

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

- paraphrasing ideas, data, or writing, even if it constitutes only some of one's own written assignment, without properly acknowledging the source; or
- using someone's words or phrases and embedding them in one's own writing without using quotation marks and citing the source; or
- quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or
- submitting as one's own, part of, or an entire work, produced by someone else; or
- transferring and using another person's computer file as one's own; or
- obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
- using visual images, dance performances, musical compositions, theatrical performances, and other digital resources as one's own without proper acknowledgement.

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

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

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

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

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

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

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

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

Student Academic Conduct Appeals Procedure

Level One

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

1. If the student disputes the instructor's decision, they can seek a solution from the chair of the department involved.
2. If still not satisfied, the student meets with the appropriate dean or the dean's designee for a solution. The student will be notified in writing of the dean's decision within seven (7) business days.
3. If the student wishes to request an appeal to the outcome of their case, the student must submit an Appeal Request Form (pdf, doc) to the chair of the Faculty-Student Appeals Board within three (3) business days after receiving the dean's letter.
4. The Faculty-Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this board is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the University Registrar within seven (7) business days.
6. A copy of the decision of the Faculty-Student Appeals Board shall be forwarded to the Division of Student Affairs
7. The student may appeal the decision to the Vice President for Academic Affairs.

Level Two

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

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

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your

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

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

Related Curricular Matters

Semester Hour/Unit

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

Major

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

Change of Major forms are submitted to the University Registrar's office once approved. Changes in major forms submitted after the drop/add period of a term will be reflected in a student's record at the start of the following term. Changes to majors are not made effective mid-semester.

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

Double Majors - Undergraduates only

A student may be granted permission to pursue two academic plans (a primary and a secondary major) on the undergraduate level. A student pursuing two academic plans is required to fulfill the academic majors and correlated requirements for both areas; however, only one degree will be awarded. In order for 2 separate degrees to be awarded, undergraduate students must earn a minimum of 150 credits.

Cross-Referenced Courses

Cross-referenced courses may be applied only once to a student's program/plan; students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the student's permanent record.

Course Numbers

- Courses numbered from 1 to 499 are for undergraduates only.
- Courses 500 and above are for graduate students

INSTITUTIONAL LEARNING OUTCOMES

INSTITUTIONAL LEARNING OUTCOMES

Long Island University has seven Institutional Learning Outcomes (ILOs) that emphasize the essential skills students need for successful post-graduate lives. The ILOs are consistent with the LIU Mission to prepare students for meaningful, educated lives. They are interrelated with one another and with students' programs of study. Each ILO is associated with two learning objectives that students must master as part of their LIU education. The ILOs and Student Learning Objectives are:

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

Student Learning Objectives

1. Synthesize existing ideas, images, or disciplines in original ways by making or appreciating creative work in various forms.
2. Demonstrate the ability to reflect on new knowledge and solve problems creatively.

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

Student Learning Objectives

1. Analyze diverse modes of human thought, behavior, and expression in historical and cultural context.
2. Engage with diverse experiences and realities with flexibility and empathy.

ILO 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.

Student Learning Objectives

1. Evaluate quantitative information in various forms (e.g., graphs, charts, numerical analyses) to develop reasoned arguments.
2. Conduct scientific investigations and interpret the reliability and validity of scientific findings.

ILO 4: ORAL AND WRITTEN COMMUNICATION. Knowledge and skill in exchanging informed and well-reasoned ideas in effective and meaningful ways through a range of media to promote full understanding for various purposes, among different audiences and in a variety of contexts and disciplines.

Student Learning Objectives

1. Design clear and compelling oral or written presentations that engage an intended audience and promote full understanding of content.
2. Construct a well-reasoned and coherent argument in oral or written media using appropriate disciplinary conventions.

ILO 5: INFORMATION AND TECHNOLOGICAL LITERACIES. Ability to use information and communication technologies to find, evaluate, create, and effectively and responsibly use and share that information, requiring both cognitive and technical skills.

Student Learning Objectives

1. Assess the accuracy, relevance, and authenticity of information gathered through a systematic research process.
2. Develop technological competence to convey information or to produce discipline-specific artifacts.

ILO 6: CRITICAL INQUIRY AND ANALYSIS. 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.

Student Learning Objectives

1. Assess the accuracy, relevance, and authenticity of information gathered through a systematic research process.
2. Develop technological competence to convey information or to produce discipline-specific artifacts.

ILO 7: ETHICAL REASONING AND CIVIC ENGAGEMENT. Evaluation of ethical issues in conduct and thinking, development of ethical self-awareness, consideration of various perspectives, and responsible and humane engagement in local and global communities.

Student Learning Objectives

1. Formulate an ethical perspective through a sustained study of ethical thought and action exhibited in diverse human behaviors and issues.
2. Propose ethical engagements that demonstrate responsible thought and conduct in a variety of social or professional contexts.

GRADUATE INSTITUTIONAL LEARNING OUTCOMES

Graduate study at LIU offers students opportunities for the development of research, scholarship, and independent thinking. Institutional Learning Outcomes at the graduate level reflect expectations for mastery of advanced

content and rigor in the pursuit of a postgraduate degree.

1. CRITICAL THINKING. Appropriate to the discipline and degree level. Critical thinking is the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. It includes understanding facts, evaluating various perspectives and their underlying assumptions, and analyzing a situation within its context.

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

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

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

CORE CURRICULUM

The Core Curriculum is based on Long Island University's seven Institutional Learning Outcomes (ILOs). Students are required to take ten (10) courses in which they engage in new intellectual experiences and demonstrate essential skills in a variety of liberal arts and sciences disciplines.

Consistent with the LIU mission, the Core Curriculum prepares students for meaningful, educated lives and for service to their communities and the world. Through the study of values, ethics, and diverse perspectives, students expand their cultural and global awareness and gain the capacity to make well-reasoned judgments across multiple academic fields.

A selection of courses in each ILO are offered every semester. 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. To graduate, students must take at least one course in each of the seven ILOs. Core Curriculum courses may not be taken on a pass/fail basis.

Core Curriculum Requirements:

ILO 1: Creative and Reflective Capacities 3 credits
ILO 2: Historical and Intercultural Awareness 6 credits
ILO 3: Quantitative and Scientific Reasoning 7-8 credits
ILO 4: Oral and Written Communication 6 credits
ILO 5: Information and Technological Literacies 3 credits
ILO 6: Critical Inquiry and Analysis 3 credits
ILO 7: Ethical Reasoning and Civic Engagement 3 credits

Total Core Curriculum: 31-32 credits

Students select from a variety of courses in these areas. The following guidelines should be used in selecting courses:

1. Courses in the core curriculum may not be taken on a Pass/Fail basis.
2. Students should develop a plan of study with their Success Coach
3. Students in the Honors College may take the Honors College courses to satisfy their core curriculum requirements.
4. Transfer students only: Previous college coursework may substitute for core courses with the success coach's approval
5. Students who have earned an Associates of Arts or Associates of Science (or prior Bachelor's degree) are considered to have satisfied all core curriculum requirements.

Core Courses

ILO 1: Creative and Reflective Capacities (3 credits required):
ART 101: Introduction to Art
ART 105: Introduction to Beginning Drawing
ART 106: 3D Visualization and Production
ART 131: Pottery and Ceramic Sculpture I
CIN 109: Screenwriting I
CIN 111: History of World Cinema
CMA 109: Media Arts and Technology
DNC 108: History of Dance
ENG 167: Creativity and Nature
ENG 182: Introduction to Creative Writing
ENG 183: Creative Non-Fiction
JOU 110: Journalism, Media and You
MA 109: Media Arts and Technology
MUS 101: Introduction to Musical Concepts
MUS 102: Music Fundamentals
MUS 110 Introduction to World Music
PHI 172 Philosophy and the Mind
ORC 105: Public Speaking
THE 100: Introduction to Drama
THE 111: The Art of Theatre
THE 143: Shakespeare in Performance
THE 193: Theatre Research/Performance

ILO 2: Historical and Intercultural Awareness (6 credits required)
History (3 credits)
HIS 100: American Civilization to 1877
HIS 101: Perspectives on Premodern World History
HIS 102: Perspectives on Modern World History
HIS 108: American Civilization since 1877

Intercultural Awareness (3 credits)
ANT XXX: Any Anthropology Course
ART 104: Introduction to Visual Arts
CIN 105: The Art of Documentary
ENG 115: Global Literatures
ENG 114: American Literature
ENG 132: Shakespeare
FRE 111: Introduction to French I
FRE 112 Introduction to French II
GGR 102: Geography and the Global Citizen
HIS 144: Topics in Asian History
HIS 157: Topics in Latin American History
ITL 111: Introduction to Italian I
ITL 112: Introduction to Italian II
MUS 103: Music in Western Civilization
MUS 146: History of Hip Hop
MUS 147: History of Rock Music
MUS 159: History of Country Music
PHI 170: Philosophies of Love and Sex
POL 150: International Relations
POL 161: Introduction to Comparative Politics
SPA 111: Introduction to Spanish I
SPA 112: Introduction to Spanish II
SOC 103: Gender and Sexual Diversity
SOC 135: Global Cultures
SOC 165: Culture and Society
THE 142: Modern Theatre History

ILO 3: Quantitative and Scientific Reasoning (7-8 credits)
Scientific Reasoning (4 credits)
AST 109/109A: Introductory Astronomy I
AST 110/110A: Introductory Astronomy II
BIO 120/120L: General Biology I
BIO 124/124L: Foundations of Biology I
BIO 125/125L: The Science of Sustainability
BIO 126/126L: DNA and Human Life
BIO 137/137L: Human Anatomy and Physiology I
CHM 101/101L: Chemistry for Health Science I
CHM 103/103L: Principles of Chemistry I
ERS 101/101L: Weather and Climate
ERS 102/102L: Planet Earth
ERS 103/103L: Oceanography
ERS 125/125L: Environmental Sustainability Science
FSC 100/100L: Introduction to Forensic Chemistry
PHY 103: University Physics I
PHY 104: University Physics II
PHY 120/120L: The Physical Universe
PHY 127/127L: Physics for Pharmacy
PHY 131/131L: General Physics I
PHY 132/132L: General Physics II

Quantitative Reasoning (3 - 4 credits)
MTH XXX: Any Mathematics Course

ILO 4: Oral and Written Communication (6 credits)
ENG 110: Writing I – Composition and Analysis
ENG 111: Writing II – Research and Argumentation

ILO 5: Information and Technological Literacies (3 credits)
AI 105: AI Fundamentals
AI 112: AI Driven Calculus
CGPH 126: Web Design for Everyone
DA 108: Applied AI - Strategy and Innovation
EDI 100: Contemporary Issues in Education
ENG 148: Ideas and Themes in Literature
ENG 173: Writing in the Community
ENG 175: Writing in the Professions
ENG 178: Writing in the Sciences
HIS 107: Engaging the Past
HIS 190: Research Problems in History
POL 100: Research Problems in Political Science
SOC 102: Social Problems
SOC 148: Sociology of Health and Illness

ILO 6: Critical Inquiry and Analysis (3 credits)
AI 108: AI and Psychology
ENG 103: Grammar and the Structure of English
ENG 112: World Literatures I
ENG 113: World Literatures II
ENG 140: Introduction to Literature
ENG 180: Literary Genres
FRE 100: French Cinema
GGR 101: The Geography of Sustainable Development
HIS 104: Topics in American History
HIS 120: Topics in Medieval History
HIS 164: History of Gender and Sexuality
HIS 167: History of Science and Technology
PHI 100: Beginning Philosophy
PHI 163: Philosophy of Art
PHI 179: Social and Political Philosophy
POL 147: Political Psychology
POL 156: Diplomacy and Negotiation
PSY 103: General Psychology
PSY 111: Psychological Perspectives on Teaching and Learning
SOC 100: Introduction to Sociology
SOC 112: Gender, Race and Ethnicity
SOC 126: Sociology of Gender
SOC 161: Sociology of Sport

ILO 7: Ethical Reasoning and Civic Engagement (3 credits)
AI 110: AI Ethics and Society
ART 177: High Impact Art
CIN 103: Major Forces in the Cinema
ECO 101: Microeconomics
ECO 102: Macroeconomics
ENG 150: Empathy and Literature
HIS 116: History of Race and Society
HIS 158: History of Politics and Power
IR 102: Principles for Life, Work and Impact
PHI 105: Bioethics
PHI 113: Philosophy and Film
PHI 178: Ethics and Society
POL 101 Introduction to Political Science
POL 102: Introduction to American Politics
POL 123: Political Parties and Public Opinion
SOC 108: Sociology of Youth
SOC 109: Social Movements and Change
SOC 110: Social Equality
SOC 119: Sociology of the Family
SOC 122: American Social Problems/Global Context
SOC 129: Social Justice
SPA 105: The Hispanic World

AI Competency Distinction
The AI Competency Distinction is a 3-course AI sequence available to all LIU undergraduates. Students complete three courses — two from the Core Curriculum, and a third that involves AI projects tailored to the student's discipline. The credential will be registered on the student's official LIU transcript. Required courses:
AI 105: AI Fundamentals
AI 110: AI Ethics and Society
AI 301: AI Innovation Lab
9 credits

Requirements for Transfer Students

1. Students transfer to LIU Post as "core complete" if they have received A.A. or A.S. degrees from accredited institutions granting liberal arts degrees. Students with degrees from technical institutions would not qualify as core complete.

2. No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:
   a. Math - 3 credits
   b. Science - 4 credits
   c. Humanities and Arts - 3 credits
   d. Social Sciences - 3 credits
   e. First-Year Writing (ENG 110 and 111) - 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)

1. For transfer students, non-equivalent (NE) disciplinary courses can count toward a cluster as long as that disciplinary designation is present in the cluster and the course included a lab component.

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

3. 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.

REGISTRATION

Enrollment

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

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

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at https://liu.edu/enrollment-services/registration/academic-calendar. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester.
- Students are not permitted to enroll beyond the second week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the second week of the term. Under no circumstances is retroactive enrollment permitted.

Students are eligible to select and register for classes through their My LIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and should meet with their success coach.
The Division of Student Affairs disseminates registration communications to all students via LIU email before the start of the summer/fall and the winter/spring semester registration periods. Registration dates are also noted on the academic calendar and the My LIU account under "Enrollment Dates".
Students are encouraged to meet with their Success Coach before the start of the registration period to plan their academic semester schedule.

Adding or Dropping Courses

Adding courses: Students may add classes to their schedules through their MyLIU portal during the online registration period. Online registration ends after the second week of classes for the fall and spring terms. Nontraditional terms and sessions will have customized add dates. See the University's Tuition Liability Policy for additional details. Some classes may be blocked for online registration because they require department approval. If online registration is unavailable, the student must submit a completed Enrollment Change Form to the Office of Enrollment Services with approval signatures. Please see the section on Departmental Consent below for additional information.

Beginning with the third week of classes, course additions are only permitted if there are extenuating circumstances and require the approval of the following persons and/or departments before the Office of Enrollment Services will process the change:

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

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

The following course enrollments require special administrative or departmental consent:

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

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

- Drop one or more courses online using their MyLIU portal
- Drop courses at the Office of Enrollment Services
- Drop courses through their Success or Enrollment Services coach.

The drop period for classes that meet for less than the full semester is as follows:

- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
- Sessions meeting 3 to 6 weeks: courses can be dropped up through the 3rd day of the session
- Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the cancellation of enrollment. Financial aid for future terms will also be canceled. See the Drop and/or Withdrawal from Courses Policy and the Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part time to below half-time, may have their Federal, State, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

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

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

- Co-Requisite Overrides: occurs when the student is attempting to drop a course that is a co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.
- Student-Athletes: NCAA regulations require

that student-athletes must be full-time degree-seeking students to participate in intercollegiate athletics. Student-Athletes must be enrolled in a minimum of 12 credits per term. If a student-athlete falls below 12 credits, they are immediately ineligible to practice or compete. Athletes are advised to speak with the athletic department before dropping courses.

- Residential Life: Undergraduate resident students are expected to maintain full-time enrollment status each term. Undergraduate residents are advised to speak with the Office of Residence Life before dropping classes.

Withdrawal

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

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

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

Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.

Students may officially withdraw from Summer Session courses or courses meeting for shorter sessions within regular fall/spring semesters according to the schedule below:

- 12 week sessions – withdrawals permitted through the 8th week
- 10 week sessions – withdrawals permitted through the 7th week
- 7 week sessions – withdrawals permitted through the 5th week
- 6 week sessions – withdrawals permitted through the 4th week
- 5 week sessions – withdrawals permitted through the 3rd week
- 2 week sessions – withdrawals permitted through the 7th day
- 1 week sessions – withdrawals permitted through the 3rd day

The effective date of withdrawal for a student who withdraws is the earlier date of:

- the date the student began the withdrawal process; or
- the date the student otherwise provided the University with official notification of the intent to withdraw; or
- the date the institution becomes aware the student ceased attendance; or
- the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed if the student ceases to attend without official notification and withdrawal.

Tuition Liability and Refunds: Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

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

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

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

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

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

Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled. See Appeals for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

The University is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the University, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

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

Students who withdraw from all courses may be subject to readmission according to the University's Readmission Policy. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcripts.

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

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

Appeals for Late Drop or Withdrawal from Courses

A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to Enrollment Services. Appeals must be submitted no later than 30 days after the end of the term. All appeal requests must be submitted by the student. Appeals submitted by a parent, legal guardian or spouse will be accepted only if the student is incapacitated.

REQUIRED DOCUMENTATION

- A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The statement must explain why the appeal request is justified. In addition, information regarding extenuating or unusual circumstances that

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

Graduate Courses Open to Undergraduates

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

Admission of Undergraduate Students to Graduate Programs

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

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

Maintenance of Matriculation

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

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

Students must apply to a Success Coach or Enrollment Services representative for maintenance of matriculation prior to or during the registration period in a given semester. This matriculation status will be recorded on students' records as a "class" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Students who do not properly maintain their matriculation must apply for readmission to their academic program in accordance with procedures set forth in the academic catalogs.

Leave of Absence

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

A student who wants to interrupt their studies at the University for a temporary period (up to one year) may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence. No financial aid or additional fees will be assessed during the leave of absence period.

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

- Be a degree-seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be academically eligible to enroll (i.e., has not been academically suspended or dismissed)
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student's leave
- Graduate students and students in certain cohort-based programs require department/dean approval to be indicated on the Leave of Absence form.

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

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

Federal student loan guidelines mandate that a student must return from an approved leave of absence within 180 days from the start date of the approved leave. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly.

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

Auditing Courses

Selected classes may be audited on a non-credit basis.Tuition costs are 50% of regular tuition charges. Auditing status must be elected at the time of registration for the class. *No grade or credit is awarded for courses that are audited. Please note: The laboratory component of all science courses cannot be audited, nor can any independent study/individual instruction classes.*

Undergraduate Life Experience Credit

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

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

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

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

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

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

The following additional criteria apply to the awarding of LEC:

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

Transcript Requests

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

To request an official transcript the following procedures apply:

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

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

Additional Administrative Policies

Changes to Academic Records

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

Failure to Fulfill All Non-Academic Requirements

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

Course Cancellations

The university reserves the right to cancel undersubscribed courses. When it does so, there is no fee charged to the student.

Policy for Taking Courses at Another Institution

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

- Students must file an application to take courses at another institution with their Success Coach. Students must have the relevant department verify the LIU equivalency and credits.
- The other institution must be an accredited institution
- Students may take a maximum of 9 credits at other institutions once enrolled at LIU
- Students are not permitted to take courses on online platforms (examples are Straighterline, Sophia Learning, etc.)
- Only credits for courses with grades of C- or better may be transferred back to LIU Post. Some departments might require higher grades if the course being taken is a pre-requisite that requires a minimum grade higher than C-.

Changes of Address or Phone Number

A student must report changes of address or phone number to Student Success and Coaching or by updating the information directly at MyLIU.

TUITION AND FEES

Tuition and Fee Schedule

Application Fee (non-refundable)	$ 50
Tuition Deposit (Psychology-Clinical PsyD, Transformational Leadership EdD, Information Studies PhD, Speech Language Pathology MA, Physical Therapy DPT, International), non-refundable	500
Tuition Deposit (all other programs), non-refundable	200
Undergraduate Tuition:	
• Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	20,937
• Bachelor's Degree and Undergraduate Studies, per credit	1,307
• Academic Resource Center, per term	2,250
• Undergraduate Audit Fee, per credit	654
• High School Scholars, per course	290
Graduate Tuition:	
• Master's Degree and Graduate Studies, per credit	1,435
• Graduate Audit Fee, per credit	719
• Registered Dietician Nutritionist MS/RDN and Speech Language Pathology MA, per credit	1,462
• Psychology - Clinical PsyD, years (1-3), 9+ credits	29,823
• Psychology - Clincial PsyD, year 4+, Transformational Leadership EdD and Informational Studies PhD, per credit & Dissertation and Supervision (PSY 842) and Dissertation Maintenance (PSY 843), per course	1,908
Doctor of Physical Therapy Tuition:	
• Below 800 level courses, per credit	1,462
• 800 - 900 level courses, per credit	1,695
• Clinical Practice I (PT 850), per course	1,658
• Clinical Practice II (PT 950), per course	2,073
• Clinical Practice III and IV (PT 955/956), per course	3,317
• Physical Therapy Program Fee, per term	600
University Fee:	
• 12+ credits, per term	1,058
• Less than 12 credits, per term	529
Other Required Fees:	
• University Dining Dollars, 9+ credits, per term	75
Nursing Testing and Lab Fees:	
• Undergraduate Program Fee, per term	950
• Graduate Program Fee, per term	900
• Nutrition & Dietetics BS, MS & Adv Cert, per term	100
Course Fees (additional fee per class):	
• MUS (Private Instruction)	550
• PE 116, 117, 118	600
• ATCG 702	300
• PSY 841	200
• VST 272P	800
• VST 286	120
• VST 296	200
• CATX 100, EDUX 100	35
• DASX 100	90
Other Fees:	
• Freshman Orientation Fee	275
• Transfer and Graduate Orientation Fee	75
• Late Payment Fee	350
• Maintenance of Matriculation Fee	100
• Maintenance of Matriculation Fee - Doctoral	250
• Returned Check/Credit Card Chargeback Fee	25
• Replacement Student ID Card	25
• Diploma Replacement Fee	40
• Official Transcript, on-demand, per request	25
• Official Transcript, online, per request	15

Housing and Meal Plan Schedule

Fall/Spring Accommodations (per term)	
Housing Deposit (non-refundable)	$ 300
Room Rates:	
Single Room	10,342
Single Room*	10,624
Medical Single Room	5,912
Medical Single Room*	6,192
Double Room	5,912
Double Room*	6,192
Suite Double	6,323
Suite Single	9,485
Triple Room	5,095
Triple Room*	5,377
* Temperature Controlled	
Intersession Rate:	
Per week	392
Summer Accommodations (per session)	
Single Room	2,698
Double Room	2,070
Fall/Spring Meal Plans (per term)	
Residential Plan 1 (unlimited meals/ $300 dining dollars)	3,277
Residential Plan 2 (14 Weekly Meals/ $300 dining dollars)	3,006
Residential Plan 3 (10 Weekly Meals/$300 dining dollars)	2,723
Dining Dollars+ Plan ($200 additional dining dollars)	200
Commuter Plan 1 (25 meals & $50 dining dollars)	292
Commuter Plan 2 (50 meals & $50 dining dollars)	466

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

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

Enrollment Fee	$35
Enrollment Dates	Fall : July - November (Last month/day to enroll is October 15th) Spring : December - April (Last month/day to enroll is March 15th) Summer : May - June (Must enroll in May for the two month summer payment option)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. For example, if you sign up for the Fall payment plan in August you will have four payments.
Down Payment	20%-50% (depending on date of enrollment).
Late Payment Fee	$25 if payment is not received within 10 days of the scheduled due date.
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; auto deduction options are also available.
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."
Authorized User Access	Yes. You must first set up an authorized user using their email account. You may have more than one authorized user.

Policies

Payment Due Dates

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

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment. Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, generate an On-Demand statement or 1098T form or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
After Spring registration opens	$350
Winter Term	
1st Day	$150
Spring Term	
After Fall registration opens	$350
Summer Term	
July 15	$150

Residence Hall Cancellation Policy

The $300.00 housing deposit required to reserve campus housing is non-refundable. Once a student has signed a housing contract, the contract is for the entire academic year. This agreement may be canceled by submitting the Housing Cancellation Form. If a housing contract is canceled, the student will be subject to charges as indicated below. These charges apply to all students, including those who cancel due to leave of absence or withdrawal.

Cancellations for any reason after taking occupancy must be submitted via the Housing Cancellation Form. The effective date of a student's cancellation is the date on which the student has completed all of the following requirements:

- Submits the Housing Cancellation Form
- Vacates and removes all personal belongings from their assigned room; and,
- Properly checks out with residence hall staff, i.e., confirms that space has been vacated, belongings have been removed, and a damages inventory has been completed with residence hall staff.

The housing cancellation will not be considered effective until all three above conditions are met.

Students are entitled to a one-week grace period from the first day of classes before they are fully liable for all room charges. After one week has passed from the first day of classes, students are not eligible for a room refund. Meal plans are not eligible for a refund once the semester begins.

A refund during the first week of classes will only be initiated upon completion of the cancellation process described above. Refunds are issued to a student's Student Financial account and are first applied to any outstanding balance before being credited back to the student.

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

The University reserves the right to terminate the housing contract and repossess the room(s) for failure to pay University fees, violation of University or residence policy, or when notified by the school that a resident has taken a leave of absence or has withdrawn from the University.

Student Billing and Collection Policy

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

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

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

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

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

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

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by Long Island University through bankruptcy (any chapter), will have full access to records and may register for future semesters. However, all payments must be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

Student Health Insurance Policy

Long Island University requires all clinical, intercollegiate athletes, and international students to maintain health insurance. The University sponsors a Student Health Insurance Plan with below-market rates that provides students with health coverage at school, at their permanent residence, and while traveling or studying abroad. The plan is fully compliant with the Affordable Care Act and provides students access to a network of doctors, hospitals, and pharmacies. All eligible students are automatically enrolled in the University-sponsored Plan, but may waive their participation by providing evidence of coverage under a family plan or other policy that meets or exceeds coverage set forth in the University-sponsored Plan.
Additional information regarding LIU's Student Health Insurance Plan can be found on the University's website: https://liu.edu/enrollment-services/tuition-fees/student-health-insurance

Third Party Payment Policy

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

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

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

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

Tuition and Fees Liability and Refund Policy

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

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

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

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

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

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

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

For withdrawals during traditional fall and spring terms:

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

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

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

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

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

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

Withdrawal Date	Liability
Day 1	0%
Day 2	50%

Day 3+ 100%

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

FINANCIAL AID

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

University scholarships or fellowships may be granted by themselves or in conjunction with federal and/or state aid, including scholarships, loans, and work-study. To receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

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

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

Applying for Financial Aid

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web after a student completes the FAFSA online. The FAFSA, available on the web at studentaid.gov is the basic form for all student aid programs. Be sure to complete all sections. Students should permit the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is 002751 and our New York State code is 0403). Entering Freshmen should apply by February 15 for the fall term or by November 1 for the spring term.

Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with enrollment services in addition to completing the FAFSA and TAP application.

To be considered for federal and/or state-based aid, students must be classified either as U.S. citizens or as eligible noncitizens, be officially admitted to LIU, or matriculated in a degree program, and make satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, university-administered aid is awarded to full-time students. Part-Time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for TAP, Aid for Part-Time Study (APTS), or Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and maintain good academic standing. For institutional scholarships, students must generally need to maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file will result in a loss of your scholarship. Please visit our renewal policy on the web at liu.edu/enrollment-services.

WITHDRAWAL

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

TUITION SCHOLARSHIP POLICY

Long Island University offers tuition scholarships to qualified undergraduate students based on evaluation of their admissions application and credentials. These scholarships are granted upon admission and detailed in the student's admission and scholarship offer letter. Scholarship offers are contingent on the receipt and evaluation of the student's final official transcript and test scores.

Duration of Scholarship

- First-Year Students: Scholarships may be awarded for up to eight (8) consecutive semesters (fall and spring) to support the completion of the student's first undergraduate degree, provided that the renewal criteria are met by the end of each spring semester.
- Transfer Students: Scholarships may be granted for up to six (6) consecutive semesters (fall and spring) toward the completion of the student's first undergraduate degree, contingent upon meeting the renewal criteria by the end of each spring semester.

Scholarship Terms

- Renewal Requirements: To continue receiving the merit scholarship, students must:
  - Maintain the cumulative GPA requirement outlined in the scholarship award letter.
  - Be enrolled full-time at Long Island University continuously.
  - Complete the FAFSA for each academic year.
- Additional Conditions:
  - Scholarships offered during the admissions process are applied to tuition and cannot be applied to fees, room, or board.
  - Total financial aid, including scholarships from LIU, cannot exceed the cost of tuition.
  - LIU scholarships are applied to a student balance after federal and state aid has been applied.
  - Students receiving full-tuition coverage to LIU through tuition remission or tuition exchange are not eligible for tuition scholarships.
  - Students receiving athletic scholarships may not receive more than $10,000 in tuition scholarships and must adhere to the terms of their National Letter of Intent (NLI) agreement.
  - Scholarship offers are only valid for the semester in which they are awarded. If students defer their enrollment, they will be subject to the scholarship terms and amounts available for the new semester of enrollment.
  - Students are responsible for maintaining the renewal criteria and continuous enrollment. Discontinuing enrollment without an approved deferment may result in loss of the scholarship.

Tuition scholarships offered during the admissions process are final and cannot be increased over subsequent semesters. Tuition scholarships and other financial aid offers may be viewed on a student's MyLIU account. Students who have questions related to their Tuition Scholarship or financial aid may seek assistance from their assigned admissions recruiter or success coach.

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University can provide an extensive financial aid program for its students. Awards are competitive and based on

academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

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

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

PART-TIME EMPLOYMENT

Student Career & Job Portal

Many financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a bi-weekly basis and are normally used for educational expenses. On-campus and off-campus jobs and internships are available through Handshake at http://handhshake.liu.edu. It is not necessary to be awarded work-study earnings to use Handshake.

Resident Assistantships

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

ALL OTHER SOURCES OF AID

STATE GRANTS

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

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 6 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier "How to Apply" section). Submit the completed application as instructed. For more information about TAP, visit hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

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

New York State Enhanced Tuition Awards (ETA)

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

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

The Federal Pell Grant Program assists undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor's degree. (You are not eligible if you have already completed a bachelor's degree.)

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

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program may be limited and are based on availability. To qualify, students are encouraged to submit their FAFSA by the University's established priority date.

Veterans Benefits

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

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year.

Federal Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized

and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for unsubsidized loan for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

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

Federal Direct PLUS Loan Program
The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. PLUS loan disbursements are made payable to LIU and the parent and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into studentaid.gov

PRIVATE LOANS
A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask several key questions, including current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider. Each student has the right to select the educational loan provider of their choice. To see your choice of lenders, log onto elmselect.com

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

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards.

EMPLOYEE EDUCATION PLANS
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must apply with Human Resources.

Policies

Federal Student Aid Credit Balances and Refunds

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

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

The Office of Enrollment Services monitors FSA credit balances on a daily basis for all active financial aid years. Refund checks are processed at University Center each day after the receipt of refund lists from the campuses. If PLUS loan funds create the credit balance, the refund will be issued to the parent unless he/she has authorized the University in writing or through studentaid.gov to transfer the proceeds directly to the student for whom the loan is made. The University issues refund checks by mail to the student's and/or parent's permanent address on record. Students may also set up direct deposit refunding by adding their domestic bank account of choice to their MyLIU account. Refund checks that are unclaimed after 240 days will be returned to the Department of Education. The University does not require students to take any action to obtain their credit balance. It is the sole responsibility of the University to pay all FSA credit balance within the 14-day regulatory time frame. The University may use current year funds to satisfy prior award year charges for tuition, fees, room and board for a total that does not exceed $200.

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

New York State TAP Waiver

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

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

student has received.

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

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

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

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

Return of Federal Funds

The University returns Federal funds in accordance with Federal regulations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Satisfactory Academic Progress (SAP)

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

Standards for Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes Federal Pell and SEOG Grants, Federal Work Study, Federal Perkins Loans and the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and

quantitatively by two components: a student's cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

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

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

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

Credits Attempted	Credits Earned	Credits Earned	Cum GPA Required
0-29	50%	0 - 29	1.8
30-121	67%	30 - 59	1.9
122-192	80%	60 and above	2.0

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

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

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

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

SAP Completion Requirements **SAP GPA Requirements**

Credits Attempted	*Credits Earned*	*Total Credits Earned*	*Cum GPA Required*
0 - 29	50%	0- 29	1.8
30-208	67%	30- 59	1.9
209 and above	80%	60- 138	2.0
		139 and above	2.0

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

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

Federal SAP requirements also include the following criteria:

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

Standards for New York State Awards

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

The basic measures for good academic standing for TAP Awards include the following:

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

The requirements for meeting these standards increase as the student progresses, and are based upon the number of State awards that the student has already received. Students failing to meet the required criteria are eligible to request a one-time waiver of the academic and/or "C" average requirement(s) if extenuating circumstances played a factor in their academics.

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

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

Before Being Certified for Payment

Semester	Must accrue this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

New York State SAP requirements also include the following criteria:

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

TAP payment. This average increases as students progress in payment points.
- All students must have a cumulative GPA of 2.0 or better after accumulating 24 or more payment points (e.g., four full time semesters).
- Students who are not making progress, and/or not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance.

Enhanced Tuition Awards (ETA)

Award recipients selected by New York State must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a loan.
- Must meet annual income requirements ($125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.

Student Loan Counseling

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

In accordance with these provisions, LIU manages the loan counseling process by identifying:
- students who require entrance and exit counseling
- methods by which the University communicates with students regarding entrance and exit counseling
- process by which students will receive counseling; and
- procedures to be followed by students who do not complete the loan counseling process

Verification of Financial Aid Information

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

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

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

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

Expected Time to Credential for University Programs

Undergraduate Programs

The expected length of an undergraduate program is eight terms (four academic years). A student's remaining Expected Time to Credential is based on the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Graduate and Professional Programs

The University establishes the expected length of each program of study. A student's remaining Expected Time to Credential is based on the published program length and the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Program	Time to Completion
Accountancy MS	4 terms
Adolescence Education 7-12 MS	4 terms
Applied Mathematics MS	4 terms
Applied Psychology MS	4 terms
Behavior Analysis MA	4 terms
Biology MS	4 terms
Biomedical Sciences MS	4 terms
Business Administration MBA	5 terms
Childhood Education/Special Education MS	5 terms
Childhood Education/SWD All Grades MS	5 terms
Clinical Art Therapy and Counseling MA	6 terms
Clinical Lab Sciences/Biomedical Sciences MS	6 terms
Clinical Mental Health Counseling MS	7 terms
Clinical Psychology PsyD	12 terms
Criminal Justice MS	4 terms
Data Analytics and Strategic Business Intelligence MS	4 terms
Early Childhood Education/Childhood Education MS	5 terms
Educational Leadership MSED	4 terms
Family Nurse Practitioner MS	7 terms
Genetic Counseling MS	4 terms
Health Administration MHA	5 terms
Information Studies PhD	11 terms
Interdisciplinary Studies MA	4 terms
Library and Information Science MS	4 terms
Library and Information Science/NYU MS	4 terms
Library and Information Science/School Library Media MS	4 terms
Literacy (All Grades)	4 terms

Management Engineering MS	4 terms
Museum Studies MS	5 terms
Physical Therapy DPT	8 terms
Public Administration MPA	5 terms
Registered Dietician Nutritionist MS/RDN	4 terms
School Counseling MS	7 terms
School District Business Leader MSED	4 terms
Social Work MSW	4 terms
Special Education MSED	4 terms
Speech-Language Pathology MA	7 terms
Sports Management MS	4 terms
Students with Disabilities (All grades) MSED	4 terms
Students with Disabilities 7-12 MSED	4 terms
Transformational Leadership EdD	7 terms

STUDENT LIFE

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

Through the Division of Student Affairs, students can participate in over 100 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree.

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

Experience Shark Nation

Experience | Shark Nation is the University-wide student engagement platform. Powered by Presence, the engagement platform serves as the hub for student life and engagement at the University. Each student has access to Experience | Shark Nation and is encouraged to visit frequently for updates regarding campus events, programs, and activities. The platform is how students will join student organizations, learn about campus events, and mark their attendance using the Shark Points system.
In addition, a full listing of events is sent via email each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit www.liu.edu/campus-life.

Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 39 athletic teams on two campuses, LIU's NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have a combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit liuathletics.com.

Student Organizations

LIU seeks to educate, challenge, and cultivate students by providing services and promoting programs that encourage student involvement, and offer both personal and academic support for student growth. With nearly 100 active student organizations, there is an opportunity for every student. Students may also start a new student organization by working with the Center for Student Success & Coaching and the Student Government Association.

Students may participate in academic, social, media, leadership, and special interest organization. In addition, many honor societies recognize outstanding student accomplishments. For a full list of student organizations, visit www.liu.edu/campus-life.

Greek Life

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

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

Fraternities:

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

Sororities:

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

Greek Life Honor Societies:

- Order of Omega
- Gamma Sigma Alpha
- Rho Lambda

Student Government Association (SGA)

The Student Government Association is the representative body of all students at Long Island University. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community.

SGA elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

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

LIU Cares

LIU students give back to the local and global communities through service organizations, charity events, and social awareness initiatives throughout the year. The LIU Cares initiative connects our students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist.

Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year. For more information on service opportunities, contact liucares.org or visit the Center for Student Success & Coaching.

Residential Life

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

Living at LIU offers:

- Options for singles, doubles, triples, and suite-style
- All utilities, WiFi, and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Fitness Center, Library, and other facilities
- Affordable housing rates
- Several meal plan options and dining locations
- Lounges in each building with TVs and computers
- Free express shuttle service to local train stations, malls, and other stores
- Professional and peer staff in each residence hall for 24/7 assistance
- ID access and evening security for all buildings
- Floor and Hall programming

Residence Halls

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

- Queens Hall

Campus Recreation and Intramurals

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

Student Code of Conduct

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

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

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

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

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

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

FACILITIES

3D Simulation Laboratory

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

Benjamin and Elizabeth Abrams Communication Center

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

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

Career Bar

Located in Hillwood Commons, the Career Bar offers a central location for students to access computers, print, and study.

Digital Art and Design Lab

The Digital Art and Design Lab, located on the second floor of Humanities Hall, is a state-of-the-art facility for students majoring in art, digital art and design, graphic design or photography. The complex of five Mac-equipped laboratories includes networked computers, current software packages, digital still and video cameras, film and flatbed scanners, and laser printers.

Digital Games Lab

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

Dining and Food Service

Gourmet Dining is the official food service and dining provider for Long Island University. Food service is provided at several locations throughout the campus. Food may be purchased using meal plans, credit cards, or cash.
To view food options, locations, and hours of operations, students should visit,. www.liu.edu/campus-life/campus-dining

Esports Arena

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

Gold Coast Cinema

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

Hillwood Commons

Hillwood Commons is the student and community hub of LIU Post. The Commons features multiple dining options, Bookstore, ESports Arena, and various student-run businesses. Hillwood is also home to the Division of Student Affairs and student support offices.
The Commons is open seven days a week, from 8:30 a.m. to midnight. If you have any questions, please contact the Campus Concierge at 516-299-2800.

Interprofessional Simulation Center

Interprofessional Simulation Center (ISC) is a state of the art patient simulation center designed to improve health outcomes by providing programs that promote and enhance safe, quality healthcare through clinical competence, teamwork, and interprofessional collaboration.
The ISC occupies a vital role in enhancing students' preparedness to practice through an experiential and collaborative approach to learning, including simulation that combines faculty-directed and independent learning. In addition, the ISC supports interdisciplinary and translational research to add to the body of knowledge on simulation, practice, technology, quality, and safety in the workplace. Using state of the art simulation equipment, students learn proper techniques, refine interprofessional skills, and build confidence in their abilities.

Honors Village

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

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

Speech and Hearing Center

The Speech and Hearing Center, located in the lower level of Post Hall, has the dual mission of assisting those with communication and related disorders by offering a full range of diagnostic and therapeutic services for infants, children, and adults and training graduate students in communication sciences and disorders. All services are provided by supervisors with years of experience and graduate clinicians, both working together to provide quality care that family members can observe.

LIU Post Community Arboretum

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

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

The arboretum is open to the public seven days a week from dawn to dusk, free of charge. A self-guided walking trail starts and ends at Hillwood Commons and lasts anywhere from 30 to 45 minutes. For more information visit the arboretum website at www.liu.edu/arboretum.

Music Technology Laboratory

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

Pratt Fitness and Recreation Center

The Pratt Fitness and Recreation Center provides LIU students with a modern fitness facility where they can exercise, play, compete or work out. From high-action basketball games to leisurely laps in an eight-lane swimming pool, the Pratt Fitness and Recreation Center is outfitted for a variety of recreational, intramural, and competitive activities and sports. The center is home to an elevated running track, an 8-lane swimming pool, racquetball courts, and a gymnasium that features basketball and volleyball courts with seating for 3,000.

The fitness area features free weights and state-of-the-art exercise equipment, including, treadmills, stationary bicycles, and arc trainers. The Pratt Fitness and Recreation Center is conveniently located in the athletics complex, next to the football field and field house. It is open on days, evenings, and weekends. For more information visit the website at www.liu.edu/university-recreation.

Psychological Services Center

The Clinical Psychology Doctoral Program operates the Psychological Services Center (PSC). The PSC is an independent community mental health facility whose purpose is to provide low-cost psychological services to the community and to serve as a training facility for graduate students in the doctoral program.

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

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

Student-Run Businesses

LIU students learn what it takes to run a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU's student-run businesses support student scholarships. To learn more about Student Run Businesses or visit their online stores, visit www.liu.edu/student-run-businesses.

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

Browse
Browse offers a selection of popular technology brands and products and is an authorized Apple products retailer. Students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

Shark Nation Spirit Store
Shark Nation, the official spirit store of LIU sells a wide array of LIU Sharks apparel including clothes, gifts, and accessories. Purchase anything you need to be a die-hard Sharks fan and show your Shark spirit at every athletic game and all days in between.

Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides LIU with an internationally recognized venue for great performances, featuring the most important classical and popular artists of our time. The concert hall is the Long Island home to many of the world's finest performers, ensembles, Broadway tours, and comedians. Tilles Center presents nearly 70 performances annually. LIU students receive substantial discounts on many Tilles Center events. The Box Office can provide current schedules and prices at 516-299-3100 or www.tillescenter.org.

Trading Floor

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

Winnick Student Center

The Arnold S. Winnick Student Center, located in the Residential Quad, contains a modern food court with an "all-you-care-to-eat" menu offering meal choices ranging from home cooking to gluten-free, vegan, vegetarian, and other health-conscious meals. Also located in the Winnick Center are the Gold Coast Room, a venue for large banquets, and Finley's, a newly renovated student lounge that offers late-night dining. The building is named for the father of LIU alumnus Gary Winnick.

STUDENT SERVICES AND RESOURCES

Student Affairs

Student Affairs is a collaborative and innovative unit dedicated to providing a highly individualized holistic student support and education that fosters student success, retention, and persistence; cultivates a community of belonging; encourages life-long learning; and develops global citizenship and future leaders. Student Affairs is comprised of several student support services including the Learning Center, and the Center for Healthy Living. In addition, Student Affairs coordinates several key programs including, Commencement and Parent and Family Programs.

Student Affairs is led by the Dean of Students that can be reached at deanofstudents@liu.edu.

Student Success

Student Success is our commitment to ensuring students have the right tools, guidance, and support to achieve their goals. When students apply to LIU, they will be assigned a Success Coach who will be there for them through graduation. The coach will be the point of contact for everything they need—from academic and career counseling to campus activities to financial aid. It's our promise to help each student chart their success! To learn more about Student Success, visit www.liu.edu/student-success.

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

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

Center for Healthy Living

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

Students have access to on-campus mental health counseling, nutrition counseling, religious and spiritual counseling, as well as telehealth and local in-person healthcare.

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

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

The Learning Center

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

Services include:

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

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

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

Disability Support Services

Disability Support Services (DSS)

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

Policy for Students with Disabilities

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

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

Accommodations

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course, or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist, or other qualified specialists that establish the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation.

Determining Eligibility

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

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it may not be the most appropriate accommodation. In addition, Disability Support Services may propose

clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator has requested.

Denial of Accommodations

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

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

Student Appeal

A student who disagrees with the Learning Center determination of eligibility or accommodation is encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the Dean of Students.

Student Veterans Resource Center

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

For additional information and resources for veterans, please visit the Student Veterans Resource Center (SVRC) in Hillwood Commons, Room 260. The Veterans School Certifying Official can be reached at 516-299-1200 or by email at studentaffairs@liu.edu. To learn more about Veteran Services, visit https://liu.edu/student-success/learning-center/veteranservices.

Study Abroad

At LIU, studying abroad is not just encouraged—it's an opportunity we strongly recommend every student consider. Whether through year-long programs, semester-long programs, or short-term study tours, LIU makes global learning accessible, ensuring students can gain these life-changing experiences while staying on track academically. LIU's Global College provides in-house options for quality learning, student support, and a seamless experience for LIU students from all majors with its own learning centers and programs on three continents. Students engage in experiential learning—developing a deep understanding of global challenges by working directly with local communities, organizations, and experts. Our program emphasizes cultural immersion and learning by doing, helping students develop lasting connections in the places they study. Students gain valuable insights that set them apart academically and professionally by focusing on how global issues manifest locally and how communities address them.

Long-Term Study Abroad with LIU Global College

LIU Global College offers year-long and semester-long study abroad opportunities at LIU Global College Centers. These Centers employ LIU staff and faculty – they are not from another university! Study abroad students take classes and work alongside an established cohort of Global Studies majors. Each location hosts a cohort of 10-20 Global Studies majors (Costa Rica – First Year, Europe – Sophomores, and Australia-Pacific – Juniors). LIU Brooklyn and Post students can study abroad at any location regardless of their class year. Students interested in studying abroad should start by consulting with their Success Coach, who will help integrate study abroad into their academic plan. While some majors allow for semester- or year-long study abroad, others may be better suited for short-term travel during winter or summer breaks. You will need email confirmation from your Success Coach that you can study abroad to move forward. If studying abroad is an option for you, please meet with your Success Coach, who will connect you with the Global College team at **Global@liu.edu** to help fill out our one-page approval form.

Short-Term Study Abroad Programs

LIU Global College also offers annual study abroad courses that include a travel component during academic breaks. Students can find updated short-term course offerings at **www.liu.edu/study-abroad**.

Career Success

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

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

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

Handshake

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

Big Interview

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

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

International Student Services

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

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

Bookstore

The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is located online where students can conveniently purchase or rent their textbooks. 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.

Visit the bookstore at: https://bncvirtual.com/liu

Public Safety

The Department of Public Safety is committed to providing a safe and secure environment for students, faculty, staff, and visitors at LIU Post in Brookville, NY. We provide safety and security services by foot, bicycle, and vehicle patrol 24 hours a day, 365 days a year. Public Safety Officers at LIU Post are licensed by the State of New York and are trained, certified, and registered pursuant to the New York State Security Guard Act of 1992.

The Public Safety Department administers a comprehensive public safety program, including traffic enforcement, crime prevention programs, fire prevention exercises, escort services, an emergency alert system, and a network of sirens and loudspeakers in the event of outdoor emergencies. The Department of Public Safety works closely with the Old Brookville and Old Westbury Police Departments, Roslyn Fire Department, and the Nassau County Office of Emergency Management to ensure the safety of the campus community. In addition, the department models its security procedures by the guidelines of the United States Department of Homeland Security.

The department maintains and promotes respect for the individual rights and dignity of all persons and continually attempts to instill public confidence by maintaining a high degree of professionalism, dedication, and expertise in the delivery of the service it provides.

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

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

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

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

Information Technology

LIU Information Technology (LIU IT) 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, academic computer labs and smart classroom spaces, and video and telecommunications infrastructure 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, departments, and special off campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance, and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully staffed Information Technology 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 help desk technicians. Students can learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Teaching & Learning Experience

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 Helpdesk.

Student Email
Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into https://my.liu.edu. If students have any trouble accessing the designated My LIU account, students are encouraged to check with the helpdesk at Browse at one of our campus locations: 2nd floor Hillwood Commons at Post Campus or 3rd floor Library Learning Center in Brooklyn Campus. Additional resources are available on IT's website: https://it.liu.edu.

Modern Classrooms
Smart classrooms across the campuses are outfitted with audiovisual equipment such as overhead projectors, smart whiteboards, monitors, video recording equipment, and data projectors that are available to students and faculty for internship projects and presentations. Additionally, cutting edge 3D simulation space is available in partnership with Dassault Systemes to provide exact digital models of human anatomy

for students in LIU Health Science programs. For support in utilizing university classrooms, LIU Information Technology helpdesk is available to faculty. Faculty computers are provided and maintained by the University, with upgrades according to a 4-year replacement policy and upgrades as necessary for full-time faculty.

Computer Labs
Teaching and learning at LIU is also supported by the continual upgrade and maintenance of computing laboratories. Computer labs for students' use are available at various locations throughout the campus. All students are required to use their LIU e-mail account for communication with faculty and staff. Students may also connect to MyLIU, the University-wide computer network, and Brightspace from dormitory rooms. Whenever necessary, students can access computer accounts, software, and the internet from personal computers and mobile devices using the University's wireless access.

Learning Management System
LIU students and faculty utilize Brightspace learning management system for course instruction, coursework submission, and collaboration. All class materials are posted in Brightspace.

Network Services
LIU students and faculty are provided wireless connectivity to LIU's network LIUNET allowing connectivity of personal laptop computers or mobile devices to the internet across campus residential spaces, classrooms, and facilities. The wireless network at LIU Post has continuously been upgraded and expanded throughout the campus.

IT Support
Information Technology Teaching & Learning Center (TLC)

Faculty members have a specialized resource in Information Technology's Teaching & Learning Center. The Teaching & Learning Center locations at each campus facilitate utilization of the Brightspace learning management system along with other teaching and learning tools. The Information Technology Teaching & Learning Center (TLC), located in the B. Davis Schwartz Memorial Library at Post campus and Metcalfe Building – Room M407, has been established to assist faculty in the design, programming, and implementation of various media in coursework. In addition, the TLC conducts year-round technology-focused workshops for faculty and staff on how to use information technology in the educational process, such as Brightspace, Teams, and Microsoft Office.

LIUIT Tutorials
Online tutorials are available 24/7 for students and faculty to access for support. For students, tutorials topics range from how to use: MyLIU, the university-wide computer network; Brightspace, the learning management system; e-mail; Career Connect, the career services management system; Google Apps; and Adobe Express. In addition, tutorials for faculty provide information about LIU's Oracle PeopleSoft Enterprise Resource Planning (ERP) system, which is used for grading, and Learning Spaces for Smart Classroom Technology. Furthermore, IT security resources are available on LIU IT's website to promote security awareness and support utilizing newly implemented security tools such as Duo, for multi-factor authentication.

Browse
Following a single one-stop shop model, Browse, LIU's technology store 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.

Contact Information

IT Website: https://it@liu.edu

IT Email: IT@LIU.edu

Phone: 516-299-3300/ 718-488-3300

Alumni Engagement

Long Island University has an active network of over 200,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

ACADEMIC HONOR SOCIETIES

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

Purpose: The Society is named for the Greek letters equivalent to the first letters of *Allied H*ealth, which were *Alpha Eta.* There are currently over 25, 000 members with over 80 National Chapters, LIU Post being the 84th.

Eligibility:

1. IV.2A Associate's and Baccalaureate Degree Candidates: Those undergraduate Allied Health students who:

- are enrolled in an Allied Health curriculum leading to an associate's or baccalaureate degree, and shall be in their last year of enrollment in the Allied Health program (see Article III.1,2).
- have maintained an overall scholarship average of 3.5 or better (on a 4 point scale) while enrolled in the Allied Health program.
- have shown a capacity for leadership and achievement (*i.e*., promise for the profession) in their chosen Allied Health field.
- have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

2. IV.2B Graduate Degree Candidates: Those graduate students who are enrolled in Allied Health programs leading to graduate degrees and:

- are in their last year of enrollment in an Allied Health graduate program (see Article III.1,2).
- have maintained an overall scholarship average of 3.8 or better (on a 4 point scale) while enrolled in the program.
- have shown a capacity for leadership and achievement (*i.e*., promise for the profession) in their chosen Allied Health field.
- have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

3. IV.2C Certificate Candidates: Those students who are enrolled in a program leading to a certificate of professional competency in an Allied Health program who:

- are in their last year of enrollment in an Allied Health post-degree certificate program (see Article III.1,2).

Alpha Lambda Delta

The LIU chapter of Alpha Lambda Delta was installed in 1995. Students of all majors with 24 to 36 core credits and a minimum grade point average of 3.5 can join. Members can apply for grants in the sophomore year and for graduate study. Applications for travel grants are available. Chapter leaders attend national training conferences. All inductees are lifetime members.

Alpha Phi Sigma – Criminal Justice (Epsilon Beta Chapter)

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

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

Alpha Sigma Lambda – Adult Student Honor Society

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

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

Alpha Chi

Alpha Chi National College Honor Society (AX) is a member of the Association of College Honor Societies (ACHS). The campus chapter, New York Sigma, was established in 1998. AX invites juniors and seniors from all majors who have a minimum cumulative GPA of 3.5 to join the society. Members are eligible to apply for scholarships for graduate and professional study, participation in national conferences, and other awards. All inductees are lifetime members and have their names added to the national membership registry.

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

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

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

Beta Beta Beta – Biology

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

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

Beta Gamma Sigma

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

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

Chi Sigma Iota – Counseling

Purpose: The purpose of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International is to promote scholarship, research, professionalism, and excellence in the field of counseling. This is accomplished through participation in workshops, seminars, conferences, mentoring, and professional involvement. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are a challenge to all graduate students in the counseling programs at LIU Post and LIU Brentwood to develop and grow and are meant to encourage excellence and professional involvement in the counseling field. Students and graduates are expected to take an active part in the chapter's committees, activities, and newsletter for professional growth and development.

Eligibility: Students who have completed a

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

Kappa Mu Epsilon – Mathematics

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

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

Kappa Theta Epsilon – Cooperative Education

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

Eligibility: Those eligible for membership in Kappa Theta Epsilon are undergraduate students who have held at least one co-op position, completed at least 60 credits toward their degree, and have a grade point average of at least 3.4. For further information, contact 516-299-2435 or pep@cwpost.liu.edu.

Omicron Delta Epsilon – Economics

Purpose: The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer relationships with faculty in economics within and among colleges and universities; the publication of the official journal, The American Economist, the sponsoring of panels at professional meetings and the Irving Fisher and Frank W. Taussig competitions.

Eligibility: Undergraduates must complete at least 12 semester hours of economics courses. In addition, students must have a “B” average in all economics courses and an overall “B” average in all classes. Students do not have to be economics majors but must have a genuine interest in economics in addition to meeting the above requirements. For further information, call 516-299-2321.

Omicron Delta Kappa

Omicron Delta Kappa (ODK), founded in 1914, is a national leadership honor society dedicated to recognizing and encouraging superior scholarship, leadership, and exemplary character. A member of ODK fosters collaboration among student leaders and promotes campus and community service. The Long Island University chapter was established in 2015. Membership is highly exclusive and extended to sophomores, juniors, and seniors who demonstrate outstanding leadership in areas such as scholarship, athletics, service, communications, creative and performing arts, and campus or community leadership. Only students in the top 5% of each class are invited to apply. **Phi Alpha: Lambda Eta Chapter (Undergraduate Social Work)**

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

Phi Alpha Theta – History

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

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

Phi Eta Honor Society

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

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

Phi Delta Kappa - Education

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

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

Phi Eta Sigma – Freshman Honors

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

Eligibility: Students with a GPA of 3.5 during the first semester of college are automatically eligible for membership, provided they are full-time students.

Phi Sigma Iota-Foreign Languages

Purpose: Phi Sigma Iota is an international honor society and recognizes the outstanding ability and achievement of students and faculty in foreign languages, literature and cultures. It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 50,000 members since its inception in 1917.

Eligibility: Student membership is open to

undergraduate and graduate students who are majoring or minoring in a foreign language or who are studying at an advanced level. Undergraduate students must have a minimum of junior standing; have one or more upper-level language courses, a 3.0 GPA in all language courses as well as an overall 3.0 GPA, and faculty recommendation and approval. Graduate students must have a 3.5 GPA and faculty recommendation and approval. Faculty memberships for qualified personnel are offered. For further information, call 516-299-2385.

Phi Sigma Tau – Philosophy

Purpose: To serve as a means of awarding distinction to students having a high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; to popularize interest in philosophy among the general collegiate public.

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

Pi Alpha Alpha – Public Administration

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

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

Pi Gamma Mu – Social Sciences

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

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

Phi Kappa Phi

Phi Kappa Phi, founded in 1897, is a national honor society and member of the Honor Society Caucus whose mission is to promote academic excellence and engage a community of scholars in service to others. The Long Island University chapter was installed in 2017. The top 7.5% of second-term juniors and 10% of seniors and graduate students are invited to join. Fellowships for undergraduate study abroad and graduate study are available.

Pi Sigma Alpha – Political Science

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

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

Psi Chi – Psychology

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

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

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

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

Sigma Delta Pi – Spanish

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

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

Sigma Tau Delta – English

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

Eligibility: Candidates for undergraduate membership must have completed at least three semesters of college work and a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. They must also have a minimum of a B grade point average in English and rank in the highest 35 percent of their class in general scholarship. Candidates for graduate membership must be enrolled in a graduate program in English (including English for Adolescence or Middle Childhood Education), have completed six semester hours of graduate work in English with a minimum grade point average of 3.3 in these courses.

LIBRARY

The LIU Libraries serve a combined total of over 16,000 students, more than 300 full-time faculty members, and over 1,300 part-time faculty across residential and regional campuses, as well as the university's international sites. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 343,000 online journals, 260 online databases, 369,000 electronic books, and 89,000 files of streaming media.

Collectively, the university's libraries house approximately 606,000 print books and more than 13,700 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries, but not available at a particular campus, can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can be obtained through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries administer the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

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

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

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. Highlights of the Special Collections at the LIU Brooklyn Library include the Artist Books Collection, the New York African Society for Mutual Relief Collection, the Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature. The Digital Initiatives (DI)/Art Image Collection at the LIU Post Library has a collection of slides in multiple formats, a growing collection of digital images, including the William Randolph Hearst Archive.

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

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

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

POLK SCHOOL OF COMMUNICATIONS

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

Located just outside of the New York City Metropolitan area, the Polk School attracts global talent to Long Island's distinct and influential media landscape.

The school consists of the following programs:

B.S. in Communications

B.F.A. in Broadcasting

B.F.A. in Journalism

B.F.A. in Film

These programs share a foundation in storytelling, media, and performance, preparing students to succeed in today's communications landscape. They offer hands-on learning and access to state-of-the-art resources that foster creativity, innovation, and professional excellence across the fields of media, entertainment, publishing, and communications.

DEPARTMENT OF COMMUNICATIONS

The Department of Communications prepares students for dynamic, rewarding, and creative careers in film, media and communications fields. It offers in-depth practical experience with technologies currently used in the industry, along with a strong foundation in theory, ethics, aesthetics, culture, and history. Through interdisciplinary, hands-on, practical opportunities students work with cutting edge technologies and learn from established industry professionals how to bring their unique voices to bear in today’s dynamic media environment. By means of its radio and television stations as well as its exceptionally equipped production facilities. The Department of Communications offers the following undergraduate degree programs: the B.S. in Communications, BFA in Broadcasting, BFA in Film and the B.F.A. in Journalism.

Degree programs emphasize writing skills, development of creative thinking, and mastery of critical technologies to prepare students for fruitful careers in the fields of communications, film 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 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, The Wave as well as the campus newspaper, The Tide. Students develop an understanding of a variety of story-telling styles and formats in radio, television, and web-based media. LIU Post Broadcasting students intern at some of the nation’s top media organizations, including CBS, MTV Networks, NBC TV, Z-100, WBAB, WFAN Radio, HGTV, and News 12, Long Island.

B.F.A Broadcasting

[Program Code: 81358] {HEGIS: 0605.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University’s institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin. It is strongly recommended that majors use CMA 204 as the Creativity, Media & Arts core curriculum requirement.

Major Requirements

Required Media Arts Core: (18 credits)

BDST	211	Production Essentials: Audio	3.00
BDST	212	Production Essentials: Video	3.00
CMA	202	Mass Media in America	3.00
CMA	204	Media Literacy: Behind the Message	3.00
JOU	205	Writing for Radio, TV and the Web	3.00
CMA	210	Media Law and Ethics	3.00
ORC	105	Public Speaking	3.00

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

Choose one of the following:

CGPH	303	Introduction to Computer Graphics	3.00
CIN	224	Intro to Documentary Production	3.00
CGPH	216	Digital Imaging	3.00

Required Major Courses: (30 credits)

BDST	204	Digital Audio Production	3.00
BDST	406	Intermediate Television Production: Studio	3.00
BDST	230	Producing: Concept to Audience	3.00
BDST	225	Intermediate television Production: Field	3.00
BDST	234	Advanced Digital Audio Production	3.00
BDST	246	Video for the Web	3.00
BDST	254	Creating the Television Newscast	3.00
BDST	257	Advanced Digital Editing	3.00
JOU	203	Basic Reporting	3.00
JOU	252	Interviewing Skills for the Media	3.00
BDST	228	Applied Television	3.00

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

BDST	263	Applied Radio News	3.00
BDST	264	Applied Radio News	3.00

Required Broadcasting Senior Research/Honors Tutorial: 3 credits)

Choose one of the following:

BDST	291	Senior Research in Broadcasting*	3.00
BDST	285	Honors Tutorial	3.00
BDST	286	Honors Tutorial	3.00

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

Choose one of the following:

BDST	292	Senior Project & Portfolio	4.00
BDST	289	Honors Thesis	4.00
BDST	290	Honors Thesis	4.00

Elective Broadcasting Courses: (6 credits)

At least six credits from the following:

JOU	241	Newspaper Laboratory	3.00
BDST	228	Applied television	3.00
BDST	230	Producing television	3.00
BDST	234	Advanced digital Audio	3.00
PR	238	Social Media Tools	3.00
CIN	109	Screenwriting	3.00
BDST	263	Applied Radio News	3.00
BDST	465	Applied Radio: on-air	3.00
BDST	466	Applied Radio: Sportsdesk	3.00
BDST	487	Internship	3.00
BDST	488	Internship	3.00
BDST	489	Advanced Independent Study in Electronic Media	1.00

Credit Requirements

Major Required Credits: 72
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30

B.S. Communications

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

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

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

B.S. Communications

[Program Code: 39853] {HEGIS: 0605.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Communications (12 courses, 36 credits)

BDST	406	Intermediate Television production: studio	3.00
BDST	211	Production Essentials: Audio	3.00
CIN	206	Basic Motion Picture Production	3.00
CIN	212	Basic Editing and Sound	3.00
CMA	210	Media Law and Ethics	3.00
COMM	201	Cross-Media Communications: Introduction to Critical Models	3.00
COMM	202	Research Methods	3.00
JOU	203	Basic Reporting	3.00
JOU	205	Writing for Radio, TV and Web	3.00
PR	202	Writing and Editing for Public Relations I	3.00
BDST	230	Producing: Concept to Audience	3.00
PR	238	Social Media Tools	3.00

Required Writing Course

Choose one (3 credits) from the following:

JOU	204	Beat Reporting	3.00
CIN	109	Screenwriting I	3.00

Required Production Course

Choose one (3 credits) from the following:

BDST	246	Web Video Production	3.00
CIN	224	Video Documentary Workshop II	3.00

BDST 27 Applied TV

Communications Electives

Choose two (6 credits) from the following:

BDST	204	Digital Audio Production	3.00
BDST	225	Intermediate Television: Field Production	3.00
CIN	204	Major Figures in the Cinema	3.00
JOU	220	Photojournalism	3.00
JOU	252	Interviewing Skills for Media	3.00
PR	236	Marketing for Media	3.00

Communications Capstone Requirements (6 credits)

COMM	291	Capstone 1	3.00
COMM	292	Capstone 2	3.00

Credit Requirements

Major Required Credits: 54 credits
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60

B.F.A. Film

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

Our faculty are all working professionals in diverse areas of the field, including writers, directors, cinematographers, documentarians, and critics – award-winning professionals with top-level experience and credentials. As a student, you will have the chance to master the new digital media technologies and develop your production design skills in our studio. You will get the valuable learning-by-doing experience that you need to succeed. Students do internships at the

major networks, on film sets, and in editing houses, along with casting and producers' offices, and many more.

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

B.F.A. Film

[Program Code: 79555] {HEGIS: 1010.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Film Courses (54 credits):

CIN	201	The Art of the Film/1900-1930	3.00
CIN	202	The Art of the Film/1931 to Present	3.00
CIN	105	The Art of the Documentary Film	3.00
CIN	206	Basic Motion Picture Production	3.00
CIN	207	Intermediate Motion Picture Production	3.00
CIN	208	Advanced Motion Picture Production	3.00
CIN	109	Screenwriting I	3.00
CIN	210	Screenwriting II	3.00
CIN	212	Intro to Editing and Sound	3.00
CIN	213	Intermediate Editing & Sound	3.00
CIN	215	Cinematography	3.00
CIN	228	Film Theory	3.00
CIN	224	Video Documentary Workshop	3.00
CIN	235	Production Laboratory	3.00
CIN	236	Production Laboratory	3.00
CIN	237	Film Production Lab-Practicum	3.00
CIN	238	Film Production Lab Practicum	3.00
CIN	244	Interdisciplinary Concepts- Directing	3.00

3 courses from the following (9 credits):

CIN	103	Major Forces in the Cinema	3.00
CIN	204	Major Figures in the Cinema	3.00
CIN	111H	Film & Society	3.00
CIN	304	Film & Society	3.00

CIN 288 Must be taken twice (8 credits):

CIN	288	Film Thesis	4.00

Choose three courses from the following (9 credits):

CIN	214	Cinema and the Arts	3.00
BDST	204	Intermediate Sound Projects	3.00
JOU	252	Interviewing Skills for Media	3.00
CIN	244	Interdisciplinary Concepts	3.00
CIN	289	Advanced Individual Study in Cinema	3.00
CIN	299	Film Internship	3.00
CIN	359	Honors Advanced Elective	3.00
CIN	360	Honors Advanced Elective	3.00

Credit Requirements

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

B.F.A. Journalism

Journalism is a challenging and fast-paced career, and today's journalists are multi-media practitioners with sharp analytic skills. Our program is based on the fundamentals of writing, reporting, and storytelling, using a hands-on approach, rooted in the ethics of journalism: critical thinking, fairness, and accuracy. It features courses in print, video, audio, photojournalism, web, and streaming technologies conveyed on digital platforms. Our program develops practical knowledge and conceptual foundations for work in varied forms of print, broadcast, and online journalism, as well as preparation for graduate study in journalism and related fields.

Journalism majors study in small classes with professors who have extensive professional experience. They sharpen their skills with reporting for The Tide, the LIU Post student newspaper; PTV, the campus television station, and at WCWP, the campus radio station. Students also gain real-world experience at internships at some of the nation's top newsrooms, including Newsday, MTV Networks, ABC-TV, NBC-TV, WFAN Radio, News 12 Long Island, and The Associated Press.

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

B.F.A. Journalism

[Program Code: 81359] {HEGIS: 0602.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Dept. of Communications & Film Core Courses: (21 credits)

ORC	105	Public Speaking	3.00
CMA	202	Mass Media in American Society	3.00
CMA	204	Media Literacy: Behind the Message	3.00
CMA	210	Media Law and Ethics	3.00
CIN	224	Intro to Documentary Production	3.00
BDST	211	Digital Tools: Audio	3.00
BDST	212	Digital Tools : Video	3.00

Required Journalism Courses: (42 credits)

JOU	203	Basic Reporting	3.00
JOU	204	Beat Reporting	3.00
JOU	220	Photojournalism	3.00
JOU	205	Writing for Electronic Journalism	3.00
JOU	252	Interviewing for Media (Fall only)	3.00
JOU	241	Newspaper Laboratory**	3.00
JOU	256	Electronic Newscast	3.00
PR	238	Social Media Tools	3.00
BDST	225	Video Field Production	3.00
BDST	246	Web Video Production	3.00
JOU	291	Senior Research (Fall of Senior Year	4.00
JOU	292	Senior Thesis & Portfolio (Spring of Senior Year)	4.00
JOU	289	Independent Study - special interest reporting	3.00

AND

JOU 241 is repeatable, students are only required to complete it once to satisfy this requirement

Elective Journalism Courses: Courses that are not being used to satisfy major or core requirements. Students must take 5 (15 credits) of JOU electives.

BDST	263	Applied Radio	3.00
JOU	412	Investigative Journalism	3.00
JOU	340	Topics in Journalism	3.00
CIN	105	History of Documentary Film	3.00
BDST	234	Audio - Podcasts	3.00
JOU	287	Internship	3.00

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

Credit Requirements

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

Broadcasting Courses

BDST 204 Digital Audio Production
This course is designed to familiarize the student with digital audio production. Students will gain the ability to separate visual and sound information; develop a critical ear for recreated postproduction sound and cultivate a creative process for layering tracks in Adobe Audition. These topics have applications in the fields of radio, television, film, multimedia, broadcast journalism and web production, and prepares the student for advanced work in audio production. Students also examine how social media distribution shapes audio storytelling and develop platform-appropriate strategies for sharing and promoting audio work while applying professional and ethical standards. Students learn to use AI-assisted audio tools for tasks such as transcription, cleanup, sound design, and workflow support while evaluating outputs, disclosing their use, and retaining creative control.
Pre requisites: BDST 211 and BDST 212
Credits: 3
Annually

BDST 211 Production Essentials: Audio
BDST 211 Production Essentials: Audio
This course introduces the student to the basics of digital audio production. Students are introduced to the principles of sound, analog and digital recording, and the basics of sound editing. These topics have application in all forms of journalism, broadcasting, film, and on the internet. Students also explore audio created for social media, including platform-appropriate formats, captioning, accessibility, and responsible publishing practices. Students are introduced to responsible uses of AI-assisted audio tools for transcription, editing, restoration, and ideation, with attention to accuracy, disclosure, copyright, and creative ownership.

Credits: 3
Credits: 3
Annually

BDST 225 Intermediate Television: Field Production
BDST 225 Intermediate Television: Field Production
Students explore non-studio television production techniques to create short video projects. Topics include single-camera shooting, project development, script writing, pre-production, and basic editing. This class is important preparation for work in fields of news, documentary and narrative storytelling. Prepares students for upper-level projects in field production. Students also adapt field productions for social media, with emphasis on platform-appropriate storytelling, audience engagement, verification, transparency, and ethical practice. Students use AI tools to assist with research, planning, transcription, logging, and editing while verifying information, protecting sources and subjects, and maintaining authorship and editorial responsibility.
Pre requisites: BDST 212 and BDST 257
Credits: 3
Every Fall

BDST 230 Producing: Concept to Audience
This course explores the fundamentals of creating, developing, pitching, producing, promoting, managing, and airing all genres of television. Topics include concept creation, testing the viability of a show idea, developing and presenting a pitch with supporting materials, pre-production planning, scheduling and budgeting, securing locations, talent, staff and crew, working with network executives, photo, video and music research and rights, post-production planning, involvement and impact of supporting departments including affiliate relations and promotions, and understanding television ratings. The class approach is participatory, and students gain skills that are essential to today's media businesses. Students also develop social media strategies for audience development and promotion, including campaign planning, platform selection, scheduling, analytics, rights, and ethical disclosure. Students learn to use AI tools for concept development, research, pitch preparation, scheduling, budgeting, and audience analysis while assessing accuracy, rights, bias, disclosure, and the need for human decision-making.
Credits: 3
Every Fall

BDST 234 Advanced Digital Audio Production
This course gives students the opportunity to learn advanced digital audio recording and editing techniques with the goal of creating podcasts and sophisticated radio productions. Topics include sweepers, jingles, promos, underwriting announcements, and documentaries. These productions can air on the university radio station, The Wave. This class prepares students for work in fields of news, and in the growing world of podcasting and digital audio production. Students also create and promote digital audio for social media, with attention to platform formats, metadata, accessibility, audience development, and editorial and creative judgment. Students learn to use AI-assisted audio tools for research, transcription, restoration, editing, sound design, and promotional development while maintaining creative authorship and applying standards for verification, rights, and disclosure.
Prerequisite of BDST 204 is required.
Credits: 3
On Occasion

BDST 246 Web Video Production
Students develop skills required to merge video production and web design. Topics include how to design, edit, export and display video for the web, and how to create a website. They will create and produce several short videos and post them to a website they have created. Each video will be part of a continuous narrative, bringing the user back to the site. These topics provide students important experience in all areas of internet based media, including journalism, public relations, television, and film. Students design video for social media distribution, considering platform formats, captions, accessibility, audience analytics, copyright, privacy, accuracy, and responsible publishing. Students learn to use AI tools to support web-video ideation, coding, transcription, captioning, editing, and optimization while critically evaluating outputs and addressing bias, privacy, copyright, accessibility, and disclosure.
Prerequisite of BDST 212 or permission of instructor is required.
Credits: 3
Every Spring

BDST 254 Producing Digital Newscast
This is a hands-on digital media news production course where students in journalism and broadcasting collaborate to create news programs for television and digital platforms. Students work in teams, rotating roles, as they learn to plan, report, write, shoot and edit news packages and produce a newscast in the television studio setting. This course prepares students for work in news production across multiple media platforms. Students also produce and distribute news for social media, emphasizing platform-appropriate storytelling, captioning, verification, audience engagement, and journalistic standards. Students learn to use AI tools for research, transcription, production planning, captioning, and editing support while independently verifying facts, identifying synthetic media, disclosing AI use, and upholding journalistic accountability.
Prerequisite of BDST 225 or a Journalism major is required.
Credits: 3
On Occasion

BDST 263 Applied Radio: Newsroom
This course is a practicum for students with radio experience who wish to refine their skills in news writing and anchoring for a news broadcast. This is a hands-on course and students produce news programming with the University radio station. Students gain experience that will help prepare them for internships in digital audio settings, as well as develop material for their portfolios. Students also adapt and promote newsroom content for social media, emphasizing effective writing, editing, accessibility, verification, journalistic accuracy, and accountability. Students learn to use AI tools for research, transcription, script support, audio cleanup, and distribution workflows while verifying all news content, protecting confidential information, disclosing AI assistance, and maintaining editorial accountability.
Pre requisites: BDST 211 and BDST 212

Credits: 3
Annually

BDST 286 Honors Tutorial
See Honors program Website for information. Honors tutorial work may examine social media as a subject of research, analysis, or creative development in accordance with faculty guidance and University standards for attribution and academic integrity. Under faculty guidance, students learn to evaluate and use AI tools appropriately in tutorial research or creative work, with transparent documentation, verification of outputs, and adherence to University standards for authorship and academic integrity. Honors students only.
Honors students only.
Credits: 3
On Demand

BDST 291 Senior Capstone - Research & Writing
The Senior Capstone - Working with a faculty advisor the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester. Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables. Topics include research, pre-production planning, writing treatment and script, interview preparation and schedule etc. Students must earn a B- or better in this course to proceed to BDST 92. Students also plan appropriate social media distribution, audience engagement, and promotional strategies while documenting sources, verifying information, and preserving authorship and academic integrity. Students learn to use AI tools appropriately for research support, ideation, transcription, organization, and production planning while documenting their use, verifying sources and outputs, and preserving original authorship and academic integrity.
Seniors only.
Credits: 3
Every Semester

BDST 292 Senior Project
This is the second semester of the capstone project and is when the media project is produced. This project builds on the research and development done in the first capstone semester. This can be a piece produced in a single media or multi-media formats and is a major piece for the student's portfolio. Students continue to meet each week with their faculty advisor and develop a work-plan for the production and initial distribution of their media project. BDST 91 and BDST 92 may not be taken in the same semester. The project includes an appropriate social media distribution and audience-engagement plan that addresses platform selection, accessibility, promotion, analytics, and creative and editorial responsibility. Students may use AI tools for production support, editing, accessibility, and distribution planning while documenting their use, evaluating outputs, respecting rights and privacy, and retaining responsibility for all creative and editorial decisions.
Prerequisite of BDST 291 is required.
Credits: 4
Every Semester

BDST 352 Interviewing Skills for Media
This class focuses on the elements of good interviewing skills across different media platforms. Topics include emerging forms of media, the new multi-media landscape, effective storytelling, and our responsibilities as storytellers. Students will conduct interviews for the web, radio and television. Students prepare to become thoughtful interviewers across all media platforms. Cross-listed with JOU 252 Students also practice interviewing for social media formats, emphasizing concise storytelling, platform conventions, consent, verification, and editorial responsibility. Students learn to use AI tools for interview research, question development, transcription, and analysis while verifying outputs, protecting consent and privacy, disclosing AI assistance, and preserving authentic human engagement.

Credits: 3
Credits: 3
Every Spring

BDST 406 Intermediate Television Production: Studio
The purpose of this course is to build skills in the disciplines and techniques of producing television in a studio environment. This course covers basic and intermediate production concepts including project development, script writing, production proposal preparation, equipment operation, teamwork, and, most importantly, professional behavior. These topics have applications in all forms of media production and provide important opportunity for creative collaboration. Students consider how studio programs are adapted and promoted for social media, including platform-specific formats, audience engagement, and responsible content practices. Students learn to use AI tools to support studio-production planning, scripting, graphics, and workflow coordination while verifying results and preserving human creative and editorial judgment.
Pre requisites: BDST 211 and BDST 212
Credits: 3
Every Spring

BDST 465 Applied Radio: On-Air
This course is a practicum for students with previous radio experience who wish to produce recorded audio content utilizing studio equipment. Topics and practice in a wide range of recorded programming such as music, sports or talk shows. Students also gain experience engineering live programming that will air on the University radio. The work produced in this course is included in the student's portfolio and provides entry into fields of digital audio and digital journalism. Students also develop audio for social media distribution, with attention to planning, editing, promotion, accessibility, audience analysis, creative judgment, and responsible publishing. Students learn to use AI-assisted audio tools for planning, transcription, editing, sound enhancement, and promotion while evaluating accuracy, copyright, authenticity, disclosure, and human creative control.
Pre requisites: BDST 211 and BDST 212
Credits: 3
Annually

BDST 466 Applied Radio: Sports
This course is practical application in producing radio sports content including anchoring, color commentary, and play-by-play. Students also produce sports talk programming and sports-related podcasts. This course may be repeated for credit twice. Students also create and promote sports content for social media, using platform-specific formats and audience-engagement strategies while maintaining accuracy and fairness. Students learn to use AI tools for sports research, transcription, clip development, statistics support, and audience engagement while verifying data, identifying synthetic content, disclosing AI assistance, and maintaining fairness.
Pre requisites: BDST 211 and BDST 212
Credits: 3
Annually

BDST 487 Internship
This course allows Broadcasting students to supplement classroom instruction with experience in professional settings. Goals and student deliverables are agreed upon between the student and faculty advisor. Faculty advisor coordinates with organization's on-site supervisor, and also assures organization adheres to agreed upon educational goals. Meetings with the faculty mentor and a final project are required. Students must have a B or better major average to be eligible for this course. Where appropriate to the placement, students gain experience using social media professionally for communication, content development, promotion, and audience engagement in accordance with organizational policies and ethical standards. Where appropriate to the placement, students also learn to use workplace-approved AI tools for research, communication, production, and analysis while protecting confidential information and following organizational standards for verification, disclosure, and human oversight.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 3
Every Semester

BDST 489 Advanced Independent Study in Broadcasting
This course is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor.

The student meets each week with the mentor as work on the project or research paper progresses. Independent studies must be taken only in the case where the topic of study is not available as a regular class, and where the student can present a compelling case for the chosen topic. Only students in good standing will be considered for this course. Prerequisite of Junior or Senior in good standing, program director's approval is required. Projects may examine or use social media for research, analysis, content development, or dissemination, subject to faculty guidance and standards for accuracy, attribution, privacy, and ethical use. Under faculty guidance, students may use AI tools to support research or creative work while documenting their use, verifying outputs and sources, protecting privacy, and complying with University standards for authorship and academic integrity.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 1 to 3
On Demand

Communications Courses

COMM 201 Cross-Media Communications: Introduction to Research Models
This course introduces students to research methods in communications, with particular attention to issues of race, ethnicity, class and sexuality that arise in the media professions today. The goal is to provide a forum for organized discussion and a framework for developing the students' research approaches. Students will work individually or in pairs to create class presentations to discuss and analyze current issues in communications. This leads to them developing critical perspective they can apply to their future research projects. Additional topics include historical, socioeconomic, and institutional influences on media, including print, film, video, radio and online content.
Credits: 3
Annually

COMM 291 Capstone 1
Comm 291 integrates the range of skills and practices offered in the major to prepare the student for work in a range of professions. The first of two capstone courses, this class requires that students demonstrate knowledge of a range of applied communications practices. Working with a faculty advisor the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester. Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables.
Pre requisites: Senior status, B+ GPA in major
Credits: 3
Every Semester

COMM 292 Capstone 2
This is the second semester of the capstone project and is when the media project is produced. This project builds on the research and development done in the first capstone semester. This can be a piece produced in a single media or multi-media formats, and is a major piece for the student's portfolio. Students continue to meet each week with their faculty advisor and develop a work-plan for the production and initial distribution of their media project.
Pre requisites: COMM 291 and B+averge in the major.
Credits: 3
Every Semester

Film Courses

CIN 103 Major Forces in Film
The influence of major movements in the cinema is examined in this course. Subject changes each semester. May be taken for a maximum of three semesters. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum. Students develop critical writing technique, skills of narrative sand visual analysis, and an understanding of how film themes and techniques may reflect cultural and psychological concerns.
Credits: 3
Annually

CIN 105 The Art of the Documentary Film
This course fulfills Ethics, Self and Society cluster requirement. This course looks at major contributors to documentary film from the 1890's to the present. The focus of the class will be on representing reality, and the issues that come into play when a media-maker sets out to do so. Topics include film themes, aesthetics, how perspective is revealed, and issues of race, class and gender.
Credits: 3
Every Fall

CIN 109 Screenwriting I
This course fulfills requirement for the Media, Creativity and the Arts cluster. By the end of the course, each student will complete a screenplay of approximately 15 pages in length, develop her/his ability to work as part of a writing team, give valuable criticism to classmates that assists in improving everyone's writing and critical thinking. Topics include: character, theme, structure, visual storytelling, Students will produce a screenplay that they can make as a film in Production Lab, as their thesis or an independent study. This class provides new opportunities for students to write in ways they may never before have, even if they do not turn their screenplays into films.
Prerequisites of ENG 110, 111, or permission of instructor are required.
Credits: 3
Every Fall

CIN 111 History of World Cinema
From its humble origins as a curious invention in the 1890's, movies have become one of the most influential mediums in American culture, and throughout the world. Silent and sound films from around the world will be screened and discussed each week. Topics include how films are constructed, how they make meaning, influence society, and reflect culture. This is a class designed for non-Film majors.
Credits: 3
Every Semester

CIN 201 The Art of the Film/1900-1960
This course studies the birth and development of film as an art form and commercial venture from its original silent era to films produced in the 1960's. The Focus will primarily be on work produced in the United States, Europe and other film centers. Topics include film aesthetics, technical innovations, consolidation of U.S. industry in Hollywood, impact of this consolidation on women and people of color, as well as critical analysis.
Credits: 3
Every Fall

CIN 202 The Art of the Film/1960's to the Present
This class looks at cinema as it takes shape and changes from the 1960's to the present. Spurred by cultural and technological changes, new forms of film storytelling emerge. Through this course students will gain greater cultural awareness and the stronger tools for analysis.
Credits: 3
Every Spring

CIN 204 Major Figures in the Cinema
This class fulfills the Creativity, Media and the Arts cluser requirment. The personal styles and influences of major directors are covered in this course. Subject changes each semester. Students develop critical writing technique, skills of narrative and visual analysis, and an understanding of how film themes and techniques may reflect cultural and psychological concerns. May be taken for a maximum of three semesters.
Credits: 3
Annually

CIN 206 Basic Motion Picture Production
A workshop style class where students learn basic narrative visual communication skills through motion picture photography and production sound. Students will gain skills in working as a team member of motion picture production crew. Topics will also include Lens optics of 35mm, 16mm, HD motion picture, and the operation of lavalier and shotgun microphones.
Co-requisite of CIN 212 is required.
Credits: 3
Every Fall

CIN 207 Intermediate Motion Picture Production

Workshop style class that further develops students' ability to work together in crews. Students will learn standard scene coverage and sound sync production.
Topics include: Film concept and short treatment, Production scheduling, and introduction to directing.
Credits: 3
Every Spring

CIN 208 Advanced Motion Picture Production
This workshop style course further develops the techniques of filmmaking with focus on basic narrative series production, and collaboration with actors. Topics include story and structure suitable for programs suitable for streaming services.
Credits: 3
Annually

CIN 210 Screenwriting II
This goal of this course is to write the first draft of a feature length screenplay. A hands-on intensive writing class, students tackle the unusual medium of the feature screenplay as its own distinct creative challenge. It is unusual because it is neither a finished piece of writing nor a movie, but instead the primary building block upon which a movie is to be built. Analysis of films and scripts make up the other work of this class.
Prerequisite of ENG 110, 111, CIN 209, or permission of instructor are required.
Credits: 3
Annually

CIN 212 Basic Editing and Sound
This workshop course is designed to give students basic skills in digital picture and sound editing, sound recording, and post production sound and mixing. Hands on exercises give students the opportunity to edit up to 14 scenes each, gaining sufficient skill to be able to move on to more complicated construction in the following semester. The skills taught in this class are foundational to work in film, television, digital journalism and internet-based media organizations.
Co-requisite of CIN 206 is required.
Credits: 3
Every Fall

CIN 213 Intermediate Editing & Sound
A workshop course designed for students to develop editing and sound skills in digital picture and sound editing, sound recording, and sound mixing. The skills of editing and post production sound are among the most sought-after in the media world today. Students are engaged in weekly exercises, and by the course's completion have attained skill levels to cut short films, and to compete for internships successfully.
Credits: 3
Every Spring

CIN 214 Cinema and the Arts
This course is a workshop class taught by different film professionals working in the contemporary media world today. This class currently focuses on the commercial non-fiction producing world and distribution networks for these projects.

May be repeated for a maximum of three semesters.
Credits: 3
Every Fall

CIN 215 Cinematography
This workshop class is an intensive study of the motion picture camera and lighting technology. Students experiment with different lighting styles, camera composition and movement by doing weekly exercises. These are two of the essential areas of film and media production, but often under-studied. Students completing this class will have specialized knowledge that will enhance their opportunities of finding work on the many film and media sets and studios that make up the core of the production world.
Credits: 3
Annually

CIN 224 Intro to Documentary Production
Students learn the basics of producing a short documentary film production. Topics include research, interviewing, budgeting, shooting styles, documentary editing, and initial engagement and distribution strategies. Non-fiction productions are widely seen in today's media world, and learning these types of skills enhances students' ability to find work.
Credits: 3
Every Spring

CIN 228 Film Theory
This course is an analysis of theories related to realism, montage, narrative and non-narrative films. Writings by Eisenstein, Vertov, Bazin and others are examined and films are viewed and discussed. This class helps students gain skills of critical analysis and greater awareness of global cultures.
Prerequisite of CIN 201 or 202 is required.
Credits: 3
Annually

CIN 235 Production Laboratory
This workshop class gives students the opportunity of an intensive production experience, culminating in group-made professional-style films. Special emphasis in this course is on Producing, contracts, budgeting and the art of Production Design. Guests provide valuable first-hand experiences for the students, and they start to learn how to build relationships with working media professionals. This is at the core of building a successful post-college career in the media world.
Prerequisites of CIN 206, 207, 208, 212, 213 and Co-requisite of CIN 237 are required.
Credits: 3
Every Fall

CIN 236 Production Laboratory
This workshop course is an opportunity to have an intensive production experience, culminating in group-made professional-style films. In this course the focus is on building engagement and distribution for projects. Case studies and guests provide source materials along side the process of students working together to create their own projects. A goal for this class is that students enter the films they make in Production Lab in outside the school film festivals. This class provides essential experiences for students to see themselves building lives after college.
Prerequisites of CIN 206, 207, 212, 213 and co-requisite of CIN 238 are required.
Credits: 3
Every Spring

CIN 237 Film Production Lab-Practicum
This workshop class gives students the opportunity of an intensive production experience, culminating in group-made professional-style films. In this semester teams of students write, learn producing skills, budgeting, pre-production organization, script breakdown, production design skills. Special emphasis on putting your strongest skills to work in a project you may not have originated. This is at the core of building a successful post-college career in the media world.
Prerequisites of CIN 206, 207, 208, 212, 213 and a Co-requisite of CIN 235 are required.
Credits: 3
Every Fall

CIN 238 Film Production Lab Practicum
This workshop class is when the Production Lab scripts are realized as films. Producing, directing, cinematography, production design, sound, and editing take place. Visual materials and distribution proposals are created. Projects are viewed by other faculty in formal reviews before all elements are locked. This class gives students the opportunity to develop their skills and work successfully in a group to the level where they are able to work in professional settings.
Prerequisites of CIN 206, 207, 212, 213 and co-requisite of CIN 236 are required.
Credits: 3
Every Spring

CIN 244 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 288 Film Thesis
The Senior Thesis is a two semester project. Students take Cinema 288 twice to complete their

thesis. the research semester is the first part of a producing a major piece for the student's portfolio. Working with a faculty advisor, the student develops the research and writing plan that will lay the foundation for the project to be produced in the second semester. Students have wide range to develop a project that meets their interests. Weekly faculty /student meetings are required, along with a set of agreed upon goals and deliverables Topics include research, pre-production planning, writing treatment and script, interview preparation and schedule etc. The skills and self-discipline required in this class are what is needed as students go out into the many media worlds. Students must register for two consecutive semesters. The second semester is devoted to the production of the project.
Students maintain weekly meeting with advisor and they work closely to develop the project.
Credits: 4
Every Semester

CIN 289 Advanced Individual Study in Cinema
This course is an individual, faculty-guided exploration of a media-related topic chosen by the student in consultation with the faculty mentor. The student meets each week with the mentor as work on the project or research paper progresses.Independent studies must be taken only in the case where the topic of study is not available as a regular class. Film majors may repeat for a maximum of four semesters. Students may register for more than one section during a given semester as long as the number of units for each section differs. Only students in good standing will be considered for this course. This class fulfills the Creativity, Media and the Arts cluster requirement. This class has a flexible credit possibility depending on the project and the students' needs. The credits range from 1-4.
Credits: 1 to 4
Every Semester

CIN 299 Film Internship
This course allows Film students to supplement classroom instruction with experience in professional settings. Goals and student deliverables are agreed upon between the student and faculty advisor. Faculty advisor coordinates with organization's on-site supervisor, and also assures organization adheres to agreed upon educational goals. Meetings with the faculty mentor and a final project are required.
Credits: 3
Every Semester

Journalism Courses

JOU 203 Basic Reporting
The course is an introduction to the reporting and writing of news stories. Emphasis is on the fundamentals of journalism – accuracy, newsworthiness, balance, fairness and the importance of deadlines; basic news writing skills – spelling, grammar, AP style, use of quotes and attribution, and compelling news leads; and basic reporting techniques – good interviewing skills and the use of social media, sources, databases and the internet to background stories and to find news.
Credits: 3
Every Fall

JOU 204 Beat Reporting
This is a skills based course in beat journalism, a system of assigning reporters full time responsibility for covering specific topics such as crime, politics, education, the environment or education. Students will choose a beat (in consultation with their teacher), and through that beat, they will expand basic reporting and writing skills, learning how to recognize stories on a beat and research them to the point where they become stories that matter to the public they serve. Within their beats, students will explore how to develop a variety of sources, distinguish between spin and facts, search through documentary material to inform their writing, use math to tell their stories and develop charts, and create other images that will enhance their story telling skills.
Credits: 3
Every Spring

JOU 205 Writing for Radio, TV and Web
What are the elements of good web-based journalism? Radio? TV? This course will explore emerging forms of media, and cultivate the skills needed to succeed in the new digital multi-media landscape, and how to write for different platforms, including web, radio and television.
This course aims to familiarize students with what makes for effective storytelling. By the end of this course, we will know what our responsibilities are as storytellers, and have experience telling stories effectively.
Credits: 3
Every Fall

JOU 241 Newspaper Laboratory
Students earn 3 credits for making a significant weekly contribution to the student newspaper. Students are required to attend weekly staff meetings, and meet regularly with the editors and faculty adviser. Course stresses newsgathering, writing, revising, and teamwork. At the end of the course, students have a portfolio of published work. Course is open to students of all years and majors who would like to work on the newspaper staff as reporters, photographers, artists, editors, layout staff, or in other capacities. Course may be taken multiple times for credit.
Credits: 3
Every Semester

JOU 252 Interviewing Skills for Media
This class focuses on the elements of good interviewing skills across different media platforms. Topics include emerging forms of media, the new multi-media landscape, effective storytelling, and our responsibilities as storytellers. The class work will be conducting successful interviews for the web, radio and television. This class prepares students to become thoughtful interviewers across all media platforms. Cross-listed with Bdst 52
Credits: 3
Every Spring

JOU 287 Journalism Internship
This course is an opportunity to carry classroom experience into on-the-job situations. The student will work for 120 hours at a news or media organization that makes significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, evaluation reports, weekly logs and a final evaluation are required. May be taken twice for credit.
Prerequisite of Junior or Senior in good standing, program director's approval are required.
Credits: 3
Every Semester

JOU 289 Journalism Independent Study
This course is a faculty-guided, independent research and/or writing project arranged with the instructor. Student must meet regularly with the faculty mentor and devote 120 hours during the semester to the independent project. The student and faculty mentor agree on a plan of study and the deliverables. Independent study may be chosen only when the student has a strong interest in a subject area that is not covered in another course.
Pre requisites of Junior or Senior status and permission of the Program Director is required.
Credits: 1 to 3
On Demand

JOU 291 Journalism: Senior Research
In this course, seniors carry out research in preparation for a major investigative journalistic piece, research paper, or a journalistic media project. Independent work is guided in regular meetings with a faculty mentor. An annotated bibliography, evidence of research conducted, outline and production plans must be completed by the end of the semester. This course is followed by JOU 292 in the following semester. This represents a major piece for the student's portfolio.
Senior status required.
Credits: 3
Every Semester

JOU 292 JOU: Senior Thesis & Portfolio
After successful completion of JOU 291, the student produces the work. This is a substantial investigative piece, a research paper, or a media-based journalistic project, and serves to advance the student's interests and skills. Independent work is guided through regular conferences with a faculty mentor. JOU 291 and 292 may not be taken in the same semester. At the end of JOU 292, the student submits the completed senior thesis project as well as a portfolio that features a current resume and samples of professional multimedia work, including writing, audio and video work. This becomes the

student's portfolio of work.
Senior status required.
Credits: 4
Every Semester

Media Arts Courses

CMA 109 Media Arts and Technology
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.
Prerequisite of Non-Majors only is required.
Credits: 3
Annually

CMA 202 Mass Media in American Society
This course will introduce the student to ways of thinking critically about media and gaining a historical perspective on the media that surround us. It will stress ways of understanding the relationships among media, society and the individual through the to the present, and how the changes have impacted individuals and groups in society. This course provides an opportunity to think critically and gain understanding of global changes that impact worldwide culture.
Credits: 3
Annually

CMA 204 Media Literacy: Behind the Message
The main objective of this class is to foster an analytical approach in each student to media and to her or his own media consumption. The class will study the technologies and processes that create our media experiences and shape our responses to them, both as individuals and as a society. It will analyze the intentions of those who create and deliver the media content we consume, and the technological and financial choices the media producers makeWe can describe this as becoming "media literate". This course gives the student the critical and analytical skills needed to interpret media messages and understand their effects on audiences. This course is an opportunity to understand global trends and gain the tools to analyze them.
Credits: 3
Every Semester

CMA 204H Introduction To Media Culture
Introduces Honors students 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 204H if the subjects are different. If the syllabus is the same, a student may only take 204H.
Prerequisite of Non-Majors as well as Honors College are required.
Credits: 3
Annually

CMA 210 Media Law and Ethics
This course is an opportunity for students to gain an understanding of the media environment, media law, ethics, its history, its present and its prospects. The goal is to acquaint students with the American Government System, Supreme Court Cases, mass media and their social structures. Case studies lead to discussions about the role of media ethics, freedom of expression, transnational communication and social media worldwide. The class ends with exchanges about future challenges in the field. By engaging in this work, students gain essential knowledge about cultural and global trends.
Credits: 3
Every Spring

Oral Communication Courses

ORC 105 Public Speaking
Principles of speech composition, public address, and role that public speaking plays in communication settings are the focus of this course. Students gain self-confidence as they prepare and deliver short speeches to their peers. They learn to use technological tools designed to enhance oral presentations in our digital age. They discover an enhanced confidence in effective public speaking by providing an overview of the speechmaking process, its importance, and role that public speaking plays in communication settings. This course will also examine ethics and culture as integral to effective strategies and skills for research, planning, executing, and evaluating public speaking. This course builds student confidence and skills in speaking in various face-to-face settings. Principles of speech composition and public address with emphasis on effective speaking and fundamentals of voice and diction are covered in this course. Students prepare and deliver short speeches to their peers on various assigned topics for critical analysis and feedback.
Credits: 3
Every Semester

Public Relations Courses

PR 202 Writing and Editing for Public Relations I
Public relations writing and techniques designed to obtain publicity are explored in this course. Students develop the analytical and writing skills required in the field. This writing course covers the styles and approaches required for writing press releases, photo captions, backgrounders, public service announcements, and media alerts. It covers what makes news, types of stories that interest media, and media information in general. Media and message targeting to appropriate audiences are examined and evaluated through the preparation of various written public relations instruments.
Credits: 3
On Occasion

PR 236 Digital Marketing Tools
Using case studies of actual scenarios, students learn how businesses and non-profits apply strategic online tactics to increase engagement, bring new ideas into the public sphere, drive traffic and provide prospective members of the public and consumers with a service or information. This course provides an understanding of a wide variety of internet operations, such as search engine optimization, search engine marketing, email marketing, customer relationship management, promotions, viral marketing, networking and other innovative strategies. These marketing strategies are applicable to cultural projects such as films, plays, books and fine art, making this course valuable for all students interested in the Arts.
Credits: 3
Every Spring

PR 238 Social Media Tools
Social networks like Twitter, Facebook and Instagram have become platforms for brands and organizations to connect and communicate directly with their audiences and are now integral parts of well-rounded public relations campaigns. Students will learn about the various networks and apps available, how to leverage them effectively using best practices, and strategically integrate these platforms into an overall communications plan with appropriate listening and measurement metrics.
For PR majors, PR2 is a prerequisite or permission of the Program Director. For FM majors, FM330 is a prerequisite, Open to declared Music Entrepreneurship & Jazz Studies Minors, with prerequisites of PR1 and CMA305.
Credits: 3
Every Fall

SCHOOL OF PERFORMING ARTS

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

DEPARTMENT OF MUSIC

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

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

Music

The growing understanding of music theory and literature must be accompanied by increasing skill in some performing medium. Participation in Music Making Fundamentals such as performing ensembles, lessons, combos, and coaching is required in all undergraduate programs of study. Ensembles are offered for zero, one-half, or one credit per semester. Transcripts will reflect all participation in performing ensembles. All music majors must register for Convocation (MUS 4) each semester. Convocation meets at the designated activity hour and may include artist presentations and masterclasses. All music majors are also required to attend at least three Department of Music concerts/recitals per semester.

All music majors taking studio lessons are required to sing or play before a jury at the end of each semester of instruction. The results of the jury performance will be reflected in the final grade.

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

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

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

Professional Conduct

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

B.M. Music Education (Birth - Grade 12)

Joint Program with the College of Education, Information and Technology

Music teachers combine a love of music with a love of teaching. By highlighting performance, the Bachelor of Music in Music Education (Birth-Grade 12) recognizes that teachers teach by example as well as classroom instruction.

As a student in this program, you will work with faculty members who are highly experienced music education scholars and active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and masterclasses conducted by high-profile musical artists from New York City and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in many ensembles, including groups that specialize in contemporary, traditional, and early music styles.

The B.M. in Music Education program provides a strong foundation in musicianship, excellence in performance, and research-based pedagogical practice. Field-based experiences promote music teaching and learning in real-life situations and prepare students for New York State Initial Teaching Certification. The award-winning LIU Post collegiate chapter of the National Association for Music Education (NAfME) provides diverse teaching and learning opportunities for pre-service teachers including those that reach persons with special needs as well as Pre-K and aging populations.

Along with a well-rounded liberal arts curriculum and a core of courses in music history and theory and general classroom teaching, the program includes 12 credits of applied music: one-to-one lessons in your instrument or voice. All students give a recital in the first semester of their senior year, followed by a semester of supervised student-teaching.

As a music teacher, you will make an important difference in the lives of your students. While introducing young people to the joys of singing, playing, and listening to music, you will be contributing to their cognitive development, fine-motor competence, cultural awareness, and literacy skills.

ADMISSION REQUIREMENTS

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

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

AUDITIONS FOR ADMISSION

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

Schedule

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

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

Requirements

Professional attire is expected.

For Instrumentalists:

- Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
- Major scales.
- Sight-reading.

Percussionists: audition repertoire should include: (1) advanced snare drum solo; (2) two-mallet keyboard piece (marimba, xylophone, or vibraphone); (3) two-drum timpani piece.

For Vocalists:

- Two pieces of contrasting styles. One selection must be in a language other than English. The other Classical selection may be in English if desired, or another foreign language.
- Exploration of vocal range and aural abilities.

Accompanist: *an accompanist will be provided if you require one, or you may bring your own accompanist if you wish.*

Placement Exams:

The audition day includes evaluations in music aptitude, sight-singing, and music theory in addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

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

[Program Code: 24068] {HEGIS: 0832.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

All music education majors will complete the music education sequence, which includes MUS 215, 227A, 227F, 248A, 219A, 219B, 219C, 219D and 219E. Music education majors with an instrumental concentration are required to take MUS 227D Instrumental Methods. Music education majors with a choral concentration are required to take MUS 227C Secondary Choral Methods. Music education students are encouraged to take both MUS 227C and MUS 227D to ensure a broader understanding of music teaching and the learning process. Great care is taken in preparing candidates for the student teaching experience and for the workplace upon graduation. Departmental competency requirements in music education, which all music education majors must complete, are designed to ensure best practices in student teaching and to graduate caring, competent, and qualified music educators.

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

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

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

Required Education Courses: (24 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI	219	Culturally Responsive-Sustaining (CR-S) Education	3.00
EDI	238	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI	235G	Methods and Materials in Teaching Secondary Methods: Music	3.00
EDS	244G	Music Foundations For Teaching Special Learners	3.00
EDS	260	Literacy Development: Birth-Grade 6	3.00

Required Education Seminars:

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

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

Required Music Education Courses: (14 credits)

MUS	215	Introduction to Music Education	1.00
MUS	227A	Elementary General Music Methods	3.00
MUS	227F	Technology and Music Education	2.00
MUS	248A	Musicianship for Music Teachers	2.00
MUS	219A	Brass Methods	1.00
MUS	219B	String Methods	1.00
MUS	219C	Woodwind Methods	1.00
MUS	219D	Percussion Methods	1.00
MUS	219E	Vocal Methods	2.00

One specialization course from the following:

MUS	227C	Secondary Choral Music Methods	3.00
MUS	227D	Instrumental Music Methods	3.00

Required Music Courses

Required Musicianship Core Courses:

MUS	217A	Music Theory/Keyboard Harmony I	3.00
MUS	217B	Music Theory/Keyboard Harmony II	3.00
MUS	217C	Music Theory/Keyboard Harmony III	3.00
MUS	218A	Aural Skills I	3.00
MUS	218B	Aural Skills II	3.00
MUS	218C	Aural Skills III	3.00
MUS	209	Arranging, Orchestration and Analysis	2.00

Required Music History/ Literature Courses

MUS	213	Intro to Music Literature	3.00
MUS	121	Music in Western Civilization I	3.00
MUS	110	Introduction to World Music	3.00

Required Applied Music Courses

MUS	220	Conducting I	2.00
MUS	240	ConductingII	2.00

Required Music Lessons:

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

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

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

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

Lessons are offered each semester for 1 or 2 credits.

One of the following is required every semester:

MUS	205	Chorus	0.50
MUS	206	Wind Symphony	0.50
MUS	207	Orchestra	0.50

Taken every semester except during Student Teaching

MUS	202	Music Convocation	0.00

Required Recital Course

MUS	256	Senior Recital	0.00

Successful completion of the Music Theory Comprehensive Exam and the Music History Comprehensive Exam is required of all undergraduate music majors.

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30
Minimum Education Major Credits: 34
Required Music Major Credits: 50
Guided Elective Credits: 8
Minimum Overall GPA: 2.50
Minimum Major GPA: 2.75

Curriculum and Assessment for Pre-service Teachers

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

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

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

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

ADMISSION REQUIREMENTS

For admission to the Bachelor of Fine Arts program, evidence of prior music training experience and suitable music aptitude are expected. Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exams may require remedial coursework. Please call the Department of Music at 516-299-2474 to schedule an audition at one of our audition days, or to make an appointment for an alternate date. Acceptance into the music program is also contingent upon acceptance to LIU Post. See the Freshman (www.liu.edu/post/freshman) or Transfer (www.liu.edu/post/transfer) admissions websites for more information.

AUDITIONS FOR ADMISSION

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

Schedule

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

Auditions will be held each Winter & Spring. You can register to audition by completing the online Audition Registration Form at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

Requirements

Professional attire is expected.

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

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

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

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

Placement Exams

The audition day includes evaluations in music aptitude, sight-singing, and music theory in

addition to the performance audition. Deficiencies discovered through the placement exams may require remedial coursework.

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

[Program Code: 40115] {HEGIS: 1099.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

** Student must receive a grade of C or better in all MUS courses*

Required Musicianship Core Courses (10 credits)

MUS	217A	Music Theory/Keyboard Harmony I	3.00
MUS	217B	Music Theory/Keyboard Harmony II	3.00
MUS	218A	Aural Skills I	3.00
MUS	218B	Aural Skills II	3.00

Required Music Technology Courses (12 credits)

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

Required Music Creation and Production Courses (15 credits)

MUS	200	Culture of Rhythm and Production	3.00
MUS	201	Foundations of Recording	3.00
MUS	203	Songwriting I	3.00
MUS	204	Songwriting II	3.00
MUS	212	Composition and Arranging for Media	3.00

Required Music Entrepreneurship Courses (16 credits)

MUS	230	Professional Development for a Music Career	1.00
MUS	211	Business and Legal Aspects of Music Industry	3.00
MUS	221	Music Operations & Distribution	3.00
MUS	208	Publicity and Promotion in the Performing Arts	3.00
MUS	278	Music Industry Internship I	3.00
MUS	279	Music Industry Internship II	3.00

Required Music History/Literature Courses (9 credits):

MUS	147	History of Rock	3.00
MUS	228	History of Jazz	3.00
MUS	110	Introduction to World Music	3.00

Required Entrepreneurship Courses (9 credits)

CGPH	126	Web Design for Everyone	3.00
MKT	211	Marketing Principles and Practice	3.00
PR	238	Social Media Tools	3.00

Required Music Making Fundamentals Courses (14 credits)

Twelve (12) credits are required from the following MUS ensembles or studio lessons

Ensembles offered every Fall and Spring for 1 credit.

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

Studio Lessons offered every semester for 1 or 2 credits.

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

Taken for six (6) semesters (0 credits)

MUS	202	Music Convocation	0.00

Required Culminating Experience (6 credits)

MUS	299	Capstone	3.00
MUS	298	Senior Thesis	3.00

Electives (3 credits)

Credit Requirements

Major Required Credits: 91 (include 6 credits which satisfy Core Liberal Arts requirements)
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 32-33

Music Courses

MUS 101 Introduction to Musical Concepts
This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall and Spring

MUS 102 Music Fundamentals
This course is a study of the elements of music notation, rhythms, study of intervals, and basic eartraining and sight singing. Topics in this course will help students gain greater awareness of cultural and global trends in music.
Credits: 3
Every Fall, Spring and Summer

MUS 103 Music in Western Civilization III
This course examines the characteristics and development of contemporary art music. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Spring

MUS 110 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. T Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 121 Music in Western Civilization I
This course examines the characteristics and development of Western music from antiquity to the 17th century. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Spring

MUS 122 Music in Western Civilization II
This course examines the characteristics and development of 18th and 19th century Western music. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 147 History of Rock Music
This course centers on the development of Rock music from the 1950s to the present. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 202 Music Convocation
This non-credit course brings all Music Majors together to observe and participate in artist presentations and master classes. Must be taken by all Music Majors every semester except for Music Education Majors in their senior year while they are student teaching. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Co requisites: MUS 205, MUS 206 OR MUS 207 for students in the following plans: Music B.S. Music Education B-12 B.M. Instrumental Performance B.M.
Credits: 0
Every Fall and Spring

MUS 205 Chorus
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 205A Women's Choir
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 205C Vocal Jazz Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 206 Wind Symphony
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 206A Jazz Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 206C Percussion Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Spring

MUS 206D Guitar Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 206E Brass Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 207 Orchestra
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 207A Flute Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 207C Marching Band
A performance ensemble emphasizing the development of musicianship, ensemble skills, physical coordination, and performance technique through the study and performance of contemporary and traditional marching band repertoire. Students rehearse and perform music, visual programs, and field productions for university and community events, including athletic competitions. The course may also include performance as a pep band at university athletic events and other campus activities. Students develop individual musicianship, collaborative performance skills, leadership, professionalism, and a strong sense of ensemble through a rigorous, experiential approach to music-making. Audition or placement assessment may be required for certain sections.
Credits: 0 to 1
Every Fall and Spring

MUS 207D String Ensemble
Audition required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 213 Introduction to Music Literature
This course is an overview of the history and literature of Western music. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Spring

MUS 214A Introduction to Music Technology
This course introduces students to digital music production, digital audio editing, sequencing and music notation at the computer. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Open to students in the following plans: Music B.S., Music Education B-12 B.M. or Music Tech, Ent & Prod B.F.A.
Credits: 3
Every Fall

MUS 214B Sequencing and Production
This course is a continuation of MUS 214A centering on MIDI sequencing and includes explanations and demonstrations of recording and arranging techniques for creating dynamic musical sequences in any musical style. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
A pre requisite of MUS 214A is required.
Credits: 3
Every Spring

MUS 214C Music Notation Software
This course is a continuation of MUS 214A in which advanced features of notation software are studied including score input options, editing tools, layouts, and part extraction. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisites: MUS 214A, MUS 214B, and MUS 214D
Credits: 3
Every Spring

MUS 215 Introduction to Music Education
This course is an introduction to the philosophy and materials of music education. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1
Every Spring

MUS 219A Brass Methods
This course leads to a basic level of playing competence on brass instruments. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 1
Every Spring

MUS 219B String Methods
This course leads to a basic level of playing competence on string instruments. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 1
Every Fall

MUS 219C Woodwind Methods
This course leads to a basic level of playing competence on woodwind instruments. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 1
Every Fall

MUS 219D Percussion Methods
This course leads to a basic level of playing competence on percussion instruments. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 1
Every Spring

MUS 219E Vocal Methods
This course leads to a basic level of singing competence. Diverse teaching and learning approaches are explored. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 2
Every Fall

MUS 220 Conducting I
This course covers the elements of conducting. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite: MUS 217B
Credits: 2
Every Fall

MUS 226 Workshops in Music Education
Workshops in Music Education. Topics will be taught using Direct, Indirect, and Interactive

Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1 to 3
On Occasion

MUS 226T Marching Band Techniques
This course centers on the development and maintenance of public school marching band programs including program administration, budgeting, scheduling, school and community relationships, show design concepts and application, and visual instructional techniques. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 2
Alternate Fall

MUS 227A Elementary General Music Methods
Course is an examination of the organization and operation of elementary general music programs. Students are required to participate in the Rompertunes Early Childhood Music Teaching and Learning Program. Classroom methods include: Orff, Kodály, Dalcroze, Gordon and Laban. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite of MUS 215 is required. Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 3
Every Fall

MUS 227C Secondary Choral Music Methods
This course covers the organization and implementation of vocal music activities, programs and performing groups in grades 7 to 12. Methods and materials for vocal ensembles such as chorus, select choir, a cappella chorus and vocal jazz ensemble are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite of MUS 215 is required. Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 3
Every Spring

MUS 227D Instrumental Music Methods
This course covers the organization, administration and implementation of instrumental activities, programs and performing groups in grades 4 to 12. Methods and materials for instrumental ensembles, band, orchestra, wind and jazz ensembles, and marching bands are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite of MUS 215 is required. Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 3
Every Spring

MUS 227F Technology and Music Education
This course focuses on the applications of music technology in the classroom at the K-12 level and in performance. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 2
Every Fall

MUS 228 History of Jazz
This course centers on the musical and historical evolution of Jazz and its many styles, performers and composers. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Spring

MUS 248A Piano for Music Teachers
This course centers on tonal and rhythm solfege, basic improvisation, and functional piano skills. Special emphasis is placed on keyboard harmonization, music reading, and accompaniment. The Sophomore Review serves as the final examination for this course. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Pre-requisite: MUS 217C. Must be in the CMEDBM plan - Music Ed (B-12)
Credits: 1
Every Spring

MUS 200 Culture of Rhythm and Production
This course examines rhythm as an essential cross-cultural and unifying agent. A hands-on course, students have the opportunity to experience rhythms of diverse cultures through learning traditional hand-drumming patterns and songs from Brazil, Cuba, Haiti and other cultures of the African-American diaspora. The evolution and widespread trajectory of the rhythms of the African diaspora through the Caribbean, South America and North America affected some of the most iconic musical forms of the 20th and 21st centuries. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite(s): MUS 218A - Aural Skills I
Credits: 3
Every Fall

MUS 201 Foundations of Recording
Basic acoustic and technological foundations of audio recording will be the focus of this class in order to give students an understanding of the theoretical principles that guide the field of audio engineering. The science of acoustics, soundwaves and studio construction will be considered, along with functions of the recording console. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 203 Songwriting 1
Fundamentals of songwriting are introduced such as form, meter, rhyme, metaphor, and theme. These tenets of the songwriting craft are examined through careful study of exemplars from diverse traditions as well as genre-driven student projects including those centered on blues, songs of protest, jingles, and more. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite of MUS 218B is required.
Credits: 3
Every Fall

MUS 204 Songwriting 2
This workshop-model course explores more fully the songwriting process. Focus is on student-created works, which evolve naturally in a nurturing, safe, supportive environment. Student work is documented in performance and through the recording process. Guest lecturers share their work and provide feedback on student works. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisites: 107A/B, 108A/B, 203
Credits: 3
Every Spring

MUS 209 Arranging, Orchestration and Analysis
This course focuses on instrumentation as well as arranging and orchestrating existing compositions for varying groups of voices and instruments, including strings, brass, woodwinds and percussion. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Pre-requisites: MUS 217A and 217B
Credits: 2
Every Spring

MUS 210 Music Review
A remedial course to address substantive deficiencies in Music Theory or Music History to be determined through the Music Theory Comprehensive Exam and the Music History Comprehensive Exam. Curricula will be determined on an individual basis after review of the results of the above exams and in consultation

with the instructor. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Pre requisites: MUS 217A, MUS 217B, MUS 217C, MUS 217D, MUS 121, MUS 122, MUS 103, MUS 110
Credits: 3
Every Fall and Spring

MUS 211 Business and Legal Aspect of the Music Industry
This course explores business and legal aspects of the Music Industry from both the perspective of the producer and the artist. Topics covered include basic accounting, contracts, copyrights, and intellectual property law. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 212 Composition and Arranging for Media
This course explores composition and arranging for diverse media including film, television, website, video games, and other digital platforms. A brief history of film/television scoring provides a foundation for the creation of student compositions and/or arrangements for media. Both technical and aesthetic aspects of the process are addressed. A final composition/arranging project is required. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisites: MUS 204, 214D
Credits: 3
Every Fall

MUS 214D Digital Audio Workstation
This course puts to use the fundamental technologies introduced in the first three courses in the Music Technology sequence including sequencing, sampling, and basic live audio recording and mixing processes employing contemporary software/hardware configurations. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Pre requisites: MUS 214A and 214B
Credits: 3
Every Fall

MUS 216A Basic Keyboard I
This course centers on the development of basic piano skills including fingerings, hand and body posture, scales, arpeggios, triads, progressions, beginner musical selections, and technical exercises. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1
Every Fall

MUS 216B Basic Keyboard II
This course is a continuation of Basic Keyboard I. Requirements include performing My Country 'tis of Thee in six (6) different keys, singing My Country 'tis of Thee while playing a basic standard chord accompaniment, and writing and performing an original piano composition that includes mixed meters. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite(s): MUS 216A
Credits: 1
Every Spring

MUS 217A Theory/Keyboard Harmony I
This course focuses on music theory and keyboard harmony including four-part writing, harmonization, and transposition. Requirements including performing and notating 1) London Bridge, Silent Night, and Happy Birthday with appropriate chords; 2) diatonic circle of fifths and falling fourths progression; and 3) root position triads in close and open positions in six (6) different keys. Students compose an original simple four-part composition that includes open and close position chords. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 217B Theory/Keyboard Harmony II
This course is a continuation of Music Theory/Keyboard Harmony I. Requirements include identifying at sight and by ear all non-chord tones in standard melodies from the classical repertory including standard folk tunes such as London Bridge, Silent Night, and Happy Birthday. Students notate diatonic circle of fifths, root position seventh chords in four voices in six (6) major keys and demonstrate a vocal improvisation to London Bridge while playing a standard chordal accompaniment at the piano. Students compose and harmonize a simple melody that includes non-harmonic tones. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
A pre requisite of Music 107A is required.
Credits: 3
Every Spring

MUS 217C Theory/Keyboard Harmony III
This course is a continuation of Music Theory/Keyboard Harmony II. Topics include four-part writing, harmonization, secondary dominants, secondary leading tones, simple figured bass realization and simple score reading at the piano, and composition. Requirements include 1) notating and playing a progression involving a sequence of secondary dominants in six (6) keys; and 2) writing and identifying secondary dominant and leading tone chords. Students compose and harmonize simple melodies that include secondary dominant and leading tone chords. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite: MUS 217B
Credits: 3
Every Fall

MUS 217D Theory/Keyboard Harmony IV
This course is a continuation of Music Theory/Keyboard Harmony III. Topics include four-part writing, harmonization, binary and ternary forms, augmented sixth chords, Neapolitan chords, transposition, intermediate figured bass realization and score reading at the piano, and composition. Requirements include 1) transposing a selected standard work from the classical repertory; 2) composing an original piece using binary and ternary forms; 3) composing an original piece that includes augmented sixth chords, and 4) performing at the keyboard intermediate pieces from the standard classical repertory. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite(s): MUS 216A, MUS 216B, MUS 217A, MUS 217B and MUS 217C
Credits: 2
Every Spring

MUS 218A Aural Skills I
This course focuses on diatonic singing using the Moveable DO, LA-based minor solfege system. Students learn intervals, triads, rhythmic clapping, conducting while intoning rhythms, and singing while playing the piano. Compound and simple meters are stressed. Regularly assigned ear training examples will be completed using a digital ear training program. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Fall

MUS 218B Aural Skills II
This course is a continuation of Aural Skills I. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite(s): MUS 218A - Aural Skills I
Credits: 3
Every Spring

MUS 218C Aural Skills III
This course focuses on sight singing complex diatonic melodies with accidentals, skips, leaps, and more complex rhythms. The melodies introduce modulations, secondary dominants, and diatonic arpeggios. Students clap and count more complex rhythms that include syncopation, asymmetrical rhythms, compound, simple, and cut-time meters. Students sing improvisations that include

chromaticism using the syllable TA. Regularly assigned ear training examples will be completed using a digital ear training program. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
A prerequisite of MUS 218B is required.
Credits: 3
Every Fall

MUS 218D Aural Skills IV
This course is a continuation of Aural Skills III. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite(s): MUS 218A, MUS 218B and MUS 218C
Credits: 2
Every Spring

MUS 221 Music Operations and Distribution
This course examines both traditional (record labels) and non-traditional (do-it-yourself) modes of the commercial distribution of music. This broad approach addresses both artist and producer distribution perspectives. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 3
Every Spring

MUS 230 Professional Preparation for a Music Career
This course is an overview of skills needed to make the transition from college study to professional life. Sessions cover identifying and researching publications and competitions; preparing resumes, cover letters, publicity photos and demo recordings; and planning a debut concert; and establishing a Web presence. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1
Every Spring

MUS 240 Conducting II
This course is a continuation of Conducting I. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Prerequisite of MUS 220 is required.
Credits: 2
Every Spring

MUS 249A Studio Lessons: Vocal Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 249B Studio Lessons: Vocal Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 249C Studio Lessons: Instrumental Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 249D Studio Lessons: Instrumental Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 249E Studio Lessons: Advanced Conducting
An in-depth study in conducting for the advanced student, taught on an individualized basis. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisites: Music 40 and Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 249F Studio Lessons: Advanced Conducting
An in-depth study in conducting for the advanced student, taught on an individualized basis. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisites: Music 40 and Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 249I Studio Lessons: Vocal Jazz Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall and Spring

MUS 249J Studio Lessons: Vocal Jazz Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical)

pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall and Spring

MUS 249K Studio Lessons: Instrumental Jazz Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 249L Studio Lessons: Instrumental Jazz Coaching
Private coaching lessons supplement studio lessons giving students the opportunity to expand repertoire, develop performance skills, and work with a professional collaborative (jazz or classical) pianist. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 250A Studio Lessons: Violin
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 250B Studio Lessons: Violin
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 251A Studio Lessons: Viola
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 251B Studio Lessons: Viola
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 252A Studio Lessons: Cello
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 252B Studio Lessons: Cello
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 253A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 253B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 253C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 253D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 254A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 254B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 254C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 254D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 255 Junior Recital
Requires permission of studio instructor. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 0
Every Fall, Spring and Summer

MUS 256 Senior Recital
This course serves as the means of assessment for the senior recital requirement as part of the B.M. in Music Education degree program. Requires permission of studio instructor. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 0
Every Fall, Spring and Summer

MUS 260A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 260B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 260C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 260D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 261A Studio Lessons: Oboe
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 261B Studio Lessons: Oboe
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 262A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 262B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 262C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 262D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 263A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 263B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 264A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 264B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 264C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 264D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 265A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 265B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 270A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 270B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 270C 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 270D 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 271A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 271B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 272A Studio Lessons: Trombone
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 272B Studio Lessons: Trombone
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 272C Studio Lessons: Jazz Trombone
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 272D Studio Lessons: Jazz Trombone
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 273A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 273B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 274A 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. Topics will be taught using Indirect

Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 274B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 278 Music Industry Internship 1
This course is a one-semester internship with a not-for-profit Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music industry. A weekly minimum of 10 site-based hours is required as well as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 3
Every Fall

MUS 279 Music Industry Internship 2
This course is a one-semester internship with a profit-driven Music Industry organization in the great New York City area. The organization may be a music presenter, record label, agency, new media specialist or otherwise involved in the Music industry. A weekly minimum of 10 site-based hours is required as well as a campus-based, one-hour, weekly seminar with the cohort and university internship advisor. A final creative project is required. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
A pre requisite of MUS 278 is required
Credits: 3
Every Spring

MUS 280A 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 280B 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. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 280C Studio Lessons: Jazz Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 280D Studio Lessons: Jazz Percussion
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 283A Studio Lessons: Piano
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 283B Studio Lessons: Piano
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 283C Studio Lessons: Jazz Piano
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 283D Studio Lessons: Jazz Piano
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 284A Studio Lessons: Organ
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 284B Studio Lessons: Organ
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 285A Studio Lessons: Synthesizer
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 285B Studio Lessons: Synthesizer
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 288A Studio Lessons: Voice
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 288B Studio Lessons: Voice
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 289A Studio Lessons: Composition
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 1
Every Fall, Spring and Summer

MUS 289B Studio Lessons: Composition
Private studio lessons are given once a week. Twelve lessons are scheduled and ten lessons must be fulfilled for course completion in a given semester. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Prerequisite: Must be in one of the following plans CARMBFA, CMEDBM, CMUSBS, CMTEPBFA, CTABFA, CTHABA, CMUSMIN
Credits: 2
Every Fall, Spring and Summer

MUS 290A Seminar in Music Literature
A seminar devoted to working on advanced individual projects in the area of Music History or Literature to be decided by the student and teacher. The nature of the project involved varies and depends upon the interest and area of concentration of the student. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1 to 3
Every Fall and Spring

MUS 290B Seminar in Music Theory
A seminar devoted to working on advanced individual projects in the area of Music Theory to be decided by the student and teacher. The nature of the project involved varies and depends upon the interest and area of concentration of the student. Topics will be taught using Direct and Indirect Instruction. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 1 to 3
Every Fall and Spring

MUS 298 Senior Thesis
The Senior Thesis documents the senior Capstone Project. A one-hour, weekly, campus-based meeting with the university thesis advisor guides the documentation process. A SO-page, written thesis is required. Student collaboration within the cohort is encouraged, but not required. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
This course is to be taken in the Spring semester of the Senior year of the MTEP program.
Credits: 3
Every Spring

MUS 299 Capstone
The Capstone Project comprises the development, execution, and analysis of a major project spanning the senior year. A university project advisor guides, oversees, and evaluates the project. The scope and sequence of the Capstone Project is broad ranging from the creation/promotion/documentation of a major artistic work (an album/video/performance) to a music business project involving the creation of a business entity designed to produce and bring to market an artistic work. A one-hour, weekly, campus-based seminar with the university project advisor and cohort is required. Student collaboration within the cohort is encouraged, but not required. Topics will be taught using Indirect Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 3
Every Fall

MUS 301 Chamber Music Ensembles
Instrumentalists and select vocalists are assigned to

chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque Period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one hour coaching session with a music faculty member. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry.
Credits: 0 to 1
Every Fall and Spring

MUS 305 Jazz Combo
Audition may be required. Course provides the experience of singing and playing a wide range of jazz styles in a small group setting. The primary goals are the development of improvisational skills and learning of repertoire. Instrumentation is variable, typically includes bass, drums, piano and/or guitar, horns, and vocals. Topics will be taught using Interactive Instruction, and Independent Study, and will also encompass Experiential Learning. Experiences in this course will help students gain greater knowledge, skills, and cultural awareness in the music industry. Full description at: www.liu.edu/CWPost/Academics/College-of-Arts-Communications-Design/Academic-Programs/Music
Credits: 0 to 1
Every Fall and Spring

MUS 311 Guitar Pedagogy
This course is for Music Education majors. Guitar Pedagogy explores the materials relevant for the teaching of guitar in the classroom, individual instruction and guitar ensemble. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Credits: 2
On Occasion

MUS 343 Opera History
This course is the study of operatic masterpieces from the 17th to the 20th centuries.
Credits: 3
On Occasion

DEPARTMENT OF THEATRE AND ARTS MANAGEMENT

The Department of Theatre, Dance, and Arts Mangement provides rigorous training for actors, directors, playwrights, designers, and technicians; dancers, choreographers, teachers, and musical theatre performers; company managers, stage managers, producers, and agents. A broad-based liberal arts education gives students a deep understanding of the human experience with skills to write and speak about the arts. The academic programs and professional faculty lay the artistic and intellectual groundwork for students' professional success.

LIU Post's proximity to New York City provides frequent opportunities to work with professional artists and to hone skills with the Post Theatre Company in all facets of theatre production.

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

B.F.A. Theatre Arts

CONCENTRATION IN ACTING

The Bachelor of Fine Arts in Theater Arts with a concentration in Acting provides personalized and intensive classroom instruction and stage experience to prepare students for acting careers. Students receive a rigorous grounding in history, literature, theories, and methodologies of classical and contemporary theatre arts, and work with professional actors and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, and an audition is required for admission.

The acting concentration draws from the Suzuki, Stanislavsky, Chekhov, and Linklater techniques. The core program, taught by professional theatre artists, emphasizes the development of a riveting stage presence based on dynamic physicality, emotional authenticity, and a commanding voice. Students receive individual and ensemble training in television and film acting, singing, and dancing from artists of national and international renown. The program culminates at the end of the senior year when students showcase their talent before agents, managers, and directors.

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

Students have access to excellent facilities to gain practical experience and showcase their talents.

Admission Requirements

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Acting program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually.

Auditions

To audition for the Theatre Arts - Acting Program:

- Apply to LIU Post at www.liu.edu/cwpost/onlineapp
- Call 516-299-2900 to schedule an audition slot. The total audition time is 3 minutes.
- Prepare two short contrasting monologues from a play.
- If you are pursuing a musical theatre concentration, prepare one short monologue and 32 bars of a song.
- Submit a headshot and résumé at the time of audition.

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

Auditions for Post Theatre Company Productions

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

CONCENTRATION IN MUSICAL THEATRE

The Bachelor of Fine Arts in Theater Arts with a concentration in Musical Theatre provides personalized and intensive classroom instruction and stage experience to prepare students for performance careers in Musical Theatre. Students receive a rigorous grounding in history, literature, theories, and methodologies of classical and contemporary theatre arts, and work with professional musicians, actors, and playwrights. Students also have a variety of opportunities to perform in main stage productions directed by renowned New York City directors. The 120-credit program is highly selective, and an audition is required for admission.

The musical theatre concentration draws from the Suzuki, Stanislavsky, Chekhov, and Linklater techniques with concentrated study in techniques and approaches to musical theatre. The core program, taught by professional theatre artists, emphasizes the development of a riveting stage presence based on dynamic physicality, emotional authenticity, and a commanding voice. Students receive individual and ensemble training in television and film acting, singing, and dancing from artists of national and international renown. The program culminates at the end of the senior year when students showcase their talent before agents, managers, and directors.

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

Students have access to excellent facilities to gain practical experience and showcase their talents.

Admission Requirements

Students must have an interview and audition for admission to the B.F.A. in Theatre Arts: Musical Theatre program. Applicants will be notified of departmental admissions decisions by the early spring. Mid-year transfer students are contacted individually.

Auditions

To audition for the Theatre Arts - Musical Theatre Program:

- Apply to LIU Post at www.liu.edu/cwpost/onlineapp
- Call 516-299-1000 to schedule an audition slot. The total audition time is 3 minutes.
- Prepare one short monologue and 32 bars of a song.
- Submit a headshot and résumé at the audition.

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

Auditions for Post Theatre Company Productions

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

B.F.A. Theatre Arts

{Program Code: 14401} {HEGIS: 1007.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits

ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Introductory Theatre Arts Courses (6 credits)

THE	214	Technical Theater Practices 1	3.00
THE	215	Technical Theater Practices 2	3.00

Required Theatrical History and Literature Courses (9 credts)

THE	100	Introduction to Drama	3.00
THE	241	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00

Required Theatre Production Laboratory Courses (4 credits)

Four credits from any of the following:

THE	239	Production Laboratory	1.00
THE	240	Production Laboratory	1.00

Required Theatre Contract Courses

THE	204	Department Contract	0.00
THE	205	Department Contract	0.00

Six courses from the following:

THE	201	Department Contract	0.00
THE	202	Department Contract	0.00

Acting Concentration Requirements

Required Acting Courses (30 credits)

THE	221	Basic Acting I	3.00
THE	222	Basic Acting II	3.00
THE	223	Intermediate Acting I	3.00
THE	224	Intermediate Acting II	3.00
THE	225	Advanced Acting I	3.00
THE	226	Advanced Acting II	3.00
THE	227	Meisner	3.00
THE	244	Acting for Film/TV	3.00
THE	252	Professional Skills: The Business of Acting	3.00
THE	292	Senior Acting Studio	3.00

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

THE	268	Advanced Voice & Speech I	3.00
THE	542	Advanced Theatre Movement	3.00

Required Additional Theatre History and Literature Courses (3 credits)

THE	143	Shakespeare in Performance	3.00

Required Additional Theatre Arts and Techniques Courses (15 credits)

THE	231	Directing I	3.00
THE	245	Playwriting I	3.00
THE	251	Beginning Suzuki Technique	3.00
THE	266	Beginning Voice & Speech I	3.00
THE	267	Beginning Voice & Speech II	3.00

Required Voice Music Lessons

Two credits taken from the following:

MUS	288A	Studio Lessons: Musical Theatre Voice	1.00

MUS 88B Studio Lessons: Musical Theatre Voice 2.00

Elective Theatre and Dance Courses

Any THE or DNC courses (12 credits)

Musical Theatre Concentration Requirements

Required Acting Courses (21 credits)

THE	221	Basic Acting I	3.00
THE	222	Basic Acting II	3.00
THE	223	Intermediate Acting I	3.00
THE	224	Intermediate Acting II	3.00
THE	225	Advanced Acting I	3.00
THE	226	Advanced Acting II	3.00

THE192 Senior Acting Studio 3.00

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

THE	268	Advanced Voice & Speech I	3.00
THE	542	Advanced Theatre Movement	3.00

Required Additional Theatre History and Literature Courses (3 credits)

THE	248	The History of American Musical	3.00

Required Additional Theatre Arts and Techniques Courses (15 credits)

THE	231	Directing I	3.00
THE	251	Beginning Suzuki Technique	3.00
THE	252	Professional Skills: The Business of Acting	3.00
THE	266	Beginning Speech	3.00
THE	267	Beginning Voice	3.00

Six (6 credits) of the following:

THE	280	Contemporary Musical Theatre Seminar	3.00
THE	295	Musical Theatre Seminar II	3.00

Required Theatre, Music, Dance, Voice Jury Courses

8 credits of the following:

MUS	288A	Studio Lessons: Musical Theatre Voice	1.00
MUS	288B	Studio Lessons: Musical Theatre Voice	2.00

Dance Electives 6 credits.

Credit Requirements

Major Required Credits: 84
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 30

B.F.A. Arts Management

{Program Code: 79015} {HEGIS: 1099.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Major Required Courses (34 credits)

ARM	200	Arts Management Practicum	1.00
ARM	254	Introduction to Arts Management	3.00
ARM	255	Arts Management Practices	3.00

ARM	257	Development, Fundraising and Grant Writing	3.00
ARM	258	Accounting In the Arts	3.00
ARM	259	Marketing The Arts	3.00
ARM	399	Internship in Arts Management	3.00
MAN	211	Principles of Management	3.00
MAN	212	Organizational Behavior	3.00
ORC	105	Public Speaking	3.00
PR	262	Arts & Entertainment Promotion	3.00
ARM	268	Legal Aspects of the Arts & Entertainment Industry	3.00

Computer Graphics Required Courses

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

CGPH	303	Introduction to Computer Graphics	3.00
CGPH	216	Digital Imaging	3.00

Communication Required Courses

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

CMA	305	Writing in the Digital Age	3.00
MAN	216	Business Communication	3.00
PR	202	Writing and Editing for Public Relations	3.00

Computer Required Courses

Choose 1 course (3 credits) of the following:

CGPH	205	Computer Layout 1	3.00
PR	230	Using Business Software in Public Relations/Advertising	3.00

Music Concentration

Music Required Courses (21 credits)

ARM	262	Principles and Practices of the Music Industry	3.00
MUS	213	Introduction to Music Literature	3.00
MUS	214A	Introduction to Music Technology	3.00
MUS	121	Music in Western Civilization I	3.00
MUS	122	Music in Western Civilization II	3.00
MUS	103	Music in Western Civilization III	3.00
MUS	147	History of Rock Music	3.00

Music Elective Courses

9 credits of any Music courses:

History Elective Courses

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

ART	259	Survey of World Art I	3.00
ART	260	Survey of World Art 2	3.00
ART	272	Contemporary Art	3.00
ART	379	History of Photography	3.00
ART	380	Concepts & Issues in Contemporary Photography	3.00
ART	85	History of Visual Communications	3.00
ART	391	Independent Study in Art History	3.00
ART	92	Independent Study in Art History	3.00
DNC	108	History of Dance	3.00
DNC	309	Current Dance in New York City	3.00
THE	100	Introduction to Drama	3.00
THE	241	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00

Theater Concentration

Required Theatre Management Courses:

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

ARM	264	Theatre and Dance Management	3.00
THE	111	Theatre and Dance Management	3.00

Required Technical Theatre Practices: (6 credits)

THE	214	Technical Theater Practices 1	3.00
THE	215	Technical Theater Practices 2	3.00

Required Department Contracts

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

Required Department Contract

Must be taken 6 times

THE	201	Department Contract	0.00
THE	201	Department Contract	0.00

Theatre Elective Courses

(24 credits) of any Theatre courses:

Theatre History Courses

Must complete the following 9 credits:

THE	100	Introduction to Drama	3.00
THE	241	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00

Theatre 241 & 142 satisfy Perspectives on World Cultures Cluster (3 credits)

General Arts Concentration

General Arts Group (6 credits)

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

ARM	261	Anatomy of a Museum	3.00
ARM	262	Principles and Practices of the Music Industry	3.00
ARM	264	Theatre and Dance Management	3.00
ARM	262	Principles and Practices of the Music Industry	3.00
THE	111	Theatre and Dance Management	3.00

24 credits from any of the following areas are required:

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

General Arts Concentration Elective Courses Required

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

ART	259	Survey of World Art I	3.00
ART	260	Survey of World Art 2	3.00
ART	272	Contemporary Art	3.00
ART	379	History of Photography	3.00
ART	380	Concepts & Issues in Contemporary Photography	3.00
ART	85	History of Visual Communications	3.00
ART	391	Independent Study in Art History	3.00
ATE	3	The Art Museum as Educator: Interpreting Art for Education	3.00
CIN	201	The Art of the Film/1900-1930	3.00
CIN	202	The Art of the Film/1931 to Present	3.00
CIN	103	Major Forces in the Cinema	3.00
CIN	204	Major Figures in the Cinema	3.00
DNC	108	History of Dance	3.00
DNC	309	Current Dance in New York City	3.00
MUS	121	Music in Western Civilization I	3.00

MUS	122	Music in Western Civilization II	3.00
MUS	103	Music in Western Civilization III	3.00
MUS	147	History of Rock Music	3.00
THE	100	Introduction to Drama	3.00
THE	241	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00
THE	143	Shakespeare in Performance	3.00
THE	148	The History of American Musical Comedy	3.00
THE	349	History of Style	3.00

Visual Arts Concentration

Visual Arts Required Courses (18 credits)

ART	259	Survey of World Art I	3.00
ART	260	Survey of World Art 2	3.00
ART	272	Contemporary Art	3.00

Visual Arts Elective Courses List 1

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

ART	105	Introduction to Basic Drawing	3.00
ART	211	Life Drawing I	3.00
ART	213	Painting 1	3.00
ART	319	Photography	3.00
ART	319	Photography	3.00
ART	221	Printmaking	3.00
ART	131	Pottery and Ceramic Sculpture 1	3.00
ART	235	Sculpture 1	3.00
ART	43	Watercolor	3.00

Visual Arts Elective Courses List 2

Choose any 1 ART courses (3 credits):

Other History Elective Courses

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

CIN	201	The Art of the Film/1900-1930	3.00
CIN	202	The Art of the Film/1931 to Present	3.00
CIN	103	Major Forces in the Cinema	3.00
CIN	204	Major Figures in the Cinema	3.00
CIN	111	History of World Cinema	3.00
DNC	108	History of Dance	3.00
DNC	309	Current Dance in New York City	3.00
MUS	121	Music in Western Civilization I	3.00
MUS	122	Music in Western Civilization II	3.00
MUS	103	Music in Western Civilization III	3.00
MUS	147	History of Rock Music	3.00
THE	100	Introduction to Drama	3.00
THE	241	Classical Theatre History	3.00
THE	142	Modern Theatre History	3.00
THE	143	Shakespeare in Performance	3.00
THE	148	The History of American Musical Comedy	3.00
THE	349	History of Style	3.00

Credit and GPA Requirements

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

Arts Management Courses

ARM 200 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 254 is required.
Credits: 1
Every Semester

ARM 202 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 254 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 255 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 254 is required.
Credits: 3
Every Spring

ARM 257 Development and Fundraising
Development and Fundraising explores how to generate contributed income for not-for-profit organizations by working with corporations, foundations, government agencies and private individuals, and by building volunteer leadership. This is a lecture-based course that discusses trends in arts philanthropy and fundraising, as well as methods of research into developing donor prospects and finding support, including grant proposals, direct mail appeals, social media, personal solicitation, special events, capital campaigns and corporate sponsorships.
Prerequisites of ARM 254 and 255 are required.
Credits: 3
Alternate Spring

ARM 399 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 108 History of Dance
A history of Western dance from the Greeks to the present. Students will gain an awareness of the artistic, social, and political functions of dance and its position in various cultures.
Credits: 3
Alternate Spring

DNC 201 Beginning Movement 1
An introduction to basic technique within one of the following dance forms: African Fusion, Ballet, Commercial Dance, Modern, Jazz, Tap, Hip Hop, or Urban Dance. Students will gain awareness of body alignment and elementary technique, explored through both exercise and improvisation. May be repeated 4 times for credit.
Credits: 3
Every Semester

DNC 201 Department Contract
This is a dance major service contract offering the student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company.The student gains practical and marketable skills in a variety of areas. Required for all majors in residence.

DNC 202 Department Contract
This is a dance major service contract offering the student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or other position in support of the department and the Post Concert Dance Company.The student gains practical and marketable skills in a variety of areas. Required for all majors in residence.

DNC 244 Jazz
A skills approach for theatrical performers. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/ choreographer.Students gain an understanding of the many applications of Jazz as an art form. May be repeated for two semesters for credit.
A prerequisite of DNC 244A is required.
Credits: 3
Every Fall and Spring

DNC 244A Beginning Musical Theatre Jazz
A beginner level Jazz dance class designed for the student with minimal or no previous training. Emphasis is on learning and strengthening the fundamentals of jazz technique while incorporating style and storytelling. Students will gain awareness of placement, body awareness, strength-building, and coordination,leading to preparation for continued study.
Credits: 3
Every Fall

DNC 244H Jazz
This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor. Students gain an understanding of the many applications of Jazz as an art form. May be repeated for two semesters for credit. This is an Honors option.
Must be in Honors College
Credits: 3
Every Fall

DNC 250 Kinesiology for Dancers
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques will be examined. The student gains an understanding of how to live a more healthy life as a performer, and important information for prospective teachers.
Credits: 4
Every Fall

DNC 251 Professional Skills: Showcase
A practicum with guest choreographers leading to a New York City showcase performance. Required for participation in the Showcase. The students gains the opportunity to work with cutting edge choreographers from NYC and elsewhere. May be repeated for two semesters for credit.
Dance majors only.
Credits: 3
Every Spring

DNC 301 Critical Thinking in Dance
An introduction to critical thinking about performance and history for the incoming dance studies major. Students will gain awareness of the many approaches to dance literacy.
Credits: 2
Every Fall

DNC 305 Modern Dance
Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space. Students will gain awareness of one of the following modern dance techniques: Horton, Taylor, or Cunningham and an understanding of their historical contexts. May be repeated for three semesters for credit.
Credits: 3
Every Fall

DNC 306 Modern Dance
Advanced training that stresses the discipline and vitality of longer phrases of movement using the Horton,Taylor, or Cunningham modern dance techniques.Training that stresses the discipline and vitality of longer phrases of movement to help the student experience movement through space. Students will also gain an understanding of their historical contexts. May be repeated for three semesters for credit. May be repeated for three semesters for credit.
Prerequisite: Dance major
Credits: 3
Every Spring

DNC 309 Current Dance in New York City
This course provides meetings once a week in New York City to attend dance concerts, performances and meet with dancers and choreographers. Students apply critical thinking to dance analysis and gain an awareness of the many facets of dance today. Special ticket charge.
Credits: 3
Alternate Spring

DNC 315 African & Urban Street Dance I
An introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and gain a new awareness of the pioneering spirits who introduced the genre to this country in addition to the urban street dance that shares that influence. May be repeated for two semesters for credit.
Prerequisite of Dance major, ARM major, or Theater major is required.
Credits: 3
Every Fall

DNC 316 African & Urban Dance II
A continuation of the study of the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and the pioneering spirits who introduced the genre to this country. Students gain an awareness of the contributions African dance has made to American culture in addition to the urban street dance that shares that influence. May be repeated for two semesters for credit.
Prerequisite of Dance major, ARM major, Theater major, or DNC 315 is required.
Credits: 3
Every Spring

DNC 321 Beginning Ballet I
Applying the elements of ballet, barre and center floor work. Students gain an awareness of alignment, healthy dance techniques. The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.
Credits: 3
Every Fall

DNC 322 Beginning Ballet II
Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline. Students gain an awareness of the ballet form as applied to standard and non-traditional repertory. May be repeated for four semesters for credit.
Credits: 3
On Occasion

DNC 323 Intermediate & Advanced Ballet I
Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. Students gain an awareness of the ballet form as it applies to standard and non-traditional repertory. May be repeated for four semesters for credit. Dance majors and advanced Musical Theatre majors only or by permission of the instructor.
Credits: 3
Every Fall

DNC 323H Intermediate & Advanced Ballet I
Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. Students gain an awareness of the ballet form as it applies to standard and non-traditional repertory. May be repeated for four semesters for credit. Dance majors or musical theatre majors only or by permission of the instructor. This is an Honors option.
Must be in Honors College
Credits: 3
Every Fall

DNC 324 Intermediate & Advanced Ballet II
Based on the New York School of Ballet curriculum, this course applies the elements of ballet barre and center floor work to alignment, healthy dance techniques, and personal discipline. Students gain an awareness of the ballet form as it applies to standard and non-traditional repertory. May be repeated for four semesters for credit. Dance majors and advanced Musical Theatre majors only or by permission of the instructor.
Prerequisite of Dance major, ARM major, or Theater major is required.
Credits: 3
Every Spring

DNC 339 Repertory
An intensive experience in dance performance including rehearsal, performance, and evaluation for the Post Concert Dance Company.Students gain an opportunity to work with with nationally and internationally known guest artists. Required every Fall a dance major is in residence. Required for musical theatre majors performing with the Post Concert Dance Company.
Dance majors only.
Credits: 1
Every Fall

DNC 340 Repertory
An intensive experience in dance performance including rehearsal, performance, and evaluation for the Post Concert Dance Company.Students gain an opportunity to work with with nationally and internationally known guest artists. Required for all dance majors in residence. Required for musical theatre majors performing with the Post Concert Dance Company.
Dance majors only.
Credits: 1
Every Spring

DNC 347 Tap
This is an advanced level course in tap dance; the student gains an understanding of advanced tap technique and on the history of the form. May be repeated for two semesters for credit.
Credits: 3
Every Spring

DNC 389 Advanced Independent Study in Dance
Individual faculty-guided projects in dance are appropriate when existing course in student's area of interest have all been taken. Students gain the opportunity to work one-on-one in a guided project situation. Dance majors may repeat for a maximum of four semesters for 1,2,3 or 4 credits
Credits: 1 to 4
Every Semester

DNC 403 Laban Movement
Students learn to analyze the body in motion, become a more dynamic mover, understand individual movement preferences and habits. Students will gain awareness of the diverse ways the body shapes itself in space.
Prerequisite of Dance major, ARM major, or Theater major is required.
Credits: 3
Every Spring

DNC 411 Composition and Choreography I
This course studies new and individual modes of expression and the process of storytelling through dance and improvisation. Students develop a personal voice and gain a new awareness of themselves as creative artists.
Prerequisite of DNC or THE major; THE 221 and THE 222.
Credits: 3
Every Fall

DNC 421 Choreography Practicum
Dance majors and musical theatre majors choreograph in a mentored situation for the Post Concert Dance Company. Students meet regularly with faculty in a rehearsal and production environment to explore their creative voice. Students gain valuable insight into working in a creative leadership role. DNC 421 is required for all student choreographers. Permission from Chair or Director of Dance is required.
Prerequisite of DNC 411 is required. Dance or Arts Management majors only.

Credits: 1
Every Semester

DNC 425 Pointe & Partnering
Applying the elements of classical ballet technique and repertory while working on pointe and in partnering situations. Students gain an awareness of balance, gravity, and alignment are explored. Dancers work in both classical and contemporary repertory. For Dance majors or advance Musical Theatre majors only.
Prerequisite of DNC 323 or 324 is required.
Credits: 1
Every Fall

Theatre Courses

THE 100 Introduction to Drama
This course is an introduction to textual and performance analysis in theater through critical, historical and dramatic readings. Introduction to Drama is a lecture-based course with an integral discussion component that may include group projects; for Theater Majors only.
Credits: 3
Every Semester

THE 111 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.
Prerequisite of a Non Theater or Non Dance major is required.
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.
Credits: 3
Every Semester

THE 143 Shakespeare in Performance
This course surveys developments in theory and practice of Shakespearean performance. The stylistic analysis of selected plays, performance techniques and theatrical conventions, including contemporary and non-traditional approaches, is examined. Students can expect to gain an understanding of the historical trends of Shakespeare in Performance, and read Shakespeare as performance texts in addition to literary works.
Prerequisite of THE 241 is required or permission of instructor.
Credits: 3
Annually

THE 193 Theatre Research/Perf Wkshop: Devising
Following the Creative Impulse is designed to give undergraduate
level students exposure to and experience working with ensemble generated theatre. Students will get hands on experience working with a wide range of methodologies that can be utilized to create generat ive forms of expression. This class will be a laborato ry environment to rigorously investigate how innov ative, divergent, and multidisciplinary thinking can create inspired works. Students will deconstruct the principles of creativity and inspiration to build thei r own methodology of generating material that can be used in theatreor any other discipline they choos e.
Prerequisites of THE 221 and 222 are required or permission of the instructor.
Credits: 3
Every Fall

THE 201 Department Contract
This course is a practicum for theatre majors; a service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or another position in support of the department and the Post Theatre Company. Required for all upperclass majors in residence. Students will gain practical experience in the area in which their contract is executed.
Credits: 0
Every Fall and Spring

THE 202 Department Contract
This course is a practicum for theatre majors; a service contract offering the upperclass student a hands-on opportunity to serve as a peer mentor, a company coach, a company publicist, or another position in support of the department and the Post Theatre Company. Required for all upperclass majors in residence. Students will gain practical experience in the area in which their contract is executed.
Credits: 0
On Occasion

THE 203 Design Concepts for Visual Artists
This course is a conceptual approach to lighting, scenic, and costume design for the actor/director/designer in theatre, dance, media, and motion pictures. It includes an analysis of designers, drawings, and the necessary communication skills in expressing concepts to designers and directors. Students will gain a comprehensive understanding of the components of design across a range of theatrical disciplines.
Credits: 3
Alternate Fall

THE 204 Department Contract 1
This is a theatre major service contract, a required practical lab for first year students. Students will gain practical experience in the area in which their contract is executed. This is a co-requisite for THE 214.
A corequisite of THE 214 is required.
Credits: 0
Every Fall and Spring

THE 210 Stage Management
This course covers the basic principles and skills of stage management, including: script analysis, preparation of prompt book, rehearsal organization, production coordination and running of productions. Instruction will include both lecture-based and experiential components. Students will gain the skills necessary to execute the job of a stage manager or assistant stage manager. May be repeated a maximum of two semesters.
Prerequisites of THE 214 & 215 or permission of the instructor are required.
Credits: 3
Every Spring

THE 213 Scene Design I
This course includes the art and craft of scenic design, including design sketches, model preparation, designer's elevations and painter's elevations. It also includes the principles and processes of analyzing a play in visual terms to create the scenic environment of productions. This course is both lecture-based and practical in nature. Students will gain an understanding of the art and craft of scenic design.
Prerequisites of THE 214, 215, and 108 or the permission of instructor are required.
Credits: 3
Alternate Fall

THE 214 Technical Theater Practices 1
This course is a comprehensive survey of the theoretical and practical aspects of technical theater production including organization, equipment, materials, methods and vocabulary. This course is a lecture-based course that includes a strong practical component. The course is intended to provide the student with a working vocabulary and the basic knowledge necessary to function effectively in the theater.
Prerequisite of a Theater major, Dance major, Arts Management major, or Theater Minor and a Co-requisite of THE 204 are required.
Credits: 3
Every Fall and Spring

THE 215 Technical Theater Practices 2
This course is a comprehensive survey of the theoretical and practical aspects of technical theater production including organization, equipment, materials, methods and vocabulary. This course is a lecture-based course that includes a strong practical component. The course is intended to provide the student with a working vocabulary and the basic knowledge necessary to function effectively in the theater.
Prerequisite: Theater or Dance or Arts Management majors or Theater Minor
Corequisite: THE 205
Credits: 3
Every Fall and Spring

THE 215 Lighting Design

This course is an introduction to lighting design, theory and practice, with considerations of light plots, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. This is a practice-based course with lecture components. Also included is the application of theatrical lighting techniques in related fields, such as television and film. Students will gain an understanding of how to design lighting for a variety of mediums.
Prerequisites of THE 214, 215, and 108 or the permission of instructor are required.
Credits: 3
Alternate Fall

THE 219 Stagecraft
This course is a detailed and intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings. This is a practice-based course. Students will leave with the skills necessary to execute basic scene construction.
Prerequisites of THE 214 & 215 or permission of the instructor are required.
Credits: 3
Alternate Fall

THE 220 Advanced Stagecraft
This course is an advanced intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings. This is a practice-based course. Students will leave with the skills necessary to execute advanced scene construction.
Credits: 3
On Occasion

THE 221 Basic Acting I
Basic Acting I is an introductory studio course focused on acting exercises, improvisations, and basic scene work. Through practical explorations, the course intends to develop the student's imagination and ability to identify intentions and given circumstances. Students can expect to leave with the necessary vocabulary and practical skills to undertake the work of the actor working with contemporary material.
Prerequisite of Theatre major OR a Dance/Arts Management major are required.
Credits: 3
Every Fall

THE 222 Basic Acting II
Introduction to scene study and basic character development; continuation of THE 221. Basic Acting II is a practice-based studio course. Students can expect to leave with the necessary vocabulary and practical skills to undertake the work of the actor working with contemporary material.
Prerequisite of THE 221 is required.
Credits: 3
Every Spring

THE 223 Intermediate Acting I
Intermediate Acting I introduces voice, speech, and movement techniques to the actor's process, to build upon the skills developed in Basic Acting I and II. This is a practice-based course, with a focus on strengthening the connection to given circumstances and character development. Students can expect to integrate acting tools with more complex texts.
Prerequisite of THE 222 or permission of the instructor is required.
Credits: 3
Every Fall

THE 224 Intermediate Acting II
The course is a continuation of THE 223. Intermediate Acting II continues to integrate voice, speech, and movement techniques into the actor's process, to build upon the skills developed in Basic Acting I and II and Intermediate Acting I. This is a practice-based course, with a focus on strengthening the connection to given circumstances and character development. Students can expect to integrate acting tools with more complex texts, particularly those of early modern realism.
Prerequisite of THE 223 is required.
Credits: 3
Every Spring

THE 225 Advanced Acting I
This course offers two different options, both are practice-based studio courses:

Option I focuses on scene and monologue study with texts ranging from Shakespeare to contemporary texts. Somatic performance techniques will be coupled with Stanislavski to give students a process that fully incorporates mind and body. Co-requisite of THE 542.

Option II focuses on scene and soliloquy study of Shakespeare's texts, including an emphasis on original performance practices and their relevance for contemporary performance. Students will focus on developing heightened kinesthetic awareness and receptivity to impulses in performance. Co-requisite of THE 268.

Students in both options will focus on developing a synergy between body, voice, and text to create embodied performances in complex genres.
Credits: 3
Every Fall

THE 226 Advanced Acting II
A continuation of Theater 125, with the continued two options.

Option I focuses on texts from Greek classics to post-modern and contemporary texts. Through script analysis and practical physical performance tools, students will continue to develop a personal process that incorporates a broad range of performance tools to create dynamic performances.

Option II focuses on a strong foundation in Laban technique and the use of Elliptical Energy theory in practice. Students will build on their development of kinesthetic awareness, a sense of playfulness, collaboration, and openness to heighten creativity and physical expressiveness.

Students in both options will leave with strong physical presence that supports strong acting both in theatre and in other mediums.
Prerequisite of THE 225 is required.
Credits: 3
Every Spring

THE 227 Meisner Technique
This is a practice-based acting class based on the technique of Sanford Meisner, a member of the Group Theater and the founder of the Neighborhood Playhouse in New York. This method is an offshoot of the Stanislavski Technique, focusing on the reality of doing,and behaving truthfully in imaginary circumstances. Students will leave with an understanding of how to respond to their partners in the present moment in performance.
Prerequisite of THE 223 is required.
Credits: 3
Annually

THE 228 Sound Technology
Through lecture and demonstration the student will become familiar with the standard equipment that is used in theatrical sound production. The student will learn equipment function and proper operation. Students can expect to leave with the skills for basic sound recording, editing, communications systems, enhancement and repair.
Credits: 3
Alternate Spring

THE 229 Sound Design
This course is an introduction to sound design, theory and practice. This course includes both lecture and practice-based components and include design projects related to historical references, with an emphasis on the source needed for such a design. Students will gain an understanding of the art and craft of scenic design.
Credits: 3
Alternate Fall

THE 230 Makeup & Mask
This course explores the techniques involved with theatrical makeup and mask making. This practice-based course covers instruction in makeup techniques taking into account factors of age, temperament, production style. Students can expect to leave with the basic skills required to execute theatrical makeup application and basic mask making.May be repeated for a maximum of two semesters.
Prerequisites of THE 214 & 215 or permission of the instructor are required.
Credits: 3
Every Fall

THE 231 Directing I
This is a studio course in all basic elements of theatrical direction: play selection and analysis, pre-production planning, casting, rehearsals, integration of production elements. Students direct short plays for public performance. Substantial rehearsal time required. Students can expect to gain the skills necessary for directing short plays. May be repeated for a maximum of four semesters.
Prerequisites of THE 221 and 222 are required or permission of the instructor.
Credits: 3
Every Fall and Spring

THE 239 Production Laboratory
This course is an intensive experience in theatrical production for public performance. This practical experience synthesizes acting, design, technical and managerial elements in a theatrical production. Production concepts, process, rehearsal,and performances are evaluated by the director and advisor. Students will gain the practical experience of mounting a professional performance for public viewing. Must be repeated when a student is cast in a PTC production.
Prerequisites of THE 214, 215, 221 or permission of chair are required.
Credits: 1
Every Fall

THE 240 Production Laboratory
This course is an intensive experience in theatrical production for public performance. This practical experience synthesizes acting, design, technical and managerial elements in a theatrical production. Production concepts, process, rehearsal,and performances are evaluated by the director and advisor. Students will gain the practical experience of mounting a professional performance for public viewing. Must be repeated when a student is cast in a PTC production.
Prerequisite or Co-requisite of THE 222 & 214 or 215, in addition to pre requisites of THE 221 is required
Credits: 1
Every Spring

THE 241 Classical Theatre History
This course investigates historical periods, dramatic genres, and theater literature of Western theatrical culture from the Greeks through Romanticism. Students can expect to gain an understanding and historical perspective of theatre history from ritual through the Restoration.
Credits: 3
Every Semester

THE 244 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 226 is required.
Credits: 3
Every Spring

THE 245 Playwriting I
This course covers the theory and practice of writing for the stage. This lecture-based, practical course includes Intensive writing and rewriting, which leads to the creation of a one-act play, with critical evaluation and individual attention. Students can expect to gain the basic dramaturgical tools involved in writing plays. Selected plays may be produced as part of the Post Theatre Company schedule. May be repeated for a maximum of four semesters.
Prerequisites of ENG 110 and 111 and Sophomore status is required.
Credits: 3
Every Fall and Spring

THE 248 The History of American Musical
This lecture-based course is a study of musical comedy from its origins in the 18th century through its fruition in the 19th, to its innovations in the modern era. Students can expect to gain an appreciation for musical theatre and an understanding of the evolution of the art from throughout history.
Credits: 3
Every Spring

THE 251 Beginning Suzuki Technique
This course is an introduction to the Suzuki method of actor training. This is a practice-based studio course that develops rigorous physical training that enhances the actor's concentration and focus, discipline, and ability to create theatrical presence. Students will learn the basic principles of the Suzuki technique and its applications.
Prerequisite of THE 221 is required.
Credits: 3
Every Spring

THE 252 Professional Skills: The Business of Acting
This course introduces the business practices of the acting profession, and introduces students to the current trends in the field. This course includes both lectures and experiential components, and is required for any actor participating in the Senior Showcase. Students can expect to gain an understanding of audition techniques, material selection, marketing, and strategies to engage members of the industry.
Prerequisite of THE 226 is required.
Credits: 3
Every Spring

THE 266 Beginning Voice and Speech I
This practice-based course focuses on the vocal instrument, teaching the fundamentals of breathing, vocal use, and vocal production. Through exercises and embodied practice, students explore breath and sound production. Through voice samples, analyses, and simple texts students learn the elements of dynamic voice and speech production. Throughout the semester there are opportunities to apply these skills to performance based projects. Students also acquire the knowledge to maintain healthy vocal production through an understanding of the vocal instrument.
Prerequisite: THE 222
Credits: 3
Every Fall

THE 267 Beginning Voice and Speech II
This practice-based studio course is a continuation of THE 266, which provides an applied approach to build the skills of vocal production, health, and communication learned in the first semester. It focuses on refining the use of the vocal instrument and provides a foundational embodied knowledge of how to navigate the International Phonetic Alphabet chart and its possible applications. Through exercises and text work, the student continues to explore the relationship of breath/voice to text and acquires the applied knowledge to care for the vocal instrument through healthy production and maintenance. Students will grow in their understanding of the voice/body, their ability to speak clearly and effectively, and the relationship between breath and listening as it pertains to re/acting on impulse.
Prerequisite: THE 266 or permission of instructor required.
Credits: 3
Every Spring

THE 268 Advanced Voice and Speech I
This practice-based studio course is a Voice and Speech studio practicum integrating Laban technique and elliptical energy work with the vocal practices established in THE 266 & 267. This course is a co-requisite of THE 225, Option II. Students can expect to gain an advanced understanding of the application of voice/speech to heightened text, as a tool of the actor's process.
Prerequisites of THE 266 and 267 are required.
Credits: 3
Every Fall

THE 280 Contemporary Musical Theatre Practices
This studio-based course is a practicum in musical theatre performance techniques with emphasis on developing a clear process for performing in musical theatre. Musical theatre repertoire and movement are also included in the course work. Students can expect to gain a working understanding of the vocabulary of musical theatre performance.
Pre requisites: THE 221, 222, MUS 288A or MUS 288B
Credits: 3
Every Fall

THE 292 Senior Acting Studio
A capstone class in which fourth year acting students work to synthesize the studio experiences of the previous three years through monologues and scene study. This is a practice-based studio course. Students can expect to develop a rationale for a personal process based on the genre of material.

Prerequisite of THE 226 or permission of instructor is required.
Credits: 3
Every Semester

THE 295 Musical Theatre Practices II
Musical Theatre Practices II is an upper level, practice-based studio course that develops advanced performance techniques in musical theatre. Students can expect to build an extensive musical theatre repertoire in preparation for the profession.
The pre requisite of THE 280 is required.
Credits: 3
Every Spring

THE 296 Musical Theatre Styles
This is an intermediate/advanced level musical theater dance class designed to better prepare the students for a career in musical theater. Students will learn a broad variety of iconic choreography and dance styles from throughout the history of musical theater. Additionally, students will develop a more advanced repertoire of different movement techniques to enrich their physicality and diversify their choices in stage performance.
Pre requisite: 4 of the following: DNC 244A, DNC 244, DNC 321, DNC 322, DNC 323, DNC 324
Credits: 3
Every Spring

THE 349 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 214 & 215 or permission of the instructor are required.
Credits: 3
Alternate Fall

THE 388 Thesis
This course is an advanced performance or production project, including all appropriate research and written analysis on the creative process. This is a practice-based tutorial, that is offered on an individual basis. Students can expect to undertake a thesis project and document their process to provide an analysis of their investigation through practice.
Credits: 3
On Demand

THE 389 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 450 Stage Combat
This course introduces actors to the technique of stage combat. This is a practice-based studio course that emphasizes safety as well as integrates staged fighting and movement into the actor's process. Students can expect to gain the basic physical vocabulary and technique of stage combat.
Prerequisite of Theatre major or permission of instructor.
Credits: 3
Every Spring

THE 471 Costume Design
This course is an introduction to the principles and procedures of costume design for the theatre; design projects are related to a study of costume history from the ancient Egyptians to the 20th century as are basic costume construction methods, including pattern-making, cutting, fitting, altering and maintenance. This is a lecture-based course with practical components. Students can expect to gain an full understanding of the process of costume design, including its historical applications.
Prerequisites of THE 214 & 215 or permission of the instructor are required.
Credits: 3
On Occasion

SCHOOL OF VISUAL ARTS

Dedicated to professional training within a liberal arts environment, the School of Visual Arts prepares students for careers in many of today's fastest growing visual, print, and digital design industries. The School's individual degree programs offer unique programs of study and opportunity to engage in a multitude of mediums such as: 2D and 3D Art, movies, television, digital design, video games, art therapy and other visual art forms. Today's creatives must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service.

From concept to completion, our students engage in making high-quality content every day. It is a creative act, to be sure, but it also requires technical skill, collaboration, organization, communication, critical analysis, and a healthy dose of problem solving. These skills, alongside and in concert with specific disciplinary expertise, allow students to develop the professional content that reflects the nature of the present moment and points toward the future.

DEPARTMENT OF ART, DESIGN AND GAME DEVELOPMENT

The Department of Art, Design and Game Development is dedicated to providing training that develops your creative voice and fortifies your passion with professional practices, so you become the driving force of your career. Ambitious students work closely with internationally recognized artist-faculty while taking advantage of New York City's wealth of creative resources. Programs offered provide students with the creative, technical and collaborative skills necessary to enter the professional world of art and design.

In studios devoted to drawing & painting, printmaking, sculpture (wood, 3D printing, laser cutting, CNC fabrication), and ceramics, you can combine traditional art practices with the latest digital imaging and production techniques. Collaborate with peers, exhibit your work in the dedicated student art gallery, and get feedback from renowned visiting artists. Learn from dynamic art historians who bring to life the history and theory of human creativity in courses that range from the arts of the ancient Near East and the Mediterranean to contemporary art and photography.

The Department prepares students for dynamic and rewarding careers in print design, web development, interactive multimedia, and digital game design. We offer a strong foundation in the practice, history, and theory of design, project-based curriculum that allow students to develop a wide range of creative and technical design skills, as well as access and guidance in the application of cutting-edge technologies.

Internships in every major equip you with real-world experience as you graduate with a B.F.A. in Art, Digital Arts & Design, or Digital Game Design and Development. Enrich your degree with international study opportunities ranging from two-week, single-course trips to Europe, Korea, or China, to semester-long study abroad in Florence, Italy.

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

B.F.A. Digital Arts and Design

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

Classes are small and students work in a fully networked suite of computer labs equipped with over 70 Macintosh workstations, large format color printers, and related peripheral technology. Our faculty is comprised of design professionals and authors in the fields of graphic design, Web design, interaction design, 3D animation, and digital video production.

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

B.F.A. Digital Arts and Design

{Program Code: 20602} {HEGIS: 1002.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Digital Arts & Design Courses: (70 credits)

ART	106	3D Visualization	3.00
CGPH	205	Computer Layout 1	3.00
CGPH	206	Advanced Computer Layout 2	3.00
CGPH	207	Digital Illustration 1	3.00
CGPH	208	Digital Illustration 2	3.00
CGPH	209	Digital Typography	3.00
CGPH	210	Digital Graphics Production Lab	3.00

CGPH	211	Interaction Design 1	3.00
CGPH	212	Desktop Video	3.00
CGPH	214	Interaction Design 2	3.00
CGPH	215	Desktop Video 2	3.00
CGPH	216	Digital Imaging	3.00
CGPH	219	Digital Imaging Synthesis	3.00
CGPH	220	3d Modeling & Animation 1	3.00
CGPH	221	3d Modeling & Animation 2	3.00
CGPH	222	Website Design	3.00
CGPH	224	Website Development	3.00
VISL	201	Introduction to Graphic Design	3.00
VISL	202	Publication Design	3.00
VISL	203	Advertising Design	3.00
VISL	204	Digital Industries: Student Agency	3.00
VISL	298	Portfolio Preparation	4.00
PROJ	203	Senior Project	3.00

Elective Directed Art Studio Courses: (3 credits)

With approval of Professor or free elective.

CGPH	397	Internship	3.00

Required Art History Courses: (6 credits)

ART	104	Introduction to the Visual Arts	3.00
CGPH	285	History of Visual Communications	3.00

Credit Requirements

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

B.F.A. Digital Game Design and Development

The Digital Game Design and Development program at LIU Post offers a project-based curriculum that allows students to develop skills in all areas of game development, including game design, computer programing, 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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Every Digital Game Design & Development student must take all the required courses listed below before graduating. Required courses add up to 39 credits.

Courses marked with an asterisk* have prerequisites. Look at the appropriate section of the course bulletin to find the prerequisites for each course.

Required Digital Game Design Courses: (30 credits)

DGD	201	Introduction to Game Design	3.00
DGD	202	Games Through History	3.00
DGD	203	Game Studies	3.00
DGD	204	Digital Game Development 1	3.00
DGD	205	Digital Game Development 2*	3.00
DGD	206	Digital Game Development 3*	3.00
DGD	220	Level Design for Games*	3.00
DGD	221	Intro to Visual Design for Games	3.00
DGD	290	Senior Game Prototyping*	3.00
DGD	291	Senior Game Project*	3.00

Required Co-Related Courses: (9 credits)

CGPH	216	Digital Imaging	3.00
CGPH	220	3-D Modeling & Animation 1*	3.00
Choose one from:			
ART	106	3-D Visualization and Animation	3.00
CGPH	205	Computer Layout 1	3.00

Game Electives and Concentration Sequences

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

CS	201	Problem Solving	3.00
CS	206	Foundations of Web Design & Development*	3.00
CS	211	Object Oriented Programming I*	3.00
CS	216	Intermediate Data Structures and Algorithms*	3.00
CS	227	Introduction to Game Design (CS)*	3.00
CS	133	Analysis & Logic Design	3.00
CS	431	Database Fundamentals*	3.00
CS	237	Human-Computer Interaction*	3.00
CS	245	Working in a Team Environment*	3.00
CS	254	Artificial Intelligence and Games*	3.00
CS	257	Computer Graphics*	3.00
CS	463	Game Progrmaming I*	3.00
CS	267	Scientific Foundations for Games*	3.00
CS	271	Game Programming II*	3.00
CGPH	207	Digital Illustration 1	3.00
CGPH	208	Digital Illustration 2*	3.00
CGPH	209	Digital Typography*	3.00
CGPH	211	Interaction Design 1	3.00
CGPH	214	Interaction Design 2*	3.00
CGPH	219	Digital Imaging Synthesis*	3.00

CGPH	221	3-D Modeling and Animation 2*	3.00
ART	104	Introduction to Visual Arts	3.00
ART	105	Introduction to Basic Drawing	3.00
ART	211	Life Drawing	3.00
ART	412	Life Drawing 2*	3.00
ENG	182	Introduction to Creative Writing*	3.00
ENG	282	Fiction Writing*	3.00
ENG	285	Screenwriting*	3.00
MTH	103	College Algebra and Trigonometry*	4.00
MTH	107	Calculus and Analytic Geometry I*	4.00
MTH	119	Basic Statistics	4.00
BDST	204	Digital Audio Production*	3.00
BDST	211	Production Essentials: Audio	3.00
CMA	210	Media Law and Ethics	3.00
MUS	101	Introduction to Musical Concepts	3.00
MUS	102	Elementary Musicianship	3.00
MUS	214A	Introduction to Music Technology	3.00
MUS	214B	Intermediate/Advanced MIDI Sequencing*	3.00
MUS	214C	Intermediate/Advanced Notation*	3.00
DGD	XX	Any DGD course that is not a requirement.	XX

Credit Requirements

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

Art, Design and Game Development Department Courses

ART 101 Introduction to Art
In our increasingly visual culture, it is important to look critically at the imagery that surrounds us. It is equally important to experience and understand art from many cultures and time periods so we may appreciate the wide variety of artworks created by people around the world, from past to present. Students will learn to analyze both form and content in art and communicate their understanding to others. Students will see and discuss a broad selection of art at museums, galleries, online, and in the classroom.
Credits: 3
Every Semester

ART 104 Introduction to Visual Arts
This course covers world art from the beginnings of human culture to today. Topics include why art is the product not only of its creator, but also of the historical, political, economic and social forces that shaped the artist. These topics will be taught by introducing the language and concepts of visual analysis and historical contextualization. This course will help students to gain understanding of world cultures and the role of artistic representation in society.
Credits: 3
Every Fall and Spring

ART 105 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 106 3D Visualization & Production
This course introduces students to 3D modeling, design, and fabrication techniques revolutionizing the production and distribution of objects world wide. Emphasis is on sustainable and humanitarian solutions.
Credits: 3
Every Spring

ART 131 Pottery and Ceramic Sculpture 1
This course is a hands-on study of the methods of creating ceramic art. You will develop skills in crafting important and unique objects made with an understanding of chemistry, physics and the material science of ceramics. Ceramics is a multi-cultural field and its study provides multi-cultural awareness.
Credits: 3
Every Semester

ART 177 High Impact Art-Make, Do, Effect Social Change
This course examines art, not as a commodity, but as a change-maker. Students will develop skills to use tools to build structures that are both artful and useful. Students will learn to design imagery and actions that inspire people to question the world as it is, imagine a better future, and work together for good.
Credits: 3
Every Spring

ART 202 Studio Foundation I
Students study foundational concepts in 2-D Design, photography, and drawing with observational and conceptual methods. This team-taught course provides training in materials, techniques and concepts required for all Art majors.
Credits: 9
Every Fall

ART 203 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 202 is strongly recommended as a prerequisite.
Prerequisites of ART 202 or ART 105 and ART 319 are required.
Credits: 6
Every Spring

ART 211 Life Drawing I
This course is an introduction to the study of the human figure as an art subject. Various techniques and drawing media are explored in developing compositional and drawing skills of the individual student.
Credits: 3
Every Fall and Spring

ART 213 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 214 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 213 is required.
Credits: 3
Every Fall and Spring

ART 221 Printmaking
This course is an introduction to printmaking. The course covers a basic technical and conceptual approach to monotype and unique prints including drypoint engraving, copier transfer, collagraph and simple photo processing. There is an emphasis on experimentation with diverse materials and individual projects.
Credits: 3
Every Spring

ART 222 Intermediate Printmaking
This course covers contemporary print concepts and materials including photo screen printing, etching and photo etching with mixed techniques. Students will develop skills to integrate them into painting, photography, digital and installation art. These topics will be taught through demonstration, discussion and critique in an intense workshop environment.
Prerequisite of ART 221 is required.
Credits: 3
Every Spring

ART 232 Pottery and Ceramic Sculpture 2
This course is an advanced hands-on study of the methods of creating ceramic art. You will develop skills in crafting important and unique objects made with an understanding of chemistry, physics and the material science of ceramics. Ceramics is a multi-cultural field and its study provides multi-cultural awareness.
Prerequisiste of ART 131 is required.
Credits: 3
Every Semester

ART 235 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 236 Sculpture 2
This course is a continuation of the study of sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on contemporary practices.
Prerequisite of ART 235 is required.
Credits: 3
Every Fall

ART 259 Survey of World Art I
This course is a chronological survey of the fine arts of the world tracing cultural and creative expression in all media from prehistoric times to the beginning of the European Renaissance. These topics will be taught through lectures, discussions, films, quizzes, group presentations as well as exams. This course will help students will gain a deeper understanding of and appreciation for the arts.
Credits: 3
Every Fall

ART 260 Survey of World Art 2
This course covers a chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from the Renaissance to the modern period. These topics will be taught through lectures, discussions, films, pop quizzes, group presentations as well as exams. This course will help students will gain a deeper understanding of and appreciation for the arts.
Pre requisite of ART 259 or instructor permission is required.
Credits: 3
Every Spring

ART 272 Contemporary Art
This course covers the continuing impact of early 20th century styles on international art from the postwar period to the present moment. Topics of discussion include the relationship between popular culture and fine art, the representation of gender and cultural identity, the evolving role of the museum and the art market and the impact of new technologies and media on art-making and receptions. This course will help students gain a deeper understanding of and appreciation for contemporary art.
Credits: 3
Every Spring

ART 280 Fine Arts Internship
A professional internship prepares you to participate in the creative economy as a fine artist. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give you the opportunity to gain valuable applied experience and make connections in professional fields you are considering for a career path and give employers the opportunity to guide and evaluate your talent.
Pre requisites: ART 214, ART 222 and ART 236
Credits: 3
Every Spring

ART 290 Senior Seminar
This course covers resume and cover letter writing, exhibition opportunities, documentation management, grant writing and research residencies. This course will be taught through visits to museums, galleries, artist studios as well as attending opening receptions. Visits by artists and group critiques will be an integral part of this seminar course. This course will help students to develop the business aspects of their profession.
A pre requisite of ATUT 200 is required.
Credits: 1
Every Spring

ART 303 Survey of World Art 1
This course is a chronological survey of the fine arts of the world tracing cultural and creative expression in all media, from prehistoric times to the beginning of the European Renaissance. Cross-listed with ART 259. Students enrolled in this course as ART 303 for Honors credit will have an additional project. Students who take this class will find that personal connections to art during travel and study abroad are greatly enriching.
Credits: 3
Every Fall

ART 396 Independent Study
This is an independent study course in Art Studio for subjects not included in scheduled offerings. NOTE: Variable Credits (Min: 1, Max, 3). Be sure to enter correct number of credits when registering.
Credits: 1 to 3
Every Semester

ART 397 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 412 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 211 is required.
Credits: 3
Every Fall and Spring

ART 415 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 213 and ART 214 are required.
Credits: 3
Every Fall and Spring

ATUT 200 Senior Fine Arts Tutorial
This course is independent study in the area of the student's interest and specialization under advisement and direction of a member of the faculty. The student explores areas of personal significance. This course is designed to prepare the Fine Arts, Photography, and Art Education major for his or her senior project.
Prerequisite of Senior status is required.
Credits: 3
Every Semester

DRAW 201 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 211 is required.
Credits: 3
Every Fall

DRAW 404 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 201 or 2 is required.
Credits: 3
Every Spring

CGPH 126 Web Design for Everyone
This is an introductory course in website design. The course is intended for non-design majors who want to create basic websites without extensive knowledge of HTML and CSS code or graphic design software. The course introduces the student to WordPress as an authoring tool for Web development. Basic Web page layout techniques and digital image preparation methods are covered.
Prerequisite of non-majors only is required.
Credits: 3
Every Fall and Spring

CGPH 205 Computer Layout 1
This course introduces students to Adobe InDesign software for creating various forms of page layout designs. Students gain technical and aesthetic knowledge of print design, including the use of typography, color, and photography in page layout. The vocabulary of print design is emphasized.
Credits: 3
Every Fall

CGPH 206 Advanced Computer Layout 2
This is an advanced course in page layout design using Adobe InDesign. Students gain advanced skills in creating complex page designs and learn to integrate elements created in Adobe Photoshop and Adobe Illustrator into their design projects. Emphasis is placed on developing technical proficiency, accuracy, and individual design style.
Prerequisite of CGPH 205 or equivalent is required.
Credits: 3
Every Spring

CGPH 207 Digital Illustration 1
This course introduces students to digital illustration using Adobe Illustrator. Students acquire knowledge of the tools and techniques commonly used in digital illustration. The focus of the course is to provide students with fundamental technical skills for using Adobe Illustrator. Students then apply these skills to create a variety of graphic design and illustration projects. Emphasis is placed on technique, style, and accuracy.
Credits: 3
Every Fall

CGPH 208 Digital Illustration 2
This advanced digital illustration course covers more sophisticated techniques using Adobe Illustrator. The course will reinforce and encourage the use of basic design principles that students have been previously exposed to. As they continue to

enhance their technical and conceptual illustration skills, students will create complex design projects including event logos, technical renderings, and editorial illustrations.
Prerequisite of CGPH 207 or equivalent is required.
Credits: 3
Every Spring

CGPH 209 Digital Typography
This advanced typography course provides students with a comprehensive understanding of the use, design, and aesthetics of type through a series of projects that incorporate both traditional and digital techniques. The objective of the course is to provide the student with a technical and aesthetic foundation for creating successful typographic designs. The history of typography is also covered.
Prerequisite of CGPH 207 or equivalent is required.
Credits: 3
Every Spring

CGPH 210 Digital Graphics Production Lab
This is an advanced course in methods for preparing layout designs and digital graphics for commercial printing. Students are required to have basic knowledge of Adobe InDesign, Adobe Photoshop, and Adobe Illustrator for this class. Students will acquire technical expertise in creating digital press-ready mechanicals for commercial output. Coursework examines preparation guidelines for different color models and custom printing techniques. Print industry standards and vocabulary are emphasized.
Prerequisites of CGPH 205, 207 and 216 or permission of instructor are required.
Credits: 3
Every Fall

CGPH 211 Interaction Design 1
This course is an introduction to Interaction Design. Course instruction will focus on using Figma and Adobe Creative Suite to design mobile app prototype wireframes. Students will learn how to create artwork components necessary to complete an interaction design concept containing audio, video, animation, and basic scripting techniques. Emphasis is placed on developing an understanding of the user experience.
Credits: 3
Every Fall

CGPH 212 Desktop Video
In this class, students will acquire a foundation in editing and compositing digital animation and video with Adobe After Effects and Adobe Premiere Pro. Emphasis is placed on the design and integration of motion graphics, text, and audio to create compelling visual communication.
Prerequisite of CGPH 216 or permission of instructor is required.
Credits: 3
Every Fall

CGPH 214 Interaction Design 2
This course covers advanced techniques in Interaction Design and User Interface Design. Course instruction will focus on using Figma and Adobe Creative Suite to design mobile app prototypes. Students gain knowledge of a variety of interactive publications and presentations in information, education, promotion, and entertainment spaces. Students will compose a variety of sample interactive presentations.
Prerequisite of CGPH 211 is required.
Credits: 3
Every Spring

CGPH 215 Desktop Video 2
This course covers advanced skills in digital video production and motion graphic. Students will be introduced to stop-frame animation, intermediate and advanced video editing, and compositing techniques using Adobe Premiere Pro and Adobe After Effects. Students will create finish projects with original video, motion graphics, text, and audio for distribution across various media platforms.
Pre requisite of CGPH 212 is required.
Credits: 3
Every Spring

CGPH 216 Digital Imaging
This course introduces the student to Adobe Photoshop for creating graphic designs and digital imagery. Students learn how to use Adobe Photoshop as a graphic design tool for various image editing and manipulation applications. The course also covers standards on resolution and color models. Emphasis is placed on technical proficiency and creative expression.
Credits: 3
Every Fall and Spring

CGPH 219 Digital Imaging 2
This course explores advanced aesthetic and technical concepts in Digital Imaging using Adobe Photoshop. Creation and assembly of image elements, complex montage making, and development of personal design style are emphasized. Advanced photo-retouching and typographic special effects are also covered.
Prerequisite of CGPH 216 or PHOT 23 or permission of instructor is required.
Credits: 3
Every Fall and Spring

CGPH 220 3D Modeling & Animation 1
This is an upper-level course in 3D modeling and animation using Autodesk Maya 3d software. Students build 3D models and render them as digital animations. Emphasis is placed on principles of digital 3D design for animation and illustration as well as 3D character development for motion pictures and digital game design.
Game Design Students: a pre requisite of CGPH 216 is required. Digital Arts Students: a pre requisite of CGPH 207 and CGPH 212 is required.
Credits: 3
Every Fall

CGPH 221 3D Modeling & Animation 2
This course explores advanced techniques in 3D modeling and animation with Autodesk Maya 3D and Adobe After Effects. Emphasis is placed on 3D character development, complex modeling, and surface mapping, lighting, and animation scripting within the three-dimensional environment.
Prerequisite of CGPH 220 is required.
Credits: 3
Every Spring

CGPH 222 Website Design
This is an introductory course in website design. Students will learn how to use Adobe Dreamweaver as an HTML and CSS code editor to design and publish websites. Students learn to leverage an HTML/CSS framework to develop a professional mobile responsive portfolio website. The course also covers using Adobe Photoshop to develop and prepare photography and graphics for websites.
Prerequisites: CGPH 205, CGPH 207, CGPH 216, VISL 201
Credits: 3
Every Fall

CGPH 224 Website Development
This course provides students the opportunity to further advance their skills in website design and development. Students will learn how to use WordPress to develop and publish interactive mobile responsive websites. Advanced topics, aesthetics trends of website design, and basic Search Engine Optimization (SEO) techniques are also explored.
Prerequisite of CGPH 222 is required.
Credits: 3
Every Spring

CGPH 286 History of Digital Communications
This class will present a historical and critical overview of the field of digital design, social, and interactive media. The course analyzes the relationships between new media and traditional art and design. The course explores innovations in social media, photography, cinema, radio, television, computer graphics, and the Internet as they relate to the evolution of our digital culture.
A pre requisite of ART 85 is required.
Credits: 3
Every Spring

CGPH 325 Independent Study
The course offers the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum or as a substitution for a course that is not currently offered. Topics of study will include digital art and design, and digital game design.
Credits: 1 to 4
Every Semester

CGPH 397 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 205, 207 and 216 are required.
Credits: 3
Every Semester

CGPH 398 Independent Study in Digital Art and Design 1
The course offers the student an opportunity to pursue individual research or study of a special topic that is not offered as part of the regular curriculum or as a substitution for a course that is not currently offered. Topics of study will include digital art and design, and digital game design.
Credits: 3
Every Fall and Spring

DGD 201 Introduction to Game Design
This is an intense hands-on course in which students design a new non-digital game every two weeks. Students create card games, board games, and physical games. Students will play each other's games and give one another constructive feedback. Students learn the basic concepts behind game design through lectures, game analysis, and game creation.
Credits: 3
Every Fall

DGD 202 Games Through History
This course is an introduction to the history of games, play, and players. Starting with the premise that video games are best viewed as a subset of humankind's much longer history of games, we will look through the past several thousand years, examining not only games, but also the people who study, create, and play them. Students will critically play the games examined, enabling them to gain a critical understanding and appreciation of canonical games.
Credits: 3
Every Spring

DGD 203 Game Studies
This course provides students to opportunity to read and write about games from an academic perspective. Students will read works ranging from Dutch historian Johan Huizinga's Homo Ludens, an early 20th-century sociological study of the role of play among humans, to Mary Flannagan's Critical Play, a much more modern look at games and their influence on modern art. While the core of the class is based on weekly readings and student responses, students will write major papers during the semester. Examples from both historical games and modern games will be used in class discussions.
A pre requisite of DGD 202 is required.
Credits: 3
Every Spring

DGD 204 Digital Game Development 1
This course focuses on the basic programming skills a student needs to start developing games on their own. As this is an introductory class, students are not expected to have any previous programming knowledge. Students will learn core programming concepts such as variables, if statements, for loops, arrays, functions, and object-oriented programming. They will also learn more game-specific concepts such as game states and collision detection. This course is taught in Processing, a variant of Java, and Unity, a game engine.
Credits: 3
Every Fall

DGD 205 Digital Game Development 2
This course teaches students how to program digital game designs. Students are expected to have an understanding of basic game programming principles to take this class. This course teaches students how to create games using the Unity game engine. As with many courses in this program, the focus is on hands-on game creation.
A pre requisite of DGD 204 is required.
Credits: 3
Every Spring

DGD 206 Prototype Studio
This course explores advanced topics in digital game development and programming. As the final course in a series of three classes, students should enter with strong knowledge of game development practices. In the first half of the semester, students learn more advanced game development skills. During the second half, they are tasked with creating large multi-week projects.
'A pre requisite of DGD 201, DGD 204 and DGD 205 is required.'
Credits: 3
Every Fall

DGD 220 Team-Based Game Development
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 201 is required.
Credits: 3
Every Spring

DGD 290 Senior Capstone 1
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 205 is required.
Credits: 3
Every Fall

DGD 291 Senior Capstone 2
The entire Digital Game Design and Development program leads to the Senior Game Project. This class requires students to bring together everything they have learned to create a major final project. The Senior Game Project allows students to work as individuals or in groups of any size. The primary requirement is that, by the end of the semester, each student has created a complete, polished, and successful game.
A pre requisite of DGD 201, DGD 204, DGD 205 and DGD 206 is required.
Credits: 3
Every Spring

DGD 351 Topics in Game Design
This class explores topics in game design. The class organizes students into teams that last the entire semester and gives them specific projects to work on for the duration of the course. The project is based on specific topics or brands chosen by the instructor and the instructor serves as the client of the project demonstrating a typical client-developer relationship. The goal of the course is to build on the production and team development skills of the class by giving them a longer and more developed project to complete.
A pre requisite of DGD 205 is required.
Credits: 3
Every Spring

DGD 452 Game Studio 1
This Digital Game Design class focused on team-based game development. Students work on short project assignments in which they serve in each of the key digital game development roles: artist, programmer, and game designer/producer. The core content of the class is learning the agile development process, task list creation and management, and key game design documentation such as prototype specs, design documents, style sheets, assets lists, and code comments and technical documentation.
A pre requisite of DGD 205 is required.
Credits: 3
Every Fall

PROJ 203 Fine Art & Design Senior Project II
In this intensive independent study the student will create a body of work under the direction and guidance of a member of the Art or Design faculty. This project culminates in an exhibition of the student's work.
Credits: 3

Every Semester

VISL 201 Introduction to Graphic Design
This is a basic graphic design studio course that explores the elements and principles of design through the use of type and image. Students will begin by drafting designs and then utilize Adobe CC software to make digital versions. The course focuses on the student's development in the introductory concepts of graphic design and digital media.
Credits: 3
Every Fall

VISL 202 Publication Design
This is an advanced design course in the use of type, images, and layout to design publications. The principles of typography are reinforced through a series of design problems and selected readings intended to teach the student about publication design. The objective of this course is to familiarize the student with numerous aspects and components of publication design. Emphasis will be placed on designing clear and interesting page layouts for a variety of publications.
Prerequisites of VISL 201 and CGPH 205 are required.
Credits: 3
Every Fall

VISL 203 Advertising Design
This class focuses on the development of the student as an advertising designer. The course focuses on the elements and principles of design including color, shape, composition, thematic design, and effective use of typography. Students will develop project work through sketching first and then create digital versions with Adobe CC software. Students will develop a body of Advertising designs intended for both print and social media.
Prerequisite VISL 201 is required.
Credits: 3
Every Spring

VISL 204 Digital Industries: Student Agency
In this course, students will gain a perspective on the creative process for the design and development of actual projects for non-profit clientele in advertising, video production, 3D animation, Web development, and print design. Emphasis is placed on client relationships and industry experience.
Pre requisites: CGPH 205, CGPH 207, VISL 201
Credits: 3
Every Fall

VISL 298 Portfolio Preparation
This class provides design students the opportunity to produce a professional portfolio to present their design skills to potential employers after graduation. Students will spend the entire semester reworking and enhancing design projects from all their other studio classes. Students will output their design work as a traditional printed portfolio and as an electronic .pdf portfolio. The course also covers resumes, cover letter writing, and employment search strategies.
Prerequisite of Senior status is required.
Credits: 4
Every Fall and Spring

COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY

The College of Education, Information and Technology (CEIT) offers undergraduate and graduate degrees, including doctoral programs, in teacher education (early childhood education, childhood education, adolescent education, students with disabilities, literacy, health/physical education), educational administration and leadership, computer science/digital fluency education, mental health counseling, school counseling, and library and information science. In addition, the CEIT offers graduate-level advanced certificates in such specialties as archives and records management, public library administration, and school district leadership. Programs in the CEIT are nationally accredited by ALA, CACREP, and AAQEP, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching and internship opportunities, and a distinguished faculty of experienced professionals combine for 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 CEIT is dedicated to preparing students for leading roles in some of the world's fastest-growing and most rewarding fields.

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning offers various teacher preparation programs culminating in a bachelor's degree focusing on different stages of child development: childhood/early childhood education, early childhood education/students with disabilities (all grades), childhood education/students with disabilities (all grades), adolescence education (grades 7-12) in Biology, Chemistry, English/students with disabilities (all grades), Social Studies/students with disabilities (all grades), Math/students with disabilities (all grades), Mathematics, and Health/Physical Education (k-12). Teacher candidates enrolled in programs leading to a single certification complete 100 hours of field experiences during their academic programs; those enrolled in programs leading to dual certification complete 150 hours. Student teaching is a culminating experience for all undergraduate education programs. Successful completion of one of these teacher education programs qualifies a prospective educator for New York State teacher certification.

The programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

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

After candidates complete all degree requirements (including coursework, field experiences, and student teaching), successfully pass New York State Licensure tests (Educating All Students (EAS), Content Specialty Test(s) (CST) in the chosen areas of specialization) and have completed all required teacher certification workshops, the LIU Post Office of Clinical and Professional Certification will help candidates process their application for certification.

B.S. Early Childhood Education/Students with Disabilities (All Grades)

The B.S. in Early Childhood Education/Students with Disabilities (All Grades) prepares teacher candidates to become knowledgeable, caring, and inspiring teachers of children with and without disabilities from birth to second grade.

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

Undergraduates seeking teacher certification in Early Childhood Education/Students with Disabilities (All Grades) select a Liberal Arts and Sciences concentration. Current options are American Studies, Diversity, Equity and Inclusion (DEI), English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about concentrations, see the LIU website.

This program qualifies teacher candidates to pursue two NYS initial teaching certifications. After they complete all degree requirements, successfully pass New York State Licensure tests, and have completed all required teacher certification workshops, candidates will apply for and be awarded initial teaching certification by the New Your State Education Department in both Early Childhood Education and Students with Disabilities (All Grades).

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

{Program Code 38944} {HEGIS: 0823.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Education Courses**

All of the following: (48 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum & Assessment for Pre-Service Teachers	3.00

EDI	219	Culturally Responsive Sustaining Education	3.00
EDI	240A	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction: Birth-Preschool	3.00
EDI	241A	Nurturing Young Children's Development: A Multicultural Approach: Birth-Grade 2	3.00
EDI	242	Multimodal Approach to Play-Based Early Childhood Curriculum and Instruction K-Grade 2	3.00
EDI	256	Literacy Acquisition for English Language Learners	3.00
EDI	266A	Supervised Student Teaching and Seminar in Early Childhood Education/Special Education	6.00
EDS	260	Literacy Development: Birth-Grade 6	3.00
EDS	262	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDI	625	Observation and Assessment in Early Childhood Education: Birth-Grade 2	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	630	Curriculum Based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

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

Co-Related Requirements (24 credits)

MTH	115	Mathematics for Elementary Education	3.00
MTH	116	Mathematics for Elementary Education II	3.00
PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
		Social Studies (any ECO, HIS, SOC, POL)	6.00
		Science (any BIO, CHM, PHY, ERS, AST, GLY)	6.00

Liberal Arts and Sciences Concentration Requirements

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies; Diversity, Equity, and Inclusion; English; Mathematics; Psychology; Science; Social Studies; or Sociology.

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis. A grade of C or higher is required in all liberal arts concentration courses.

Required Teacher Certification Workshops

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

Required Culminating Project

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

Credit and GPA Requirements

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

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

The 120-credit Bachelor of Science degree in Childhood Education/Early Childhood Education prepares teacher candidates to become knowledgeable, caring, and inspiring teachers who are responsive to the needs, interests, and questions of infants, toddlers, preschoolers, and children who are in the primary and elementary grades.

In pursuing their undergraduate degree, teacher candidates examine theories of child development, motivation, and learning for children ranging from infants to Grade 6. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As teacher candidates work toward this degree they gain an understanding and appreciation of subjects ranging from science to music to language arts. Using an integrated approach to the design of curriculum and instruction, teacher candidates develop creative ways to nurture children's multimodal literacies in an early childhood learning environment. They also acquire techniques to assess and evaluate a child's intellectual, social, and physical development and learn the basic principles of classroom management for a diverse student population. Throughout the program, teacher candidates complete a minimum of 150 hours of field experience working with young children and children in grades 1-6. The program culminates in a semester-long student teaching experience that allows teacher candidates to practice their new skills in a classroom setting. This degree qualifies teacher candidates for two New York State Initial Teaching Certifications, one in Childhood Education and one in Early Childhood Education. Undergraduates seeking teacher certification in Childhood Education/Early Childhood Education select a Liberal Arts and Sciences concentration. Current options are American Studies, Diversity, Equity and Inclusion (DEI), English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about concentrations, see the LIU website.

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

B.S. Childhood Education (Gr 1 - 6) and Early Childhood Education (B - Gr 2) (dual initial certification)

{Program Code: 38941} {HEGIS: 0802}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific

course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Education Courses**

All of the following (48 credits):

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Responsive Sustaining Education	3.00
EDI	240A	Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: B-Pre-school	3.00
EDI	241A	Nurturing Young Children's Development: A Multicultural Approach: B-Grade 2	3.00
EDI	242	Multimodal Approach to Play-based Early Childhood Curriculum and Instruction: K-Grade 2	3.00
EDI	254	Mathematics Content Standards and Pedagogies for Elementary School Students	3.00
EDI	255	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI	256	Literacy Acquisition for English Language Learners	3.00
EDI	263	Methods in Teaching Elementary Social Studies	3.00
EDI	264A	Student Teaching, Childhood Grades 1-6/Early Childhood	6.00
EDI	269	Methods in the Teaching of Science in the Elementary School	3.00
EDS	245	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	260	Literacy Development: Birth-Grade 6	3.00
EDS	262	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

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

Co-Related Requirements (21 credits)

MTH	115	Mathematics for Elementary Education I	3.00
MTH	116	Mathematics for Elementary Education II	3.00
PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
PSY	370	Developmental Disabilities	3.00

One of the following:

HIS	100	American Civilization to 1877	3.00
HIS	108	American Civilization since 1877	3.00
and		Any ECO, GGR POL, SOC course	3.00

Liberal Arts and Sciences Concentration Requirement

Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies; Diversity, Equity, and Inclusion; English; Mathematics; Psychology; Science; Social Studies; or Sociology.

Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis. A grade of C or higher is required in all liberal arts concentration courses.

Required Culminating Project

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

Required Teacher Certification Workshops

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

Credit and GPA Requirements

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

B.S. Childhood Education/Students with Disabilities (All Grades)

The 120-credit Bachelor of Science degree in Childhood Education/Students with Disabilities (All Grades) prepares teacher candidates to become knowledgeable, caring, and inspiring teachers of children with and without disabilities who are in the first through sixth grades.

In pursuing their undergraduate degree, teacher candidates examine theories of child development, motivation, and learning for youngsters ranging in age from 6 to 12 years old. Candidates master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As teacher candidates work toward this degree they gain an understanding and appreciation of subjects ranging from science to music to language arts. They also acquire techniques to assess and evaluate a child's intellectual, social, and physical development and learn the basic principles of classroom management for a diverse student population. Additionally, teacher candidates receive a vigorous course of study in the assessment and support of students with a variety of special needs. Teacher candidates learn about a variety of educational approaches to special education as well as practical applications across different educational settings. Throughout the program, teacher candidates complete a minimum of 150 hours of field experience working with children in grades 1-6. The program culminates in a semester-long student teaching experience that will allow

candidates to practice their new skills in actual classroom settings.
Undergraduates seeking teacher certification in Childhood and Special Education select a Liberal Arts and Sciences concentration. Current options are American Studies, Diversity, Equity and Inclusion (DEI), English, Mathematics, Psychology, Sciences, Social Studies, and Sociology. For more information about concentrations, see the LIU website.

This program qualifies candidates to pursue two NYS initial teaching certifications. After they complete all degree requirements, successfully pass New York State licensure tests, and have completed all required teacher certification workshops, candidates will apply for and be awarded initial teaching certification by the New York State Education Department in both Childhood Education and Students with Disabilities (All Grades).

B.S. Childhood Education/Students with Disabilities (All Grades) (dual initial certification)

{Program Code: 38942} {HEGIS: 0802.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Education Courses**

All of the following: (48 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Responsive Sustaining Education	3.00
EDI	254	Mathematics Content Standards and Pedagogies for Elementary School Students	3.00
EDI	255	Designing and Assessing Mathematics Instruction for Elementary Students	3.00
EDI	256	Literacy Acquisition for English Language	3.00
EDI	263	Methods in Teaching Elementary Social Studies	3.00
EDI	264C	Student Teaching in Childhood and Special Education	6.00
EDI	269	Methods in the Teaching of Science in the Elementary School	3.00
EDS	260	Literacy Development: Birth-Grade 6	3.00
EDS	262	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	630	Curriculum and Assessment and Instruction of Students with Mild Disabilities	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

****A grade of "C" or higher is required in all education courses**
Please refer to the graduate buletin for descriptions of EDS 600, EDS 630, EDS 632, and EDS 633

Co-Related Requirements (21 credits)

MTH	115	Mathematics for Elementary Education I	3.00
MTH	116	Mathematics for Elementary Education II	3.00
PSY	111	Psychology Applied to Teaching and Learning	3.00
		Minimum 6 credits in Science	6.00

One of the following:

HIS	100	American Civilization to 1877	3.00
HIS	108	American Civilization since 1877	3.00
and		Any ECO, GGR POL, SOC course	3.00

Liberal Arts and Sciences Concentration Requirement
Students must choose a 30-credit liberal arts and sciences concentration from the following areas: American studies; Diversity, Equity, and Inclusion; English; Mathematics; Psychology; Science; Social Studies; or Sociology.
Courses taken as part of a liberal arts and sciences concentration may not be taken on a pass / fail basis. A grade of C or higher is required in all liberal arts concentration courses.

Required Culminating Project

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

Required Teacher Certification Workshops

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

Credit and GPA Requirements

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

Childhood and Early Childhood Liberal Arts Concentrations

All Early Childhood Education and Childhood Education majors, regardless of which program they are in, are required to complete a 30-32 credit concentration as per New York State Education Department (NYSED) regulations. The Teaching and Learning Department currently offers concentrations in American Studies; Diversity, Equity, and Inclusion (DEI); English; Mathematics; Sciences; Social Studies; Sociology;

and Psychology.
The concentration requirements are as listed below.

American Studies (30 credits)

Required courses (15 credits)

HIS 100	American Civilization, 1607-1877	3 cr
HIS 108	American Civilization since 1877	3 cr
ENG 158	American Literature	3 cr
SOC 102	Social Problems	3 cr
POL 102	Introduction to American Politics	3 cr

Elective courses (15 credits)

Any 15 credits from this list (5 courses)

HIS 116, 164, 320, 321

ENG 167, 347, 366, 368

SOC 100, 108, 109, 112, 148, 165, 361

POL 221, 331, 332, 335

Diversity, Equity, and Inclusion (DEI) (30 credits)

Required courses (18 credits)

Any six credits of Foreign Language (two courses)

PSY 342	Cultural Psychology	3 cr
ENG 150	Empathy and Literature	3 cr

One of the following:

HIS 100	American Civilization, 1607-1877	3 cr
HIS 108	American Civiliation since 1877	3 cr

One of the following:

SOC 103	Gender and Sexual Diversity	3 cr
SOC 112	Gender, Race, and Ethnicity	3 cr

Elective courses (15 credits)

Any 15 credits from this list (5 courses)

HIS 100, 108, 116, 147, 158, 164, 317

ENG 141, 176, 202, 208, 366, 368

SOC 102, 147, 356

POL 102, 103, 112, 129, 361, 362

PSY 370, 461

Additional six credits in any Foreign Language (maximum 2 courses)

English (30 credits)

Required courses (18 credits)

ENG 112	World Literature I	3 cr
ENG 113	World Literature II	3 cr
ENG 132	Shakespeare	3 cr
ENG 140	Introduction to Literature	3 cr
ENG 148	Ideas and Themes in Literature	3 cr
ENG 158	American Literature	3 cr

Diversity Course (3 credits)

ENG 150	Empathy and Literature	3 cr

Genre or Period Course (3 credits)

ENG 180	Literary Forms and Genres	3 cr

Writing Courses (6 credits)

Choose 2 from the following list:

ENG 182	Creative Writing	3 cr
ENG 183	Creative Non-Fiction	3 cr
ENG 167	Creativity and Nature	3 cr

Mathematics (30 credits)

Required courses (14 credits)

MTH 115	Mathematics for Elementary Education I	3 cr
MTH 116	Mathematics for Elementary Education II	3 cr
MTH 107	Calculus and Analytic Geometry I	4 cr
MTH 208	Calculus and Analytic Geometry II	4 cr

Elective courses (16 credits)

Any 16 units in mathematics coursework (i.e., MTH courses)

Sciences (32 credits)

Required courses (16 credits)

Biology (4 credits)

BIO 126/126L	Foundations of Biology I (and Lab)	3 cr/1 cr

Earth Science (4 credits)

One of the following courses:

ERS 101/101L	Weather and Climate (and Lab)	3 cr/1 cr
ERS 102/102L	Planet Earth (and Lab)	3 cr/1 cr
ERS 103/103L	Oceanography (and Lab)	3 cr/1 cr
ERS 125/125L	Environmental Sustainability Science	3 cr/1 cr

Chemistry (4 credits)

One of the following:

CHM 206/206L	Chemistry of Life (and Lab)	3 cr/1 cr
FCS 100/100L	Introduction to Forensic Chemistry I (and Lab)	3 cr/1 cr

Astronomy and Physics (4 credits)

One of the following:

AST 109/109A	Introduction to Astronomy I (and Lab)	3 cr/1 cr
PHY 131/131L	College Physics I (and Lab)	3 cr/1 cr

Elective courses (16 credits)

Choose any four from the following list:

AST 109/109A	Into Astronomy I (and Lab)	4 cr
AST 110/110A	Introduction to Astronomy (and Lab)	4 cr
CHM 206/206L	Chemistry of Life (and Lab)	4 cr
ERS 101/101L	Weather and Climate (and Lab)	4 cr
ERS 102/102L	Planet Earth (and Lab)	4 cr
ERS 103/103L	Oceanography (and Lab)	4 cr
ERS 125/125L	Environmental Sustainability Science	4 cr
FCS 100/10lL	Instruction to Forensic Chemistry I (and Lab)	4 cr
PHY 131/131L	College Physics II (and Lab)	4 cr
PHY 132/132L	College Physics II (and Lab)	4 cr

Social Studies (30 credits)

Required Courses (6 credits)

One of the following:

HIS 101	Western Civilization to 1789	3
HIS 102	Western Civilization since 1789	3

One of:

HIS 100	American Civilization, 1607-1877	3

HIS 108	American Civilization since 1877	3

History Electives (12 credits)
Any 12 credits in history coursework (four courses in HIS)
Political Science/Economics Electives (9 credits)
Any 9 credits in Political Science or Economics (three courses in POL and/or ECO)
Geography Electives (3 credits)
Any 3 credits in Geography (one course GGR)
Sociology (30 credits)
Required courses (12 credits)
Introduction to Sociology (3 credits)

SOC 100	Introduction to Sociology	3 cr

and three courses from the following list (9 credits)

SOC 102	Social Problems	3 cr
SOC 103	Gender and Sexual Diversity	3 cr
SOC 112	Gender, Race, and Ethnicity	3 cr
SOC 129	Human Rights	3 cr
SOC 361	Feminism and Social Change	3 cr
SOC 362	Sociology of Human Sexuality	3 cr

Elective courses (18 credits)
Any additional 18 units in sociology coursework (i.e., 6 courses in SOC)
Psychology (30 credits)
Required courses (12 credits)

PSY 103	General Psychology I	3 cr
PSY 202	Child Development	3 cr
PSY 261	Applied Behavior Analysis	3 cr
PSY 342	Cultural Psychology	3 cr

Elective courses (18 credits)
Any additional 18 units in sociology coursework (i.e., 6 courses in SOC)

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

The 120-credit Bachelor of Science program in Adolescence Education: Biology prepares a new generation of biology teachers to cultivate and enhance student success in biology comprehension and application. This program equips teacher candidates with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of science, the environment, living organisms, experimentation, and research. Throughout the program, candidates will complete a minimum of 100 hours of field experience working with young children in schools. The program includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to biology. This program is jointly offered by the Teaching and Learning Department and the Biology Department.

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

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

B.S. Adolescence Education: Biology

{Program Code 23178} {HEGIS: 0401.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Required Education Courses**

All of the following: (30 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-Service Teachers	3.00
EDI	219	Culturally Relevant Sustaining Education	3.00
EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235A	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science	3.00
EDI	238	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI	256	Literacy Acquisition for Second Language Learners	3.00
EDS	245	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	275A	Literary Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00

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

Biology Major Requirements

Required Biology Courses**

All of the following (24 credits):

BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
BIO	207	Genetics	4.00
BIO	208	Cell Biology	4.00
BIO	209	Ecology	4.00
BIO	210	Evolution	4.00

One of the following (4 credits):

BIO	137	Anatomy and Physiologoy I	4.00
BIO	201	Molectular Biology	4.00
BIO	205	Developmental Biology	4.00
BIO	240	Special Topics	4.00

BIO	250	Microbiology	4.00

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

BIO	498	Undergraduate Research I	2.00
BIO	385	Honors Tutorial	3.00
BIO	386	Honors Tutorial	3.00

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

Required Co-Related Courses

All of the following: (33 credits)

CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
ERS	101	Earth Science I	4.00
MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
PHY	103	University Physics I	4.00
PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
PSY	370	Developmental Disabilities	3.00

Required Teacher Certification Workshops

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

Required Culminating Project

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Biology: 31 credits
Minimum Education Major: 30 credits
Minimum Biology GPA: 2.75
Minimum Education Major GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Education: Chemistry

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 Grades 7-12 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. Throughout the program, teacher candidates complete a minimum of 100 hours of field experience in the high school setting. 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. This student teaching experience process provides graduates with excellent preparation for the field of teaching to serve as a skilled advisor to national science competitions.

After you complete all degree requirements, successfully pass New York State licensure tests (EAS and CST) 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 (https://www.nysed.gov/) for the most up to date changes in certification requirements.

Degree Requirements

B.S. Adolescence Education: Chemistry

{Program Code: 23177} (HEGIS: 1905.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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	107	Calculus and Analytic Geometry I	4.00
MTH	108	Calculus and Analytic Geometry II	4.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

Chemistry Major Requirements

Required Chemistry Courses

All of the following:

CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	205	Inorganic Chemistry	2.00
CHM	230	Searching the Chemical Literature	1.00
CHM	237	Quantitative Analysis	4.00
CHM	255	Physical Chemistry I	4.00
CHM	271	Basic Biochemistry	4.00

AND one of the following:

BIO	385	Literacy in the Experimental Sciences	3.00
CHM	386	Literacy in the Experimental Sciences	3.00
ERS	385	Literacy in the Experimental Sciences	3.00

AND one of the following options:

CHM	225	Basic Organic Chemistry	4.00

OR

CHM	221	Organic Chemistry I	4.00
CHM	222	Organic Chemistry II	4.00

Required Research Courses

One of the following:

CHM	493	Chemical Research I	2.00
CHM	385	Honors Tutorial	3.00
CHM	386	Honors Tutorial	3.00

AND one of the following:

CHM	494	Chemical Research II	2.00
CHM	389	Honors Thesis	3.00
CHM	390	Honors Thesis	3.00

Required Education Courses**

All of the following:

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	215A	Psychological Perspectives: Teaching and Learning	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	417	Psychology and Developmental of the Adolescent	3.00
EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235A	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science	3.00
EDI	238	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDS	245	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	275A	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 Psychology Courses

PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00

Required Teacher Certification Workshops

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum 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 English Education/Students with Disabilities (All Grades)

The dual certification BS in Adolescence English/Students with Disabilities (All Grades) prepares teacher candidates to become knowledgeable, caring, and inspiring general education English teachers and special education teachers of students age three through grade twelve. This program equips teacher candidates with the skills, knowledge and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of the English language and to read and analyze texts in multiple literary genres. The program includes a minimum of 150 hours of field experience in middle and high school classrooms as part of required coursework and supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe certified teachers, interact with students, and understand the adolescent mindset as it relates to understanding literature and the study of the English language. Teacher candidates who successfully complete this program and pass all required NYS teacher certification exams will be eligible for two initial certifications.

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

Students examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As they work toward these degrees, they gain an understanding and appreciation of English literature and language, their major area of study. They also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that allows teacher candidates to practice their new skills in both general and special education classroom settings.
Teacher candidates are required to complete and submit an e-porfolio to the English Department.

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

B.S. Adolescence English Education/Students with Disabilities (All Grades) (dual initial certification)

{Program Code: 39910} {HEGIS: 1501.01}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements - Education**

Required Education Courses (39 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Relevant Sustaining Education	3.00

EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235B	Methods and Materials in Teaching a Specific Subject in Grades 7-12 English	3.00
EDI	238A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	256	Literacy Acquisition for English Language Learners	3.00
EDS	275A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	633	Accommodating Learners with Special Needs in the Classroom	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

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

Required Co-Related Courses (24 credits)

PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
		Any 6 credits of MTH	6.00
		Any 6 credits of Social Sciences (ECO, GGR, HIS, POL, SOC)	6.00
		Any 6 credits of Science	6.00

Major Requirements - English**

Required English Courses (27 credits)

All of the following:

ENG	103	Grammar and the Structure of English	3.00
ENG	140	Introduction to Literature	3.00
ENG	112	World Literatures I	3.00
ENG	113	World Literatures II	3.00
ENG	132	Shakespeare	3.00
ENG	148	Ideas and Themes in Literature	3.00
ENG	150	Empathy and Literature	3.00
ENG	158	American Literature	3.00
ENG	180	Literary Forms and Genres	3.00

Two of the following Writing Courses (6 credits):

ENG	182	Introduction to Creative Writing	3.00
ENG	183	Creative Non-Fiction	3.00
ENG	167	Creativity and Nature	3.00

Additional Course (3 credits):

Any additional 100-level course	3.00

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

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

Required Culminating Project

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

Required Teacher Certification Workshops

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum English: 36 credits
Minimum Education Major: 39 credits
Minimum English GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

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

The 120-credit Bachelor of Science program in Adolescence Education: Mathematics (Grades 7-12) prepares a new generation of math teachers to cultivate and enhance student success in mathematics. This program equips teacher candidates with the skills, knowledge, and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of problem-solving, logic and probability. Throughout the program, teacher candidates complete a minimum of 100 hours of field experience working with students in middle and high schools. The program includes supervised practice teaching in actual classrooms at two grade levels, allowing candidates to observe licensed teachers, interact with students, and understand the adolescent mindset as it relates to mathematics.

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

In pursuing this degree, students examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As teacher candidates work toward this degree, they gain an understanding and appreciation of Mathematics, their major area of study. They also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that will allow teacher candidates to practice their new skills in both general and special education classroom settings.

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

B.S. Adolescence Education: Mathematics

{Program Code: 23173} {HEGIS: 1701.01}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific

course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Required Education Courses**

All of the following: (30 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Responsive Sustaining Classrooms	3.00
EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235C	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics	3.00
EDI	238	Supervised Student Teaching in Adolescence Education (Grades 7-12).	6.00
EDI	256	Literacy Aquisition for English Language Learners	3.00
EDS	245	Teaching Students with Disabilities in Inclusive Classrooms	3.00
EDS	275A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00

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

Mathematics Major Requirements**

Required Mathematics Courses

All of the following: (24 credits)

MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry III	4.00
MTH	220	Introduction to Sets, Logic, and Mathematical Structures	3.00
MTH	222	Applied Linear Algebra	3.00
MTH	251	Probability	3.00
MTH	271	Algebraic Structures	3.00

AND one of the following (1-3 credits)

MTH	290	Mathematics Seminar	1.00
MTH	389	Honors Thesis	3.00
MTH	390	Honors Thesis	3.00

Elective Mathematics Courses

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

MTH	221	Differential Equations	4.00
MTH	423	Foundations of Statistical Analysis	3.00
MTH	231	Advanced Calculus I	3.00
MTH	232	Advanced Calculus II	3.00
MTH	385	Honors Tutorial	3.00
MTH	386	Honors Tutorial	3.00

Required Co-Related Courses

All of the following (20 credits):

CS	201	Introduction to Computers and Programming	3.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00
PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
PSY	370	Developmental Disabilities	3.00

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

Required Culminating Project

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

Required Teacher Certification Workshops

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Mathematics: 31 credits
Minimum Education Major: 30 credits
Minimum Mathematics GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Mathematics Education/Students with Disabilities (All Grades)

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

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

In pursuing this degree, teacher candidates

examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As they work toward this degree, candidates gain an understanding and appreciation of mathematics, their major area of study. They also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that allows teacher candidates to practice their new skills in both general and special education classroom settings.

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

B.S. Adolescence Math Education/Students with Disabilities (All Grades) (dual initial certification)

{Program code: 40833} {HEGIS: 1701.01}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements - Education**

Required Education Courses (39 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Relevant Sustaining Education	3.00
EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235C	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics	3.00
EDI	238A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	256	Literacy Acquisition for English Language Learners	3.00
EDS	275A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	633	Accommodating Learners with Special Needs in the Classroom	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

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

Please refer to the LIU Post Graduate Bulletin for course descriptons for EDS 600, EDS 630, EDS 633, and EDS 635.

Required Co-Related Courses (20 credits)

PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00
		any 6 credits of Social Sciences (ECO, GGR, HIS, POL, SOC)	6.00

Major Requirements - Mathematics**

Required Mathematics Courses (24 credits)

All of the following:

MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry III	4.00
MTH	220	Introduction to Sets, Logic, and Mathematical Structures	3.00
MTH	222	Applied Linear Algebra	3.00
MTH	251	Probability	3.00
MTH	271	Algebraic Structures	3.00

One of the following (1-3 credits):

MTH	290	Mathematics Seminar	1.00-3.00
MTH	389	Honors Thesis	1.00-3.00
MTH	390	Honors Thesis	1.00-3.00

Elective Mathematics Courses (6-7 credits)

At least 6 credits and two courses chosen from:

MTH	221	Differential Equations	4.00
MTH	423	Foundations of Statistical Analysis	3.00
MTH	231	Advanced Calculus I	3.00
MTH	232	Advanced Calculus II	3.00

A grade of C or higher is required in all mathematics content courses and in PHY 103 and PHY 104.

Required Culminating Project

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

Required Teacher Certification Workshops

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

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Mathematics: 31 credits
Minimum Education Major: 39 credits
Minimum English GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Adolescence Social Studies Education/Students with Disabilities (All Grades)

The 120-credit dual certification Bachelor of Science program in Adolescence Education Social Studies/Students with Disabilities (All Grades) prepares a new generation of social studies teachers to cultivate and enhance student success. This program equips candidates with the skills, knowledge, and foundation to motivate middle and high school students at various skill levels to learn the fundamentals of history, economics, politics, and culture. This program includes a minimum of 150 hours of field experience in middle and high school. Candidates also complete supervised practice teaching in classrooms at two grade levels, allowing them to observe certified teachers, interact with students,and understand the adolescent mindset. Candidates who successfully complete this program and pass all required NYS teacher certification exams will be eligible for two initial certifications when the BS is awarded.

As a social studies education major, teacher candidates learn how to help students in grades 7-12 gain knowledge of major historical eras; learn how governments work; how people organize their economies; the diversity of human cultures found around the world; and how people use natural and human resources. Social studies courses in this program examine significant economic, political, cultural, and religious aspects of civilizations from the ancient period to the present. The scope is global, with a focus on the development of American democracy, of how diverse regions of the world have contributed to world history, and the growing interdependence of modern nations. Teacher candidates are introduced to core issues found in the social science disciplines of anthropology, economics, geography, history, political science, and sociology. Key concepts include industrialization, nationalism, socialism, liberalism, imperialism, fascism, communism, and globalization.

This program qualifies candidates to pursue two initial teaching certifications. In pursuing these two certifications, candidates examine theories of adolescent development, motivation, and learning for students who are in 7th to 12th grades. They master the skills needed to encourage students to learn new material and to take responsibility for themselves and one another. As candidates work toward these certifications, students gain an understanding and appreciation of the social sciences, their major area of study. They also acquire techniques to assess and evaluate a child's intellectual and social development and learn the basic principles of classroom management for a diverse student population. This undergraduate program culminates in a semester-long student teaching experience that allows teacher candidates to practice their new skills in both general and special education classroom settings.

After candidates complete all degree requirements, successfully pass New York State licensure tests and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in Adolescence Education Social Studies (Grades 7-12) and Students with Disabilities (All Grades).

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements - Education**

Required Education Courses (39 credits)

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	216	Curriculum and Assessment for Pre-service Teachers	3.00
EDI	219	Culturally Relevant Sustaining Education	3.00
EDI	235	General Methods of Teaching Secondary Education	3.00
EDI	235D	Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies	3.00
EDI	238A	Supervised Student Teaching in Adolescence Education (Grades 7-12).	3.00
EDI	256	Literacy Acquisition for English Language Learners	3.00
EDS	275A	Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	633	Accommodating Children with Special Needs in the Classroom	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

****The minimum grade of C is required in all education courses**

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

Required Co-Related Courses (24 credits)

PSY	111	Psychology Applied to Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00

	Any 6 credits of ENG	6.00
	Any 6 credits of MTH	6.00
	Any 6 credits of Science	6.00

Major Requirements - Social Studies**

Required Social Courses

One of the following:

HIS	100	American Civilization to 1877	3.00
HIS	108	American Civilization since 1877	3.00

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

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

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

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

Required Culminating Project

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

Required Teacher Certification Workshops

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum LA&S: 60 credits
Minimum Social Studies: 36 credits
Minimum Education Major: 39 credits
Minimum English GPA: 2.75
Minimum Education GPA: 2.75
Minimum Overall GPA: 2.50

B.S. Health Education and Physical Education

This program prepares students to become certified teachers in both health education and physical education in elementary, middle, and high schools. The 127-credit Bachelor of Science in Health Education and Physical Education program provides teacher canididates with greater career flexibility as it leads to New York State Initial Teaching Certification in two distinct areas.

Students in the program learn effective techniques of classroom management, curriculum design, and lesson planning for children in kindergarten through grade 12. Liberal arts courses in biology equip students with knowledge in human anatomy and physiology. Kinesiology and biomechanics and exercise physiology provide a foundation for how the body functions mechanically, physiologically, and biomechanically.

The health education component examines areas including nutrition, health care services, sexuality and family planning, personal well-being, and drugs in contemporary society. Students learn how to encourage children and teenagers using a non-judgmental approach, to discuss their experiences, attitudes, and values related to health issues.

The physical education portion of the program teaches students to create a program that motivates children and adolescents to stay fit. Students are also taught how to organize movement activities, create procedures for classroom management, conduct lessons that allow for maximum practice opportunity, analyze student performance according to recognized assessment methodology, and identify sports-related injuries.

Students will gain field-based experience by completing a minimum of 150 hours of fieldwork in schools before completing student teaching in local school districts. After teacher candidates complete all degree requirements, successfully pass New York State licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in both Health Education and Physical Education.

B.S. Health Education & Physical Education

{Program Code: 23210} {HEGIS: 0837}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Education Core Courses**

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDS	260	Literacy Development: Birth Grade 6	3.00

Required Health & Physical Education Courses**

HPE	200	Fitness and Conditioning (All Levels)	2.00
HPE	202	Responding to Emergencies: Comprehensive First Aid/CPR/AED	2.00
HE	205	Substance Abuse & Related Issues	3.00
HPE	293	Technology in Physical Education & Health Education	1.00
PE	299	Exercise Physiology	4.00

Health & Physical Education Pedagogy Courses**

HED	261	Secondary Methods in Health Education	4.00
PED	260	Curriculum Design in Physical Education	3.00
PED	261	Secondary Methods in Physical Education	4.00
PED	262	Elementary Methods in Physical Education	4.00
PED	263	Teaching the Individual with Special Needs	3.00

Physical Education Content Courses**

HPE	201	Introduction to Physical Education	3.00
PE	203	Kinesiology and Biomechanical Analysis of Movement	4.00
PE	255	Motor Learning and Development	3.00
PE	257	Care and Prevention of Athletic Injuries	2.00
HPE	295	Measurement and Evaluation	3.00
PE	238	Skills - Track & Field, Tennis, Volleyball, Badminton, Team Handball	3.00
PE	239	Skills - Softball, Soccer, Lacrosse, Basketball, and Football/Ultimate Frisbee	3.00

Health Education Content Courses**

HE	201	Critical Health Issues I	3.00
HE	202	Critical Health Issues II	3.00
HE	204	Human Sexuality and the Family	3.00
HE	255	Nutrition for the K-12 Educator	3.00

Student Teaching in Health Education & Physical Education**

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

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

Co-Requirements

The following must be taken:

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
DNC	201	Beginning Movement I	3.00
PSY	111	Psychological Perspectives of Teaching and Learning	3.00
PSY	202	Child and Adolescent Development	3.00

New York State Required Seminars

EDUX	100	Save Schools Against Violence in Education Act - Project S.A.V.E.	
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	
CATX	100	Child Abuse Identification and Reporting	
DASX	100	Dignity for All Students Act - DASA	

Required Culminating Project

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

Credit and GPA Requirements

Minimum Total: 127 credits
Minimum Liberal Arts: 60 credits
Minimum Major GPA: 2.80
Minimum Overall GPA: 2.75

SHARED CREDIT PROGRAMS

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

The shared programs offered in the Department of Teaching and Learning are Early Childhood Education/Students with Disabilities (All Grades); Childhood Education/Students with Disabilities (All Grades); Adolescence Education English/Students with Disabilities (All Grades); Adolescence Education Math/Students with Disabilities (All Grades); and Adolescence Education Social Studies/Students with Disabilities (All Grades).

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

Early Childhood Education/Students with Disabilities (All Grades)

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

Childhood Education/Students with Disabilities (All Grades)

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

Adolescence Education English/Students with Disabilities (All Grades)

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

Adolescence Education Math/Students with Disabilities (All Grades)

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

Adolescence Education Social Studies/Students with Disabilities (All Grades)

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

To learn more about the courses required for the Bachelor of Science degree in each of these areas, please reference that related section of this bulletin. To learn more about the courses required for the Master of Science in Students with Disabilities (All Grades), please refer to the LIU

Post Graduate Bulletin.

Education Courses

EDI 100 Current Issues in Educational Technology
Research in the use of technology for learning points to a long list of advantages and a corresponding long list of disadvantages. Yet, technology is ubiquitous in educational settings, and all teachers must learn to use a variety of technologies not only for administrative and teaching purposes, but also for LEARNING purposes. In this course, we will explore the history of educational technology including the repeated (and often unfulfilled) promises of new technologies to revolutionize classroom learning. Focusing on cognitive psychology as the backdrop to whether arguments that technology is changing the way people think are valid, the course will explore arguments for and against the use of technology by students in the classroom. Following these discussions, students will explore a wide variety of educational technology applications and discuss how such technologies could be used meaningfully by PK-12 students to represent what they know and can do relative to classroom content to enhance the learning process while promoting healthy and productive learning habits. Artificial intelligence will be covered across multiple topics.
Fieldwork Hours: 0
Credits: 3
Every Fall and Spring

EDI 214 Historical, Philosophical and Sociological Foundations of Education
This course addresses the historical, social, legislative, economic, and philosophical dimensions of American education with particular emphasis on the intersectionality of race, class, gender, linguistic and cultural diversity, and students with disabilities. It is intended to provide future educators with an appreciation of the factors shaping educational policy and practice, as well as the needs and interests of the multiple populations with whom they will interact to enhance their ability to develop productive relationships and interactions among the school, home, and community for enhancing learning.
Fieldwork Hours: 10
Credits: 3
Every Fall and Spring

EDI 216 Curriculum and Assessment for Pre-service Teachers
This course explores issues relevant to developing curricula and building instructional frameworks for designing lessons and units for PK-12 classrooms. Students will explore state and national learning standards, making connections between theory and practice in designing instruction and teaching in small and whole group settings. The course also addresses principles of test construction, modes of authentic assessment (portfolio and performance), aspects of classroom management, design of positive learning environments, and motivation techniques to support the diversity of learners in NY general education classrooms.
Fieldwork Hours: 10
Credits: 3
Every Fall and Spring

EDI 219 Culturally Responsive-Sustaining (CR-S) Education
In alignment with the New York State CR-S Education Framework, this course offers a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning. Through an equity and inclusion lens that elevates historically marginalized voices, students will examine a complex system of biases and structural inequities; explore the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners and communities; and developing socio-politically conscious and socio-culturally responsive approaches to all facets of education.
Fieldwork Hours: 15
A pre requisite of EDI 214 is required.
Credits: 3
Every Fall and Spring

EDI 235 General Methods of Teaching in Middle and High School
This course is a study of general instructional and assessment techniques in which the candidate begins to explore the development of a repertoire of methodologies and materials to match instructional purposes and develop appropriate assessments for any content area taught in grades 7-12. Teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Candidates investigate how to engage students with disabilities, ELs, and diverse student populations using these methods as they design lesson and unit plans directed at addressing state standards. the importance of goals, instructional methods, activities, and assessments is addressed.
Fieldwork Hours: 20
Prerequisites of EDI 214 and 216 or PSY 111;
Open to students in Education programs only
Pre or Co requisite of EDI 219
Credits: 3
Every Fall

EDI 235A Methods and Materials in Teaching a Specific Subject in Grades 7-12 Science
This course examines the scope and sequence of instruction in secondary Science. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the science curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisite: EDI 214, 216, 219 and PSY 111 or a perquisite of EDI 215A and a pre or corequisite of EDI 235.
Credits: 3
Every Fall

EDI 235B Methods and Materials in Teaching a Specific Subject in Grades 7-12 English Language Arts
This course examines the scope and sequence of instruction in secondary English Language Arts. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the ELA curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisite: EDI 214, 216, 219 and PSY 111 or a perquisite of EDI 215A and a pre or corequisite of EDI 235.
Credits: 3
Every Fall

EDI 235C Methods and Materials in Teaching a Specific Subject in Grades 7-12 Mathematics
This course examines the scope and sequence of instruction in secondary Mathematics. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the mathematics curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision-making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisite: EDI 214, 216, 219 and PSY 111 or a perquisite of EDI 215A and a pre or corequisite of EDI 235.
Credits: 3
Every Fall

EDI 235D Methods and Materials in Teaching a Specific Subject in Grades 7-12 Social Studies
This course examines the scope and sequence of instruction in secondary Social Studies. Teacher candidates investigate a variety of evidence-based methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the Social Studies curricula. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision-

making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork hours: 20
Prerequisite: EDI 214, 216, 219 and PSY 111 or a perquisite of EDI 215A and a pre or corequisite of EDI 235.
Credits: 3
Every Fall

EDI 235G Methods and Materials in Teaching Secondary Methods: Music
This course offers a consideration of the principles and techniques of music in adolescent education. Relevant middle and high school curricula and related methods, materials, and technology are examined and appraised in relation to current needs and practices. Teacher candidates investigate ways to engage students with disabilities, ELs, and diverse student populations using these methods and resources.
Fieldwork Hours: 20
Prerequisite: EDI 214, 216, and PSY 111 or a perquisite of EDI 215A and a pre or corequisite of EDI 235.
Credits: 3
Every Fall

EDI 238 Supervised Student Teaching in Adolescence Education (Grades 7-12).
Candidates preparing to qualify as Adolescent school teachers are supervised during a student teaching experience in selected private and public secondary schools. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 14 weeks is required , which includes teaching, observation, and participation in staff and school activities. Only under exceptional circumstances, with appropriate documentation (the equivalent of at least 35 days for each of the two placements), can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, EDI 417 or PSY 202, EDI 235, EDI 235a or 235b or 235c or 235d or 235g, EDI 256, EDS 245, EDS 275a, and PSY 370
Credits: 6
Every Fall and Spring

EDI 238A Supervised Student Teaching in Adolescence Education (Grades 7-12)
Candidates preparing to qualify as Adolescent school teachers are supervised during a student teaching experience in selected private and public secondary schools. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 14 weeks (the equivalent of at least 35 days for each of the two placements) is required, which includes teaching, observation, and participation in staff and school activities. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, EDI 417 or PSY 202, EDI 235, EDI 235a or 235b or 235c or 235d or 235g, EDI 256, EDS 245, EDS 275a, and PSY 370
Credits: 3
Every Fall and Spring

EDI 240A Multimodal Approach to Early Childhood Play-based Curriculum and Instruction (Birth to Preschool)
This course provides pre-service teachers a broad overview of the complexities and approaches to multimodal learning in a play-based preschool classroom setting, with emphasis on the practical applications of implementing a multimodal approach to education to promote physical, intellectual, social, creative, emotional, and sensory needs of young children within an inclusive environment. Candidates learn how to encourage continuous growth and development through appropriate methods, materials, and activities in a play-based environment. Candidates consider culturally sensitive ways of caring and teaching as they examine the basis for developing suitable programs and formulating criteria to enhance the learning experiences of young children.
Fieldwork Hours: 15
Prerequisite: EDI 214, 216, 219 and PSY 111 and a pre or corequisite of EDI 241A
Credits: 3
Every Fall

EDI 241A Nurturing Young Children's Development: A Multicultural Approach (Birth to 6th Grade)
Taking a broad ecological approach, this course integrates the use of observation, documentation, and assessment in understanding young children's developmental, familial, cultural, educational, historical, sociological, and political contexts. Scientific findings on the physical, cognitive, emotional, and social development of children in prenatal, infancy, preschool and middle childhood are examined. The integration of perception, cognition and growth in nurturing young children's linguistic and cultural identity is stressed, and their significance for teaching and guidance processes is emphasized.
Fieldwork Hours: 15
Prerequisite: EDI 214, 216, 219 and PSY 111
Credits: 3
Every Fall and Spring

EDI 242 Multimodal Approach to Early Childhood Play-based Curriculum and Instruction (K-2)
Using an integrated approach to the design of curriculum and instruction, this course gives the pre-service teacher a broad overview of creative ways to nurture young children's multimodal literacies in a play-driven learning environment in kindergarten and the primary grades. The course provides opportunities to explore interconnections among subject areas of early childhood learning through the planning and implementation of integrated science, technology, research, engineering, art, and mathematical learning and in developing curricula. Emphasis will be on the practical applications of designing learning spaces that foster play, inquiry and investigation. Teacher candidates will be exposed to theories of play, the importance of using play and young children's creative modalities as basis for supporting ability-diverse early childhood learning.
Fieldwork Hours: 15
Prerequisite: EDI 214, 216, 219, 240A, PSY 111 and a pre or corequisite of EDI 241A
Credits: 3
Every Spring

EDI 254 Mathematics Content Standards & Pedagogies for Elementary School Students
This course is intended to introduce Early Childhood and Childhood Education teacher candidates to current standards for content and pedagogy specific to the mathematics curriculum. Contemporary strategies to identify and create engaging instructional activities to teach concepts consistent with current best practices will be explored. Multiple approaches will be considered with the goal of creating equitable learning environments for diverse students.
Fieldwork Hours: 10
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, MTH 115 and a pre or corequisite of MTH 116
Credits: 3
Every Fall

EDI 255 Designing and Assessing Mathematics Instruction for Elementary Students
This course is intended to develop skills in creating engaging instructional activities and writing lesson plans aligned with state and national mathematics standards for Early Childhood and Childhood classrooms that are relevant to a diverse student body. The key role of assessment in developing instruction will be emphasized. Teacher candidates will design, practice teaching mathematics lessons, and reflect on their teaching in consultation with

peers and the course instructor.
Fieldwork Hours: 10
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, 254, MTH 115 and a pre or corequisite of MTH 116
Credits: 3
Every Spring

EDI 256 Literacy Acquisition for English Language Learners (Pre-K to 12)
This course provides theoretical and practical background into the issues related to the development of literacy skills for dual language learners (DLLs) with a focus on the transfer of literacy skills from a native to additional language(s); the social, cultural and socioeconomic dimensions of literacy, including students' funds of knowledge; research on students' first and second language acquisition in the settings of home, community and in schools; bilingualism and biliteracy; teaching literacy to dual language learners of diverse ages and linguistic, ethnic, cultural and socioeconomic backgrounds; and developing advanced literacy through academic content areas. Given the extent to which Dual Language Learners are placed in special education settings, the needs of DLLs with disabilities will be emphasized.
Fieldwork Hours: 15
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A
Credits: 3
Every Fall and Spring

EDI 263 Methods in Teaching Elementary Social Studies in Elementary Schools
This course addresses the content, methods, and materials relevant to teaching social studies in the elementary school and is intended to develop skill in creating engaging instructional activities, writing lesson plans aligned with state and national social studies standards, and using contemporary methods and strategies to teach concepts consistent with current best practice. Multiple approaches to instructional planning, design, and assessment will be considered with the goal of creating equitable learning environments for diverse students.
Fieldwork Hours: 10
Prerequisite: EDI 214, 216, 219, and EDI 215A or PSY 111
Credits: 3
Every Fall and Spring

EDI 264 Student Teaching: Childhood (Grades 1-6)
Supervised student teaching experience in selected private and public schools from grades 1 through 6. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishments as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 360 hours of teaching (the equivalent of at least 35 days for each of the two placements), observation, and participation in staff and school activities is required. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, EDI 254, EDI 255, EDI 256, EDI 263, EDI 269, EDS 260, EDS 262
Credits: 6
Every Fall and Spring

EDI 264A Student Teaching, Childhood (Grades 1-6)/Early Childhood
Supervised student teaching experience in selected private and public schools from birth - grade 2 and grades 1 through 6. Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standard of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 14 weeks (the equivalent of at least 35 days for each of the two placements) of teaching, observation, and participation in staff and school activities is required. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A, PSY 202, PSY 370, EDI 254, EDI 255, EDI 256, EDI 263, EDI 269, EDS 260, EDS 262, MTH 115, and MTH 116
Credits: 6
Every Fall and Spring

EDI 264C Student Teaching, Childhood/SWD (All Grades)
Supervised student teaching experience in selected private and public schools from grades 1 through 6 and students with disabilities (all grades). Student teachers are expected to apply constructivist theories of teaching and learning in the classroom. Teaching portfolios include evidence of accomplishment as reflective practitioners across INTASC standards of teaching performance. Professional collaboration with cooperating teachers, colleagues, and university supervisor is encouraged throughout the experience. A weekly seminar provides a forum for critical analysis of teaching that employs self-assessment and peer review with the university supervisor. A minimum of 14 weeks (the equivalent of at least 35 days for each of the two placements)of teaching, observation, and participation in staff and school activities is required. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching.
Credits: 6
Every Fall and Spring

EDI 266 Supervised Student Teaching and Seminar in Early Childhood Education
Continuous observation and student teaching under supervision at selected sites with children from Birth to grade 2. A minimum of 360 hours of observation, student teaching, and participation in appropriate staff and school activities is required. A weekly seminar integrates theory and practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching.
Credits: 6
Every Fall and Spring

EDI 266A Supervised Student Teaching and Seminar in Early Childhood Education/SWD (All Grades)
Continuous observation and student teaching under supervision at selected sites with children from birth to grade 2 and students with disabilities (all grades). A minimum of 360 hours of observation, student teaching, and participation in appropriate staff and school activities is required, minimum 35 days in early childhood and minimum 35 days in special education. A weekly seminar integrates theory and practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching.
Prerequisites: EDI 214, EDI 216, EDI 219, PSY 111 or EDI 215A, PSY 202, EDI 256, EDS 260, EDS 262 MTH 115, MTH 116, EDS 600, EDS 630, EDS 633, EDS 635
Credits: 6
Every Fall and Spring

EDI 269 Methods for Teaching of Science in Elementary Schools
This course addresses the content, methods, and materials relevant to teaching science in the elementary school and is intended to develop skill in creating engaging instructional activities, writing lesson plans aligned with state and national science standards, and using contemporary methods and strategies to teach concepts consistent with current best practice. Multiple approaches to instructional planning, design, and assessment will be considered with the goal of creating equitable learning environments for diverse students.
Fieldwork Hours: 10
Prerequisite: EDI 214, 216, 219 and PSY 111 or EDI 215A

Credits: 3
Every Fall and Spring

Physical Education and Health Education Courses

HE 201 Critical Health Issues I *
This course is a discussion of various health problems that are of greatest concern to individual, community, and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.
*May be taken and recognized as Liberal Arts credit.
Credits: 3
Every Fall

HE 202 Critical Health Issues II
This course is an introduction to the major theories associated with mental health, methods of stress management, and methods of handling emotions in everyday life.
Credits: 3
Every Spring

HE 204 Human Sexuality and the Family
This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts an examination of the place and meaning of sexuality and the family in our education, lives and society.
Credits: 3
Every Fall and Spring

HE 205 Substance Abuse & Related Issues*
This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.
*May be taken and recognized as Liberal Arts credit.
Credits: 3
Every Fall and Spring

HE 255 Nutrition for the K-12 Educator
This course provides students with an introduction to the basic principles of nutrition and their relationship to good health. Included are 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.
Open to students in the EDUU - Education program only.
Credits: 3
Every Fall

HED 261 Methods of Teaching Health Education
Students taking this course will know the foundations of health education and will be able to practice the skills of a health educator in preparation for student teaching. The Health Education Behavioral Skills and Content Areas will be aligned with both the State and National Standards, Youth Risk Behaviors, and health teacher competency skills. The students will develop and teach units of study, lesson plans, and performance strategies that promote life-long behaviors that lead to a high level of wellness.
Fieldwork hours: 35
Open to students in the EDUU - Education program only.
Credits: 4
Every Spring

HPE 200 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.
Fieldwork hours: 0
Credits: 2
Every Spring

HPE 201 Introduction to Physical Education and Health Education
This course is an overview of the foundations and roles of physical education and sport and health in society. It focuses on the historical, philosophical, personal, and administrative aspects of physical education and sport. Emphasis will be placed on the scientific and scholarly disciplines that support the fitness, physical education and health education professions.
Fieldwork hours: 0
Credits: 3
Every Fall

HPE 202 Responding to Emergencies: Comprehensive First Aid/CPR/AED
Students will learn basic knowledge and procedures for first aid, cardiopulmonary resuscitation, and the AED through lecture, demonstration, and laboratory work. Emphasis will be given to emergency conditions likely to occur in educational settings and sports-related traumas. Students may earn First Aid and CPR certification.
Fieldwork hours: 0
Credits: 2
Every Spring

HPE 293 Technology in Physical Education & Health Education
This course provides an introduction to the use of technology: specifically applications and software that are used in both physical education and health education.
Fieldwork hours: 0
Open to students in the EDUU - Education program only.
Credits: 1
Every Spring

HPE 295 Measurement and Evaluation
This course will focus on the purposes and principles of measurement and evaluation in physical education and health education. Students will learn appropriate measurement instruments to evaluate individual and group performance and statistical procedures required to organize, summarize, analyze and interpret data will be explored. Laboratory experiences are designed to support measurement theory.
Fieldwork hours: 0
Prerequisites of HPE 201, PE 255, and PE 299 are required. Open to students in the EDUU - Education program only.
Credits: 3
Every Fall

HPE 296 Student Teaching in Health Education and Physical Education
This course is designed to meet the certification requirements for those students pursuing a double major in both Health Education and Physical Education. A minimum of 500 hours in teaching and observation is required. Students must be prepared to spend the entire school day in the public schools during the semester of registration in this course. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
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 candidates 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. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Co-requisites of PED 297 or HED 297 or HPE 296 and Dept consent are required.
Credits: 2
Every Fall and Spring

PE 203 Kinesiology and Biomechanical Analysis of Movement
This course is an introduction to the basic concepts of human motion, including anatomical and mechanical descriptions of movement. The course includes an analysis of basic locomotion and of selected sports skills. Laboratory experiences develop competencies in error identification and

correction for teachers of movement. Three hours of lecture plus two hours of laboratory per week. This course has an additional lab fee.
Fieldwork hours: 0
Prerequisites BIO 137 and 138 or instructor permission are required.
Credits: 4
Every Fall

PE 238 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.
Fieldwork hours: 0
Credits: 3
Every Spring

PE 239 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.
Fieldwork hours: 0
Credits: 3
Every Fall

PE 255 Motor Learning and Development*
This course is a discussion of studies, concepts, and principles related to human motor behavior and learning. Physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors, and other aspects of skill learning are included.
*Can be applied as liberal arts credit
Fieldwork hours: 0
Prerequisite of HPE 201 is required.
Credits: 3
Every 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.
Fieldwork hours: 0
Prerequisite of PE 203 or BIO 118 is required.
Credits: 2
Every Fall

PE 299 Exercise Physiology
This course is an introduction to the physiological basis of exercise and physical activity with practical applications of the concepts to the fields of health, physical education, and athletics. Laboratory experiences are designed to demonstrate the physiological effects of activity, and the use of measurement techniques will be included.
Pre requisites: BIO 137, BIO 138 and PE 203 or permission of the instructor is required.
Credits: 4
Every Spring

PE 316 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 356 Coaching: Principles, Philosophy and Organization of Athletics in Education
This course focuses on the philosophies, principles, and methods of coaching college and public school sports as well as the rules and techniques of officiating.
Fieldwork hours: 0
Credits: 3
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PED 260 Curriculum Design in Physical Education
This course examines the process of curriculum design, including the basic principles of curriculum development and curriculum planners. Emphasis is on developing a philosophy of Physical Education, selecting a curriculum theory reflective of that philosophy, and designing a curriculum based on both. Principles learned in this class are then applied to PED 261, PED 262, and PED 263.
Fieldwork hours: 35
Corequisite of PED 261 and Department approval is required. Open to students in the EDUU-education program only.
Credits: 3
Every Fall

PED 261 Secondary Methods in Physical Education and Athletics
The goal of this course is for students to obtain the skills and knowledge that are needed to become Secondary school physical educators, capable of using pedagogical and content knowledge to write and implement developmentally appropriate and standards-based units and lessons. In addition, the course will provide a student-centered curriculum for interscholastic teacher/coaches, assisting them in creating a healthy and age-appropriate learning experience that supports the educational mission of the overall child.
The course covers basic philosophy and principles as integral parts of physical education, athletics and general education: State, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the teacher/coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities.
Fieldwork hours: 35
Co-requisite of PED 260 and Dept approval is required. Open to students in the EDUU - Education program only.
Credits: 4
Every Fall

PED 262 Elementary Methods, Testing & Evaluation in Physical Education
The goal of this course is for students to obtain the skills and knowledge that are needed to become elementary school physical educators, capable of using pedagogical and content knowledge to write and implement developmentally appropriate and standards-based units and lessons.
The course will also focus on the purposes and principles of measurement and evaluation in physical 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.
Fieldwork hours: 35
Prerequisite of PED 260 and co-requisite of PED 263 are required. Open to students in the EDUU - Education program only.
Credits: 4
Every Spring

PED 263 Teaching the Individual with Special Needs
This course focuses on the recognition of disabling conditions and the motor limitations of each; special problems encountered; and methods for improving the effectiveness of teaching adapted physical education in the school curriculum. Field experience in an adapted setting is required.
Fieldwork hours: 0
Prerequisite of HPE major and 12 credits in major are required. Open to students in the EDUU - Education program only.
Credits: 3
Every Spring

Special Education Courses

EDS 244G Mus Found For Teach Spec Learn
Course is designed to assist music educators to better understand the needs of children with special needs. Topics will be taught using Direct, Indirect, and Interactive Instruction, and will also encompass Experiential Learning. Topics in this course will help students gain greater awareness of cultural and global trends.
Open to students in the EDUU - Education program or Music Education only.
Credits: 3
Every Fall

EDS 245 Teaching Students with Disabilities in Inclusive Classrooms (PK- Grade 12)
This course introduces teacher candidates to each of the 13 special education classifications as defined by the Individuals with Disabilities Education Act, addressing each disability category with respect to

causes, characteristics, and corresponding evidence-based interventions to be implemented within inclusive placements. The referral and evaluation process will be addressed along with the development of Individualized Family Service Plans and Individualized Education Programs. Specific attention will be given to positive behavior supports and interventions and strategies for collaborating with professionals and for developing systems that foster family engagement.
Fieldwork: 10 hours
Credits: 3
Every Fall

EDS 260 Literacy Development: Birth-Grade 6
This course addresses strategies and resources for childhood language acquisition and current principles and practices in teaching literacy. Relevant approaches and research findings that can be used in the classroom setting will be explored. Teacher candidates observe and explore various ways literacy and language are used in the classroom.
Open to students in the EDUU - Education program only.
Credits: 3
Every Fall and Spring

EDS 262 Literacy Assessment for the Classroom Teacher: Birth-Grade 6
This course emphasizes a classroom level diagnostic/prescriptive approach to teaching literacy in the elementary classroom. Popular diagnostic assessment techniques, such as running records, will be emphasized as a means of informing instruction. The role of standardized and on-line assessment will also be discussed.
Fieldwork Hours: 10
Prerequisites: EDS 260, PSY 111 and PSY 202
Credits: 3
Every Fall and Spring

EDS 275A Literacy Assessment and Instruction for Diverse Classroom Populations Grades 5-12
This course connects literacy research and best practice for practical classroom application, especially in the content areas. Teacher candidates will engage in discussions and assignments concerning assessment techniques that determine effective instructional strategies to develop and strengthen the literacy needs of the adolescent learner. Significant issues concerning literacy across the curriculum will be highlighted. Literacy assignments involve approaches, experiences, techniques, and materials relevant to broadening the literacy skills of the adolescent learner.
Fieldwork Hours: 10
Prerequisite: PSY 111 and 202
Credits: 3
Every Fall

SCHOOL OF LIBERAL ARTS

The School of Humanities is the intellectual heart of Long Island University, fostering critical thinking, ethical inquiry, and a deep understanding of the human experience. The School delivers the University's comprehensive Core Curriculum, providing all students with a foundational education in literature, history, philosophy, and the arts. These traditional liberal arts courses cultivate the essential communication, analytical, and problem-solving skills necessary for success in an interconnected world.

For students seeking a dedicated major, the School offers a Bachelor of Arts in Political Science. This program examines power, governance, and public policy from local and global perspectives, preparing graduates for impactful careers in law, public service, journalism, and international relations. Through its blend of specialized political study and broad humanities coursework, the School prepares students to become engaged citizens and lifelong leaders.

DEPARTMENT OF LIBERAL ARTS

The Liberal Arts Department offers a B.A. in Political Science. The department also offers degrees in conjunction with the College of Education, Information, and Technology. Information about these degrees can be found in the College of Education, Information and Technology section. In addition, the Department offers concentrations in multiple libearal arts disciplines in the B.S. programs in Early Childhood (Birth to Grade 2) and Childhood Education (Grades 1 to 6).

Political Science. LIU Post's undergraduate degree programs in political science prepares students for success in a broad range of rewarding fields, including government, public service, law, education, and politics. Political Science majors examine worldwide political systems, economic systems, and social organizations from a variety of perspectives.

Humanities: The department offers courses in English, Foreign Language and Philosophy.

- 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.
- The mastery of a foreign language enables students to deepen their understanding of another culture while learning to appreciate diverse influences on American culture. The study of a foreign language develops communication skills, heightens cultural awareness, improves career opportunities, and encourages precision in thought and expression. Courses are multi-faceted and encompass foreign cultures, literature, grammar, history, art, and music. Our professors have a wealth of expertise as published authors, researchers, travelers, and educators.
- Philosophy classes train students to analyze and tackle complex theories and enlarge their perspectives on life and the world. The main focus of these classes is to teach students to question; understand difficult texts and ideas; and experience the wonder and passion of thought, which prepares students to think for themselves. Courses in philosophy from LIU Post will encourage you to ask questions; develop your critical thinking, reading, and writing skills; strengthen your ability to make decisions, and develop your historical understanding of texts and ideas.

Social Sciences: The department ofers courses in History and Sociology:

- History courses offer excellent preparation for careers in teaching, law, journalism, business, and government service. History courses provide a broad grounding in historical knowledge and such vital skills as research, analysis, and writing. History faculty members teach a wide range of courses in American, European, and world history. We contribute to the B.S. in Adolescence Education: Social Studies.
- Courses in sociology provide students with a practical basis for pursuing a diverse range of careers in both private and public sectors including law, education, social work, business, public administration, and many others.

B.A. Political Science

The Bachelor of Arts in Political Science is an individualized, interdisciplinary program designed for students interested in a liberal arts approach to the contemporary world. You will graduate from this program with a well-rounded knowledge of political theory, American government, international relations, comparative government, and public administration. Distinguished professors interact with their students in small class settings that foster the exchange of information, perspective, and ideas. The department of Social Sciences is home to the Pre-Law Advisor, who advises students on preparation for law school.

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

B.A. Political Science

{Program Code: 07088} {HEGIS: 2207.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Political Science Courses

All of the following:

POL	102	Introduction to American Politics	3.00
POL	101	Introduction to Political Science	3.00
POL	215	Introduction to Research and Writing in Political Science	3.00
POL	150	International Relations	3.00
POL	161	Introduction to Comparative Politics	3.00

AND one of the following:

POL	221	American Political Theory	3.00
POL	226	European Political Theory I	3.00
POL	126H	European Political Theory I - Honors	3.00
POL	227H	European Political Theory II - Honors	3.00

Elective Political Science Courses

Six courses/eighteen credits from all POL courses

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Joint Programs with College of Education, Information and Technology

For information about Education degrees with content specializations in the social sciences, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

Pre-Law Advisement

The Pre-Law Advisement Program provides students with a full range of academic and career advisement for those who plan to enroll in law school. Admission into a law school requires a bachelor's degree earned in any area of study. Many students considering careers as attorneys and legal professionals earn a bachelor's degree in a subject such as English, history, criminal justice, philosophy, political science, economics, public relations, business, or education. LIU Post's academic programs equip students with the outstanding research, writing, and critical thinking skills needed to pass law school entrance exams and to gain admittance into law school.

Students have opportunities to intern in the legal field with federal district court judges, Nassau and Suffolk County officials, law firms,and legal publishers. These internships often result in invaluable recommendations to accompany law school applications.

A pre-law adviser assists each student to select the most appropriate courses for their undergraduate major to ensure a strong foundation for success in law school. Students enrolled in the Pre-Law Advisement Program also will receive support in preparing for the Law School Admissions Test (LSAT) and in applying for law school admission.

English Courses

ENG 103 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.
Credits: 3
Annually

ENG 110 Writing I: Composition and Analysis
English 1 is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations.
Credits: 3
Every Fall, Spring and Summer

ENG 111 Writing II: Research and Argumentation
Writing II, a course in research and argumentation focuses on scholarly research and the citation of information supporting sustained rhetorically effective arguments. Students will learn to use sources and resources effectively and ethically, including library holdings and databases, in service of scholarly arguments grounded in research. No Pass/Fail option.
Prerequisite of ENG 110 is required.
Credits: 3
Every Fall, Spring and Summer

ENG 112 World Literature I
This course provides an introduction to the foundations of Western culture reflected in a series of literary masterpieces that demonstrate evolutions of thought from Antiquity to the Renaissance. The course's main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perceptions of the world. The works that it includes are selected both for their stylistic innovations and their insights into basic social issues that still confront us today.
Credits: 3
On Occasion

ENG 113 World Literature II
This course provides an introduction to some of the world's most brilliant literature from the late seventeenth century to the present. Its purpose is to examine literary masterpieces for their insights into human nature and society. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed.
Credits: 3
Every Fall, Spring and Summer

ENG 114 American Literature
This course examines the development of American literature from the colonial era to the present. Students will explore representative works from across the American literary landscape, examining how American writers use various genres and techniques to address questions of social class, gender, race, and culture in the U.S.
Credits: 3
Every Spring

ENG 132 Shakespeare: Tragedies and Romances
This course provides an introduction to Shakespeare's later career and focuses on the two major genres - tragedies and romances. The sequence of readings demonstrates the continuing evolution of his drama from the late Elizabethan to Jacobean periods. Its aim is to provide students with a thorough understanding of Shakespeare's plays by closely examining the brilliant nuances of language, characterization, and plot that have secured Shakespeare's unrivaled reputation.
Credits: 3
Every Spring

ENG 140 Introduction to Literature
This course is designed to provide an understanding of the ways in which writers employ and respond to the conventions of the major literary genres through the study of significant representative texts. Works of literature from a wide variety of genres will be read in order to provide a basic knowledge of literary language, techniques, and forms. Literary works will be evaluated through class discussion, oral presentations, and written critical essays. While providing a general critical framework for analyzing literature, this course will also furnish students with a vocabulary of critical terms and an overview of the different literary techniques and forms used in various genres.
Credits: 3
Every Fall and Spring

ENG 148 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.
Credits: 3
On Occasion

ENG 150 Empathy and Literature
This course will explore how the literary imagination understands and depicts transformations in the human personality that lead to the development of empathy. We will examine the relationship of such transformations to the effects of political power as well as the conditions under which empathy might flourish. We will explore a number of questions related to empathy including the role that empathy might play in the development of non-hierarchical perspectives on the poor and marginalized in society and the way the literary imagination links both empathy and its absence to the condition of being an outsider.
Credits: 3
On Occasion

ENG 180 Literary 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.
Credits: 3
On Occasion

ENG 182 Introduction to Creative Writing
This course introduces students to a variety of literary genres, including short fiction, poetry, drama, and screenwriting, and helps them develop the analytical and technical skills to be better readers, writers, and critics. The lecture/workshop format of the course is designed to help students recognize that good writing and reading is a process. Students will be given numerous exercises on character, dialogue, plot. By studying established writers, reading student work, and receiving lots of feedback from the instructor and peers, students will develop proficiency in various literary techniques and styles.
Credits: 3
On Occasion

ENG 183 Creative Non-Fiction
This workshop, in which students present their original writing and learn how to give and receive feedback on their work, explores nonfiction genres such as biography, autobiography and memoir, travel writing, and journal writing. Academic writing often teaches students to defend assertions through logical appeal and to establish authority by eliminating the word "I." The creative nonfiction essay, on the other hand, relies on the subjectivity of an enquiring persona that tentatively explores questions and ideas. In this class, we will consider the value of this latter sensibility and how to cultivate it in our writing.
Credits: 3
On Occasion

ENG 201 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 must arrange through the Department Chair to work with a particular faculty member before registering for this

course.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
Every Fall and Spring

ENG 202 Literatures of Africa
The decolonization of Africa was accompanied by the development of a diverse body of national literatures focused upon the struggle for liberation from European control as well as the problems engendered by political independence. Through a close reading of several novels representative of distinct African cultures in confrontation with English, French, and Belgian imperialism, we will explore the struggle of former colonies to rediscover their cultural roots and assess the far-reaching impact of colonial domination on African lives.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 210 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 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 212 British Literature II: Survey Romantic, Victorian, Modern
This survey of British literature from the late eighteenth century to the mid-twentieth century. The course will look at the Romantic rebellion against Neo-Classical norms, then the Victorian recoil from Romantic excess, the Modernist rejection of Victorian strictures, and the way Modernism plants the seeds of the Post-Modern rejection of its self-satisfaction. While the focus of the course will be primarily on close reading of literary texts, the historical, cultural, and philosophical contexts will be discussed with attention to changing ideas about identity, gender, class, and culture during the period.
Prerequisites: ENG 110 and 111 or the equivalent; ENG 140 for students majoring in English or English for Adolescence Education.
Credits: 3
Every Spring

ENG 213 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.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 216 The Modern Novel
Frequently presenting the reader with bewildering shifts in time and narrative perspective and exhibiting a preference for the interior psychological landscapes of its characters, modern novels often possess an emotional intensity and haunting lyricism that testifies to the widespread fragmentation and alienation afflicting western consciousness in the twentieth century. With the use of pioneering literary techniques like stream of consciousness and fragmented narratives, modern novels defy the expectations generated by traditional narrative even as they give us some of the most memorable characters in literature.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 219 American Slave Narratives
An examination of narratives concerning African-American slaves - some autobiographical, some fictional. How, we will ask, did various representations of slaves not only serve abolitionist goals but also address changing attitudes toward race, gender, law, property, and national identity? The course also considers the literary-rhetorical aspects of the writings and analyzes the blending of literary and historical discourse, leading to questions about what role the "construction" of the African-American past plays in acts of collective memory.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 221 Shakespeare: Comedies and Histories, Non-Dramatic Poetry
What made William Shakespeare the greatest writer in the English language? What are the special features that distinguish his work? Is there a unique "Shakespearean" perspective on display in his writing? This course attempts to answer these questions by focusing on the two kinds of drama - comedy and history - that he mastered early and continued to re-conceptualize throughout his career. It explores in detail six of Shakespeare's plays, such as Twelfth Night and Richard II, paying close attention to the unique qualities that have transformed his drama into the most respected and frequently produced works of world literature.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
Every Fall

ENG 235 Childhood and Literature
The class will read and discuss works of recognized literary quality which trace the development of a child or adolescent. In some cases the course will revisit works ordinarily read by pre-college students, and perhaps by the class members, to test the concept of altered reactions to and understanding of a work of literature over time. A typical series of readings for this course might include versions of fairy tales like "Cinderella" and "Beauty and the Beast"; classics of children's literature like J. M. Barrie's Peter Pan and Lewis Carroll's Alice in Wonderland; and contemporary works from the viewpoint of the child or adolescent narrator.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 236 Adolescent Literature
This course provides an overview of literature written for and about culturally diverse adolescents (young adults) and emphasizes literary, socio-cultural, and psychological approaches to texts, focusing particularly on adolescent identity development. Students will read and analyze adolescent literature in a variety of genres. Class sessions will include lectures, book discussions, and student engagement.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 254 Survey of American Writers to the Civil War
This course examines works representative of various movements within American literary-intellectual history including the poetry and personal narratives of the Puritans, the satires and the autobiography of Benjamin Franklin, as well as the slave narrative of Oladuah Equiano. We then address the romantic writings of Emerson, Fuller, Thoreau, and Whitman. Finally, we see how other American writers used Gothic motifs to represent their attitudes toward some of the earlier literary, philosophical, religious, social, and political traditions.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
Every Fall

ENG 255 The American Novel

This course traces the development of the novel in America from the late eighteenth century to the present that makes these works "American?" How do they portray social, economic, and ethnic hierarchies in the United States? How do they wrestle with the failures of America's promise to offer all its citizens' freedom and equality? After considering some of the earliest examples of American novels, we will study writers such as James Fennimore Cooper, Herman Melville, Harriet Beecher Stowe, Henry James, William Faulkner, Vladimir Nabokov, Ralph Ellison, Toni Morrison, Don DeLillo, and Philip Roth.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 263 The Literature of Memory
An interdisciplinary study of selected major literary texts that exemplify an array of memory events, both voluntary and involuntary. Readings include Rousseau's The Confessions, Proust's Combray, Woolf's To the Lighthouse, Faulkner's As I Lay Dying, Nin's Seduction of the Minotaur, Nabokov's Speak, Memory as well as selections from the poetry of Constantine Cavafy, André Breton, Octavio Paz and Jorge Borges in English translation. Efforts will be made to classify the kinds of recollection such writers demonstrate according to categories established by psychologists and neuroscientists.
Credits: 3
On Occasion

ENG 264 Crime, Guilt, and Atonement
Students in this course will explore the themes of crime, guilt, and atonement in various texts ranging from classical Greek tragedies to the early 21st-century novel. We will examine the power structures and underlying ideologies that produce various forms of crime and abuse of power and the impact on individual lives of these society-sanctioned ideas and practices. We will explore how imperialism, racism, totalitarianism, classism, and/or sexism permeate and warp the hearts of otherwise decent human beings until they themselves commit acts of oppression—acts which cry out for atonement.
Credits: 3
On Occasion

ENG 268 Approaches to the Study of Myth
This course will acquaint students with various approaches to myth (including the popular, literary, psychological, folkloric, and anthropological) and the theoretical conflicts and overlaps that exist among disciplines. Students will examine past and current trends in the study of mythology and consider the relevance of myth for ancient as well as contemporary peoples. Selected myths, legends, and folktales from within and outside of the Indo-European group will be considered.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 269 Fiction into Film
Students in this course will explore the transformation of various literary works—most of the stories or novellas—into film. We will analyze these works to examine their most important elements, their point of view, and crucial scenes that must be transferred directly to the film if the director is to fully capture the meaning, tone, and ambiance of the fiction. Students will develop their critical faculties when reading fiction and watching films. We will analyze why the director, the screenwriter, and the cinematographer have made the changes they have.
Credits: 3
On Occasion

ENG 285 Disciplinary Literacy in English
The course shows students the special ways of looking at humanistic texts and gives them the skills to communicate to others fundamental concepts of reading, writing, listening, and speaking in the humanities. Students will learn such things as how to understand and interpret the presentation of abstract ideas, and to interpret and explain the nature of textual evidence.
For Senior English majors including those in education programs.
Credits: 3
Every Fall and Spring

ENG 290 Readings in English
This course involves independent study of directed readings culminating in a substantial writing project. This is not a regular classroom course. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course.
Prerequisites of ENG 110 & 111, senior status and permission of Dept are required.
Credits: 1
On Occasion

ENG 347 American Vampires
This course explores the evolution of the vampire myth in twentieth-century America. Whether through their ageless beauty, worldly sophistication, or base savagery, vampires have captivated and terrified the Western imagination since the late 1800s. They have proven to be a compelling vehicle for examining cultural anxieties about age, gender, sexuality, race, consumerism, and the act of consumption itself. They have also been used to challenge institutional power structures that marginalize and oppress people. Along with their indefatigable appetites, the power of these creatures also represents powerful capitalistic interests and social structures that exploit harmful social, racial, gender, and sexual hierarchies.
Credits: 3
On Occasion

ENG 359 The Invention of Laughter
This multidisciplinary course examines the causes and nature of "comedy" from Aristophanes to Stephen Colbert, from ancient Greek drama to late night television monologues. Its main goal is to explore how, although laughter is a universal phenomenon, intrinsic to human nature, with physiological origins, its sources are also deeply rooted in culture.
Students will be asked to assess a wide variety of cultural objects to begin to chart their own interpretation of the source and uses of this physiological expression of pleasure. They will also draw on critical sources from physiology, anthropology, sociology, and literature to assess these laughing matters.
Prerequisites of at least Sophomore status, Honors College, and ENG 110 & 111 are required.
Credits: 3
On Occasion

ENG 366 American Rebels
This course offers students an opportunity to consider the ways social, economic, and political power have shaped American life since the mid-nineteenth century. Beginning with the emphasis on social reform among Transcendentalists, we will examine various forms of resistance to prevailing power structures in the United States. Through a diverse range of materials, this class will consider some of the rebels that changed American culture through protest.
Credits: 3
On Occasion

ENG 368 The Jazz Age: 1920's American Literature and Culture
The course examines the "Jazz Age," a term coined by F. Scott Fitzgerald to designate the 1920s as a rowdy decade of parties, social rebellion, sexual freedom, and creative energy. Literature participated in and responded to the changes taking place in time, providing rich insight into a decade marked by the achievement of women's suffrage, National Prohibition, and a burst of prosperity that, despite its cultural prominence, did not reach all American citizens and could not compensate for post-World War I trauma.
Credits: 3
On Occasion

ENG 402 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?
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 484 Writing and Healing
This creative nonfiction class uses the recent scholarship examining the connection between psychological/social/physical healing and the creation of meaning that occurs through the writing process to help students explore the therapeutic dimension of storytelling for both writer and audience and to craft narratives in which painful experiences, including physical illness, become meaningful on both personal and social levels.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 486 Writing in a Digital Age: Multimodal Rhetoric and Composition
This course will explore the theories of multimodality and give students experience composing in online, digital, and multimodal environments.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 489 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.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 495 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 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

ENG 496 The Young Adult Novel
The young adult novel has emerged as a dominant force in twenty-first-century publishing. With the help of highly successful film adaptations, these books have both captivated teenage audiences and muscled their way into the adult reading market. By considering market trends, researching teenage audiences, and reading several novels, we will explore young adult fiction with the goal of producing our own work in this genre. We will craft plots, write scenes, experiment with voice, develop effective dialogue, and do a range of exercises to tap into our inner teen.
Prerequisite of ENG 140 required for all English majors. Prerequisite of ENG 110 & 111 required for all non-majors.
Credits: 3
On Occasion

Foreign Language Courses

French Courses

FRE 111 Elementary French I
This course covers the essentials of French structure, simple oral expression and writing.
Credits: 3
Every Semester

FRE 112 Elementary French II
This course is a continuation of French 111.
Prerequisite of FRE 111 with a C- or better or the equivalent is required.
Credits: 3
Every Semester

FRE 403 Intermediate French I
This course is a structural review, practice in oral expression and writing in addition to selected readings.
Prerequisite of FRE 112 with a C- or better or the equivalent is required.
Credits: 3
Every Fall

FRE 404 Intermediate French II
This course emphasizes readings in French civilization, culture and reviews major problems of structure and composition. Intensified oral expression is offered.
Prerequisite of FRE 403 with a C- or better or the equivalent is required.
Credits: 3
Every Spring

German Courses

GER 307 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

Greek Courses

Italian Courses

ITL 111 Elementary Italian I
This course covers the essentials of Italian structure, simple oral expressions, and writing.
Credits: 3
Every Fall, Spring and Summer

ITL 112 Elementary Italian II
This course is a continuation of Italian 111. Selected readings are from simple texts.
Prerequisite of ITL 111 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall, Spring and Summer

ITL 404 Intermediate Italian II
This course emphasizes reading Italian original prose and reviewing major problems in structure, composition, intensified oral expression.
Prerequisite of ITL 3 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

Japanese Courses

JPN 301 Elementary Japanese I
This course covers the essentials of Japanese structure, simple oral expressions and writing.
Credits: 3
Every Fall

JPN 403 Intermediate Japanese I
This course is a review of structure, practice in oral expression, writing and selected readings.
Prerequisite of JPN 2 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall

JPN 404 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.
Prerequisite of JPN 403 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

JPN 411 Introduction to Japanese Literature I
This course surveys the literature of Japan from its origins to the present day.
Prerequisite of JPN 404 with a C- or better grade or

the equivalent is required.
Credits: 3
Every Fall

JPN 412 Introduction to Japanese Literature II
This course surveys the literature of Japan from its origins to the present day.
Prerequisite of JPN 404 with a C- or better grade or the equivalent is required.
Credits: 3
Every Spring

Linguistics Courses

Russian Courses

RUS 301 Elementary Russian I
This course covers the essentials of Russian for a knowledge of reading, conversation and an appreciation of culture.
Credits: 3
Every Fall

RUS 402 Elementary Russian II
This course is a continuation of Russian 1.
Prerequisite of RUS 301 or the equivalent is required.
Credits: 3
Every Spring

RUS 403 Intermediate Russian I
This course is a review of structure, practice in oral expression and writing and selected readings.
Prerequisite of RUS 402 or the equivalent is required.
Credits: 3
Every Fall

RUS 404 Intermediate Russian II
This course is a continuation of Russian 403.
Prerequisite of RUS 403 or the equivalent is required.
Credits: 3
Every Spring

RUS 424 Intensive Conversation and Creative Writing I
In this course, the emphasis is to acquire fluency in speaking and reading Russian.
Prerequisite of RUS 402 or the equivalent is required.
Credits: 3
On Occasion

RUS 425 Intensive Conversation and Creative Writing II
This course is a continuation of Russian 24.
Prerequisite of RUS 403 or 424 are required.
Credits: 3
On Occasion

Spanish Courses

SPA 111 Elementary Spanish I
This course covers the essentials of Spanish structure, simple oral expression, and writing.
Credits: 3
Every Fall, Spring and Summer

SPA 112 Elementary Spanish II
This course is a continuation of Spanish 111.
Prerequisite of SPA 111 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall, Spring and Summer

SPA 203 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.
Prerequisite of SPA 112 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall and Spring

SPA 204 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.
Prerequisite of SPA 203 with a C- or better grade or the equivalent is required.
Credits: 3
Every Fall and Spring

SPA 215 Spanish Medical Terminology and Conversation 1
This course provides students with the language tools to offer health services to Hispanic patients in their language and their culture. It will focus on speaking, listening, writing and reading skills, and the application of the Spanish medical terminology.
A pre requisite of SPA 203 or equivalent. Students are encouraged to take one of two courses on Medical Terminology in English, either HIM 52 or RDT 230.
Credits: 3
On Occasion

SPA 216 Spanish Medical Terminology and Conversation 2
This course provides students with the language tools to offer health services to Hispanic patients in their language and culture. Students will develop superior language skills and cultural competences, and will also broaden their understanding of the evolution of medicine in Latin America.
A pre requisite of SPA 203 or equivalent. Students are encouraged to take one of two courses on Medical Terminology in English, either HIM 52 or RDT 230.
Credits: 3
On Occasion

SPA 411 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 is Spanish.
Prerequisite of SPA 204 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

SPA 423 Advanced Spanish Grammar and Composition I
This course is an in-depth review of Spanish grammar and syntax through review exercises, writing and composition.
Prerequisite of SPA 204 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

SPA 424 Advanced Spanish Grammar and Composition II
This course is an in-depth review of Spanish grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structure, stylistics and composition. SPA 424 may be taken before SPA 423.
Prerequisite of SPA 204 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

SPA 425 Advanced Spanish Conversation
This is an intensive oral practice and expression course with oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Spanish.
Credits: 3
On Occasion

SPA 426 Culture and Civilization of Spain
In this course, the most important aspects of culture and civilization in Spain are covered. The Spanish impact on world cultures, folklore, salient issues and problems from the period of the Spanish Civil War to the present are considered in this course.
Given in Spanish.
Prerequisite of SPA 204 with a C- or better grade or the equivalent is required.
Credits: 3
Annually

SPA 427 Culture and Civilization of Hispanic America
The culture and civilization of Hispanic America from the Columbian period to the present are covered in this course. Folklore, contemporary issues and problems are considered. SPA 427 may be taken before SPA 426. Given in Spanish.
Prerequisite of SPA 204 with a C- or better grade or the equivalent is required.
Credits: 3
On Occasion

World Literature Courses

WLT 320 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 321 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 339 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.
Credits: 3
On Occasion

Philosophy Courses

PHI 100 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.
Credits: 3
Every Fall, Spring and Summer

PHI 105 Bioethics
This course explores the ethical dimensions of medicine and the philosophical issues raised by modern medical technology. Students investigate ethical issues related to abortion, euthanasia, experiments on humans and animals, genetic engineering, transplants, the responsibility of the hospital to the community, equitable health care, and patient rights. Students learn to identify problems in the health care system, to analyze these problems from multiple perspectives, and to propose ways of resolving the ethical conflicts encountered.
Credits: 3
Every Fall

PHI 113 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.
Credits: 3
On Occasion

PHI 143 Philosophy and Song
Philosophy & Song introduces students to the activity of philosophy through the medium of song. We will begin by looking at contemporary songs in popular culture. From that attractive, familiar starting point, we will then work backwards towards the beginning of Western song in Homer. The primary goal will be for students to learn how to interpret the poetic images (vehicles) of songs, that is to say, to unearth their meanings (tenors). Philosophical themes investigated may include: the Greek trinity of the Beautiful, the True, & the Good; Individual Liberty; the Political; and Eros. We will listen to singers such as: Kanye West, Snoop Dog, Bob Dylan, Pink Floyd, Robert Johnson, Richard Wagner, Sophocles, and Homer.
Credits: 3
On Occasion

PHI 163 Philosophy of Art
A study of how different philosophical traditions have answered questions about the nature of art and artistic judgement. Students will investigate the philosophy behind specific art forms to explore topics such as the definition of art; expression and representation in the arts; environmental aesthetics; and connections between art, ethics and politics.
Credits: 3
On Occasion

PHI 170 Philosophies of Love and Sex
Why is romantic love depicted as so desirable, when in fact it is often tragic and painful? Why is it that so many relationships today fail to last? This course examines the nature and meaning of love and human sexuality. It covers the ideas of major philosophers, as well as psychoanalysts, writers, film-makers, and artists.
Credits: 3
On Occasion

PHI 172 Philosophy and the Mind
This course considers philosophical theories on the nature of the mind and its relation to the body. Students will investigate central philosophical questions about the mind-body connection, the impact of dreams on the conscious mind, the development of personality over time, and the role of beliefs, intentions and desires in human actions. Philosophical psychologies such as dualism, behaviorism, eliminative materialism may be explored.
Credits: 3
On Occasion

PHI 178 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.
Credits: 3
Every Fall, Spring and Summer

PHI 179 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.
Credits: 3
On Occasion

PHI 309 Business Ethics
The key question addressed within this course is: what responsibilities or duties do companies and their employees have to society as a whole? Studies have shown that unethical business practices increase the risk of scandal, harm sales, and worsen productivity. But these only give us purely self-interested reasons to do business ethically. This course demonstrates that we both can and must do business in a manner that exemplifies such virtues as responsibility, trustworthiness, respect, and good citizenship.
Credits: 3
On Occasion

PHI 314 Introduction to Critical Reasoning
This is a course in how to reason well, and think critically. Students will learn to identify arguments in actual sources. Substantial attention will be devoted to methods of critiquing arguments, constructing sound arguments and spotting and avoiding common reasoning fallacies. The course treats the basic elements of both deductive and inductive reasoning, as well as topics as reasoning about causality, using statistics in argument, and constructing definitions.
Credits: 3
On Occasion

PHI 316 Aesthetics: The Philosophy of Art and Beauty
What is art and why do human beings feel the need to create it? Is the nature of beauty timeless, or relative to cultures or historical periods? What do we mean by creativity in the arts? This course introduces students to aesthetics, the branch of philosophy concerned with these questions, through an exploration of both the ideas of major philosophers, and of different art forms including music, dance, painting, and sculpture.
Credits: 3
On Occasion

PHI 320 Faith, Reason, and Spirituality
Many people today describe themselves as

"spiritual, but not religious." But what is the meaning of "spirituality," and how is it different from being religious? This course raises these and other questions, exploring the varieties of religious and spiritual experiences. Students will be introduced to multiple traditions and movements, and the philosophical issues they raise.
Credits: 3
On Occasion

PHI 325 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.
Credits: 3
Every Fall

PHI 326 Origins of Modern Philosophy
This course explores the roots of modern thought, through an encounter with philosophers such as Descartes, Leibniz, Hume, and Kant. The attitudes we find in today's world have their roots in the ideas of early modern philosophers. In studying modern philosophy, therefore, we are really seeking to understand ourselves. The purpose of this course is to discover the origins of modern ideas – and to gain some critical distance from them.
Credits: 3
Every Spring

PHI 338 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.
Credits: 3
On Occasion

PHI 481 Advanced Tutorial in Philosophy
This course is an in-depth study of the major works of one or more important philosophers, or of a particular movement in the history of philosophy. It is an opportunity for students to, in effect, "design their own course": under the guidance of a professor, students will select the author(s) and readings to be covered. May be taken more than once if topics are different.
Prerequisite of 6 units of PHI or RPHL are required.
Credits: 3
Annually

History Courses

HIS 100 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.
Credits: 3
Every Fall, Spring and Summer

HIS 101 Perspectives on Premodern World History
An exploration of the political, economic, social, and intellectual developments that shaped Premodern World History. Content will cover the history of civilization in at least two geographical regions (Africa, the Americas, Asia, the Middle East or Europe) up to the Modern Era (c. 18th century). Students will explore the nature of historical inquiry, and the importance of perspective, context, and causality in the creation of a historical argument.
Credits: 3
Every Fall and Spring

HIS 102 Perspectives on Modern World History
An exploration of the political, economic, social, and intellectual developments that have shaped Modern World History. Content will cover the history of civilization in at least two geographical regions (Africa, the Americas, Asia, the Middle East or Europe)from the Modern Era (c. 18th century) to the present. Students will explore the nature of historical inquiry, and the importance of perspective, context, and causality in the creation of a historical argument.
Credits: 3
Every Fall, Spring and Summer

HIS 107 Engaging the Past
An introduction to the study of history as a way of making sense of the world around us. Students learn to think historically through role-paying games and other intensive activities that reveal the complexities of a specific historical period.
Credits: 3
On Occasion

HIS 108 American Civilization Since 1877
A survey of the political, economic, social and cultural change that shaped the United States from the end of Reconstruction to the present. Topics include: emergence of mass society, immigration, economic and technological changes, civil rights movements, and the impact of U.S. military power at home and abroad. Special sections are offered for non-native speakers (F sections).
Credits: 3
Every Fall, Spring and Summer

HIS 116 History of Race and Society
The history of African Americans from the origins of slavery to the present, including the impact of diasporic Africans on American society. Students will explore African American slavery, the experiences of blacks during Reconstruction, Jim Crow legislation, the rise of the "New Negro," anti-lynching campaigns, the "Great Migration," the Harlem Renaissance, African-American life during the Great Depression and World War II, the Civil Rights movement, Black nationalism, Black Power, Black urban politics and policing history and controversies.
Credits: 3
On Occasion

HIS 120 Topics in Medieval History
A study of Europe from the last centuries of the Roman Empire through the fourteenth century. Students will explore the origin and development of attitudes and institutions characteristic of the Medieval period, including feudalism and the emergence of centralized government, the organization and spiritual mission of the church, commerce and the guild system, the place of women and children in society, art and architecture, and human emotions.
Credits: 3
On Occasion

HIS 158 History of Power and Politics
A survey of U.S. diplomatic history from 1789 to the present, covering the rise of the United States from thirteen Atlantic states into a transcontinental nation and global superpower. In addition to the traditional topics such as national security and economic interests, the course also examines the connection between human rights and national citizenship and how Americans have engaged with the rest of the world from the Revolutionary War to the present.
Credits: 3
On Occasion

HIS 164 History of Gender and Sexuality
This course introduces students to some of the most important historical studies focusing on women, masculinity, sexuality, and gender. Some key topics explored include: how the body is sexed and gendered in different times and places; how gender, race and class work in historical context; how gender influences the state and the state regulates the body; and how experiences of gender and sexuality intersect with other social constructs of difference, include race/ethnicity, class, and age. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, and reproductive rights.
Credits: 3
On Occasion

HIS 167 History of Science and Technology

This course covers the historical foundations of science and technology, from their ancient beginnings to the present. Students will explore contemporary notions of humanity's place in nature and investigate the way science and technology influence culture, politics, and economic systems.
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 313 Worlding China, 1800-Present
This course explores modern Chinese history through an examination of China's connection with the world from 1800 to the present. Divided into "historical background" and "case study," each class will lay out the main themes, events, and principal concepts that shaped the ways Chinese, in different historical eras, imagined the world and perceived themselves within it. The course examines how concepts of modernity, nationalism, revolution, and globalization were embedded in specific China "worlding" projects.
Credits: 3
On Occasion

HIS 315 The End of Rome
The end of the Roman Empire has captured historical imaginations in ways that few other events have. The idea of a technologically advanced and culturally sophisticated civilization dramatically collapsing into an era of dark barbarism is one that has trickled out from historical discourse and influenced artists, novelists, and filmmakers. In this radically interdisciplinary course, students will study the events surrounding the end of the Roman Empire, the historical debates surrounding it, and representations of it in modern art, film, and literature.
Credits: 3
On Occasion

HIS 317 Energy, Society, and the Humanities
This course introduces students to the fundamental role that the humanities and the social sciences play in how humans understand energy in the Anthropocene - broadly defined as the period following the Industrial Revolution in which man's reliance upon fossil fuels has altered the climate, environment, and plant and animal ecosystems. Following recent scholarship on the "energy humanities," this course puts front and center the human values, habits, institutions, and power structures often missing from the treatment of these complex issues in the natural sciences and technological realms. Topics include early industrialization, slavery, the advent of the automobile era, the nuclear age, and the environmental perils of coal, petroleum, and natural gas extraction.
Credits: 3
On Occasion

HIS 320 Cold War in History, Fiction, and Film
With an emphasis on social and cultural history, this course introduces students to the broad themes surrounding the intense geopolitical conflict that raged around the globe from 1945-91 and continues to shape the Western imaginary today. When World War II ended, sole superpowers Russia and the United States sought friends and allies in a frantic global proxy war that was anything but "cold" in Korea, Vietnam, Afghanistan, Central America, and many other regions where military conflict was hot. Beyond national security lay efforts to achieve victory for a particular ideology: market-driven democracy vs. authoritarian socialism and communism. This course exposes students to different interpretations of the conflict and how regions beyond the United States and Russia navigated their place in a new world order.
Credits: 3
On Occasion

HIS 323 Globalization and Latin American Film
This course explores how filmmakers have explored the impact of globalization in Latin America, particularly the accelerated market-oriented reforms that swept across the region beginning in the 1990s. The ¿neoliberal turn¿ celebrated deregulated markets and industry, favorable conditions for business and investment, cuts to social programs, and assaults on organized labor. The results have been profound, with disproportionate wealth accruing to those in power, soaring socioeconomic inequality, increased immigration for displaced peasants and workers, and the proliferation of drugs and state violence against drug cartels. Students explore how Latin American and U.S. filmmakers have both contested and internalized an ethos in which the market assigns value and worth not just in the economic realm, but in politics, social relations, and cultural identities.
Credits: 3
On Occasion

HIS 336 Age of Catastrophes: Europe 1914-1945
The World War of 1914-18 – The Great War, as contemporaries called it – was the first man-made catastrophe of the 20th century. In this course we will study primary and secondary sources, movies and contemporary accounts, and today's best historical texts on the subject in the search for answers and interpretations of Europe's age of catastrophes.
Credits: 3
On Occasion

HIS 337 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 343 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.
Credits: 3
On Occasion

HIS 498 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

Political Science Courses

POL 100 Research Problems in Political Science
This course may be taken more than once by Political Science majors.
Credits: 3
On Occasion

POL 101 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.
Credits: 3
Every Fall, Spring and Summer

POL 102 Introduction to American Politics
This course introduces the study of the Constitutional structure, major functions and operations of the national government.
Credits: 3
Every Fall, Spring and Summer

POL 147 Political Psychology
This course is an analysis of the relationship between psychological phenomena and the formation, maintenance and transformation of political beliefs and behavior.
Credits: 3
On Occasion

POL 150 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.
Credits: 3
Every Fall

POL 156 World Politics Conflict Resolution
This course examines the techniques of diplomacy and negotiation used to resolve conflict in world politics. Students will examine the nature of world politics and its challenges, including the causes and resolution of wars; the role of individuals, states and international organizations; the nature and exercise of power; and governmental cooperation in addressing global and regional problems such as environmental destruction, poverty, disease and underdevelopment, civil conflict and violations of human rights.
Credits: 3
Annually

POL 161 Introduction to Comparative Politics
This course is a comparative analysis of government and politics in selected state systems in the contemporary global community.
Credits: 3
Every Fall and Spring

POL 215 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 102 is required
Credits: 3
Annually

POL 221 American Political Theory
Origin and nature of political theory in the United States is reflected in the writings of American political theorists from colonial times to the present. Must be taken by all Political Science majors.
Credits: 3
Every Fall

POL 226 European Political Theory I
The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Plato to Machiavelli. This course, or Political Science 27, must be taken by all Political Science majors.
Credits: 3
Alternate Years

POL 331 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 332 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 333 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 335 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 345 U.S. National Security
This course evaluates the area of U.S. national security with emphasis on military and strategic problems during the Cold War and Post-Cold War eras; defense policy-making; conventional and nuclear dimensions of defense issues; and strategic interests of the United States around the world.
Credits: 3
On Occasion

POL 347 American Foreign Policy II
This course covers contemporary issues in the formulation and implementation of American foreign policy.
Credits: 3
On Occasion

POL 356 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 361 Modern China: Political Doctrines and Society
The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.
Credits: 3
On Occasion

POL 362 Research Seminar in International Studies
This course is a study of a major current problem of an international nature. The roots of the conflict, its historical development, the viewpoints of the various parties involved, its proposed solutions and its international implications are analyzed and evaluated. The topic for in-depth research varies each time the course is offered.
Credits: 3
On Occasion

POL 365 Politics of the European Union
This course covers the history, institutions and selected policies of the European Union.
Credits: 3
On Occasion

Sociology Courses

SOC 100 Introduction to Sociology
This course covers the nature and social organization of human society, socialization, culture and social interaction.
Credits: 3
Every Fall, Spring and Summer

SOC 102 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.
Credits: 3
On Occasion

SOC 103 Gender and Sexual Diversity
This course provides an introduction to gender and sexual diversity around the world. The course will draw on social theories and multiple non-Western case studies to examine how gender and sexual categories are socially constructed and experienced within specific cultural contexts. The course will place gender and sexuality in the context of globalization and the increasing exchange of ideas, capital, and people around the world.
Credits: 3
On Occasion

SOC 108 Sociology of Adolescence and Youth
This course examines children and childhood from a cross-cultural and historical perspective, looking at how childhood is both a contested and changing cultural construction and a stable structural form in

society. We will look at how sociologists think about and study children in distinct ways, and we will look at what researchers learn by immersing themselves in children's worlds—from preschool playtime and families' day-to-day life, to the middle-school lunch table and college parties. We will investigate the lives and experiences of children of all ages, especially in relation to social inequalities like gender, social class, and race/ethnicity, and forces of social change like technology and globalization.
Credits: 3
Annually

SOC 109 Social Change
This course examines the major economic, political, and social forces that shape and change society. Students will be introduced to sociological theories and research of social change and apply these to understanding how societies are changing and likely to influence their own lives. We will explore how social change occurs, who directs, influences, benefits and who is harmed by those changes. Topics covered will include changes in the structures of the nation-state, economic relations, culture, technology, and in the development of community life and consumer culture.
Credits: 3
On Occasion

SOC 110 Human Rights & Social Justice
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. Students will study the connections between the processes of various social systems and the broader structure of society.
Credits: 3
On Occasion

SOC 112 Gender, Race and Ethnicity
How do gender, race, and ethnicity impact our everyday lives? Sociologists argue that these categories are interconnected and socially constructed their meanings change over time and are shaped by society. This course will examine these terms and how they relate to social institutions and phenomena, such as education, family, social change, media, public policy, culture, and the economy.
Credits: 3
On Occasion

SOC 119 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 129 Human Rights
The struggle for human rights provides a foundation for understanding issues of social justice, social inequalities, and the struggle for democracy. Human rights research is a growing focus for sociologists and findings are relevant for social policy. This course studies the meaning and conflicts over the extension of human rights to social justice issues that characterize today's political, economic, and social conflicts in America and abroad.
Credits: 3
On Occasion

SOC 135 Global Cultures
With a focus on at least one geographical area beyond the United States, this course provides a cross-cultural analysis of diverse global cultures. It explores indigenous cultures, social features, contemporary issues, and social change in each selected area. The course explores the relationship between US culture and people in other parts of the world. Same as ANT. 35.
Credits: 3
On Occasion

SOC 148 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 165 Culture and Society
This course examines different aspects of culture--such as food, art, music, sport--and examines their relationship with the economy, the environment, globalization, and social issues. The focus of the course may vary and will consider the way human behavior and personal choices are influenced in different social settings.
Credits: 3
On Occasion

SOC 320 Sociology of Aging
Sociological perspective to examine the social, cultural, economic, and political dynamics of aging. We will examine age and aging as social constructions. Using a global perspective, we will explore the age distribution of populations (especially as they relate to fertility, mortality, and migration) and the social problems shaped by these population processes. Specific topics will include: how gender, social class, race/ethnicity, and sexuality shape experiences of aging; how social roles regarding family and work evolve with age; and how societies differently provide healthcare and end of life care to their aging populations.
Credits: 3
Annually

SOC 333 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 336 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 337 The Sociology of Conflict
Social conflict is ever present within and between societies, and it characterizes the struggles for a just society. This course explores social conflict using sociological theory and case studies of a variety of conflicts. Students will explore the issues of war and peace; racial, class and gender conflicts; and political and economic conflicts.
Credits: 3
Annually

SOC 353 Sociological Statistics
This course will help students understand what questions to ask about statistics we encounter, how to produce statistics, and how to interpret statistics. Students will become familiar with descriptive statistics, inferential statistics, bivariate measures of association, and basic multivariate statistical techniques. They will also be introduced to the practical applications of the course material, as they read and discuss the statistics presented in scholarly articles, magazine surveys, newspaper reports, nonprofit reports, etc. Pre-requisite of SOC 100 is required.
Pre-requisite of SOC 100 is required.
Credits: 3
Every Fall

SOC 359 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 361 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 362 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 369 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.
Credits: 3
On Occasion

SOC 370 Sociology of Poverty
This course examines the extent and characteristics of poverty within the US and globally, including how the risk of poverty varies with respect to differences in race, ethnicity, gender, age, family background, and geographical residence. Students will also explore the consequences of poverty on individuals, families, and communities, as well as the social policies that directly or indirectly impact poverty and inequality. Students will compare US policies to those in other developed nations, and will learn what is occurring to combat poverty on global level.
Credits: 3
On Occasion

SOC 372 People in Crisis
This course studies the experience of crisis in its multiple manifestations and structural settings. Contexts of personal crisis, such as families, communities, and broader social institutions, and the collective experience of community-level crises, such as those caused by natural disasters and epidemics. The crises studied may include health divorce, suicide, the readings and discussions utilize narratives of people in crisis and include invited speakers who have insight and experience in crisis and its mediation.
Credits: 3
On Occasion

SOC 373 Environmental Sociology
This course introduces students to the growing interdisciplinary field of environmental sociology, which examines the complex relationship between society and the environment. Topics include the impacts of humans on the environment, how the environment constructs human society, and more specifically, the debates on climate change, natural disasters, food and agriculture, technology, energy, environmental conservation, risks, environmental justice, and environmental sustainability in the global world. In addition, the course examines social movements, public policy, and individuals who work to resist environmental degradation. Not open to students who took SOC 398 (Topics in Sociology: Environmental Sociology) prior to Fall 2013.
Not open to students who took SOC 398 (Topics in Sociology: Environmental Sociology) prior to Fall 2013.
Credits: 3
On Occasion

SOC 398 Topics in Sociology
This course examines special sociological issues. The topic varies each semester as noted in the Schedule of Classes. Specific course descriptions are available from the Social Sciences Department
Credits: 3
On Occasion

SOC 485 Social Theory
This course explores the theoretical traditions of sociology by studying the theories of the major figures of classical and contemporary sociology including Marx, Weber, Durkheim, Du Bois, Simmel, Mead, Marcuse, C. Wright Mills, Erving Goffman, bell hooks, among others. Themes discussed include the basis of community stability; religion, belief and social order; alienation in modern life; bureaucracy and power; suicide, social pathology and group life; economic exploitation and consumer society; social change and social conflict. This course is required to fulfill the major and full minor in sociology. Prerequisite of Soc 100 with junior or senior status is required.
Prerequisite of Soc 1 with Junior or Senior status is required.
Credits: 3
Every Fall

SOC 491 Methods of Social Research
This course introduces students to a variety of research methods, with a particular focus on interviewing, survey research, observation, and content analysis. Other topics include research ethics, theoretical approaches to research, experimental research methods, evaluation research, and data analysis. Students complete an independent research project to give them experience in data collection and analysis. This course is required of Sociology majors. A prerequisite of SOC 353 is required.
Prerequisite of SOC 353 is required.
Credits: 3
Every Spring

SOC 499 Independent Study
This course is an individually-tailored program of supervised study in a selected area of sociology.
Prerequisite of 15 units of SOC (Sociology) are required
Credits: 1 to 3
On Occasion

INTERDISCIPLINARY STUDIES PROGRAM

Students who have special interests and needs that cannot be met by present departmental majors or combined majors and minors may develop an individual interdisciplinary major in consultation with appropriate academic counselors. Interdisciplinary Studies (majors, programs, courses) incorporates courses from all academic units of the campus. The proposed plan of study is formulated by the student and is submitted to the advisor for the Interdisciplinary Studies (IDS) Program and the Committee on Interdisciplinary Studies for approval. Students must demonstrate the coherence of the combinations selected. All students who apply to the IDS program, including transfer students, must have completed at least 12 credits at LIU Post with a 3.0 or better cumulative average. Students cannot apply toward graduation more than 90 credits completed before entry into an approved IDS program. Once enrolled in the IDS program, they must maintain a 2.0 cumulative average. The usual graduation requirements apply to college core, 120 credits of total course work, and, for this major, a concentration in at least two different disciplines. Courses are selected from appropriate offerings at LIU Post in the Liberal Arts and Sciences, Visual and Performing Arts, Education, and Business, Public Administration, and Accountancy. The IDS program requires a 3-credit thesis or project (IDS 99) for which the student develops a topic that incorporates the subject matter and interpretive methods of at least two different disciplines.

SCHOOL OF NATURAL AND LIFE SCIENCES

The School of Natural Sciences and Life Sciences provides students with both fundamental and applied knowledge across key physical science disciplines, including biology, biochemistry, chemistry, mathematics, and physics. Our mission is to cultivate future leaders with skills necessary to launch successful careers in STEM fields, emphasizing the intersections among various scientific disciplines.

Students engage in meaningful research, with opportunities to actively contribute to scientific learning and discovery, with the potential for new breakthroughs and scientific publications. In light of the pressing challenges linked to climate change, emerging and existing diseases, and the translation of fundamental knowledge into innovative solutions, a degree in Natural Sciences or Life Sciences opens numerous pathways to success and enables graduates to make significant contributions to society and the planet.

We offer a diverse range of degrees, including a Bachelor of Arts in Chemistry and Bachelor of Science in Biology, Mathematics, Heatlh Science, and Forensic Sciences. Additionally, we provide robust pre-med experiences and dedicated advising to support students pursuing medical careers. The Schoolof Natural and Life Sciences also offers a Master of Science in Genetic Counseling accredited by the Accreditation Council for Genetic Counseling (ACGC).

DEPARTMENT OF LIFE SCIENCES

The Department of Life Sciences offers a Bachelor of Science in Biology or Health Sciences. In addition, students can combine a major in Biology with a program in the College of Education, Information and Technology and earn a B.S. in Adolescent Education: Biology. This degree will satisfy the requirements for initial certification to teach Biology in grades 7 to 12. In conjunction with the College of Education, Information and Technology, the Department of Biology offer courses that 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).

Research opportunities are available to undergraduate students. The Department maintains an Aquatic Research Laboratory, an advanced center that is equipped with high capacity fresh and saltwater tanks, and the Miracle-Gro Greenhouse which offers the ideal environment to study plant anatomy, ecology, and photosynthesis. The Campus is located close to outstanding natural resources, where students and faculty members conduct field research. Internships are available at well-known institutions such as Northwell Health, Cold Spring Harbor Laboratory, and the New York Hall of Science.

B.S. Biology

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

Further specialization of the degree is obtained by choosing one of three concentrations.
1) Molecular Genetics - Cell Concentration
2) Ecology, Evolution, Behavior Concentration
3) Pre-Medical Sciences Concentration

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

B.S. Biology

{Program Code: 06974} {HEGIS: 0401.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Biology Courses

All of the following:

BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
BIO	206	Research Methods	3.00
BIO	207	Genetics	4.00
BIO	208	Cell Biology	4.00
BIO	210	Evolution	4.00

Required Biology Research Courses

One of the following:

BIO	498	Undergraduate Research I	2.00
BIO	385	Honors Tutorial	3.00
BIO	386	Honors Tutorial	3.00

AND one of the following:

BIO	499	Undergraduate Research II	2.00
BIO	389	Honors Thesis	3.00
BIO	390	Honors Thesis	3.00

Required Co-Related Courses

All of the following:

CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	221	Organic Chemistry I	4.00
CHM	222	Organic Chemistry II	4.00
MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

Students must choose a concentration area (Molecular Genetics / Cell, Ecology / Evolution / Behavior, or Pre-Medical Sciences).

Molecular Genetics/Cell Concentration

Required Ecology Course

BIO	209	Ecology	4.00

Required Cellular/Molecular Biology Courses

Three of the following:

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

Required Ecology/Evolution Course

One of the following:

BIO	250	Microbiology	4.00

BIO	252	Invertebrate Zoology	4.00
BIO	254	Vertebrate Paleontology	4.00
BIO	261	Comparative Vertebrate Anatomy	4.00
BIO	270	Animal Behavior	4.00
BIO	271	Marine Biology	4.00
BIO	274	Conservation Biology	4.00
BIO	281	Tropical Marine Biology	3.00
BIO	290	Special Topics in Ecology/Evolution	3.00-4.00

Ecology/Evolution/Behavior Concentration

Required Ecology Course

BIO	209	Ecology	4.00

Required Cellular/Molecular Biology Courses

One of the following:

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

Required Ecology/Evolution Course

Three of the following:

BIO	250	Microbiology	4.00
BIO	252	Invertebrate Zoology	4.00
BIO	254	Vertebrate Paleontology	4.00
BIO	261	Comparative Vertebrate Anatomy	4.00
BIO	270	Animal Behavior	4.00
BIO	271	Marine Biology	4.00
BIO	274	Conservation Biology	4.00
BIO	281	Tropical Marine Biology	3.00
BIO	290	Special Topics in Ecology/Evolution	3.00-4.00

Pre-Medical Sciences Concentration

Required Pre-Medical Sciences Courses

All of the following:

BIO	250	Microbiology	4.00
BMS	211	Pathophysiology	3.00

Elective Anatomy/Physiology Course

One of the following:

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

Elective Molecular Biology Course

One of the following:

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

Elective Biomedical Sciences Advanced Courses

Two of the following:

BIO	200	Comparative Biology	4.00
BIO	201	Molecular Biology	4.00
BIO	205	Developmental Biology	4.00
BIO	240	Special Topics in Cell/Molecular Biology	3.00-4.00
BIO	261	Comparative Vertebrate Anatomy	4.00
BMS	451	Pharmacology	3.00
BMS	203	Immunology	3.00
BMS	212	Pathophysiology II	3.00
CHM	271	Basic Biochemistry	4.00

Credit Requirements

Major Required Credits = 53
Major Co-Related Credits = 32
Minimum Total Credits = 120
Minimum Liberal Arts Credits = 60

B.S. Health Sciences

Health care is an ever-expanding field with many rewarding career paths. The federal government expects health care to dominate job growth, with 5.6 million new jobs expected by 2020. The B.S. in Health Sciences is a science-based major designed for freshmen and transfer students who aspire to careers in a variety of health-related fields, including physical therapy, occupational therapy, athletic training, pharmacy, physician assistant, and medical imaging. Even if you have not yet decided on a career path in the health professions field, this versatile degree can uniquely qualify you for admittance to graduate or professional school, or lead to a job upon graduation.

This program provides an excellent foundation in the liberal arts, with a strong focus on the sciences. In addition, this program approaches health professional education with a focus on relationship-centered care and narrative medicine in which the importance of human relationships is emphasized alongside evidence-based healthcare. As part of the curriculum, you will select one of ten concentrations, for example, business administration, accountancy, health administration, public service, social work, or sports medicine - that will broaden your understanding of the delivery of health care. The B.S. in Health Sciences also provides graduates with marketable skills in the business and public policy of health care. Students should contact the Department Chair for assistance in planning their course of study.

B.S. in Health Sciences

{Program Code: 35200} {HEGIS: 1201.0}

Core Curriculum Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Health Science Courses

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
BMS	205	Microbiology in Health Sciences	4.00
BMS	211	Pathophysiology I	3.00
BMS	212	Pathophysiology II	3.00
CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
HSC	201	Introduction to Health Professions	3.00

HSC	202	Interdisciplinary Helping Professions	3.00
NTR	213	Nutrition	3.00
PSY	103	General Psychology	3.00

One of the following:

CLA	306	Computer Literacy	3.00
HPA	220	Computer-Based Management Systems (required in Health Care Administration sub-plan)	3.00

One of the following:

MTH	103	College Algebra and Trigonometry	4.00
MTH	107	Calculus and Analytic Geometry I	4.00

One of the following:

ORC	105	Public Speaking	3.00
ORC	317	Speech Communication in Organizations	3.00
SPE	205	Voice and Diction	3.00

One of the following:

ECO	272	Statistics	3.00
MTH	119	Basic Statistics	3.00
MTH	341	Biostatistics	3.00

Selection of one of the following subplans:

1. Accountancy
2. Business
3. Health Administration
4. Nutrition
5. Public Service
6. Social Work
7. Spanish for Health Professions
8. Sports Management
9. Health and Society

Electives (9-12 credits)

Please speak with the department chair or your academic advisor to select courses appropriate to your academic career and post-baccalaureate professional program. Electives are courses that are not being used to satisfy major or core requirements.

(Recommended Elective Courses BMS 225, CHM 221, CHM 222, HSC 221, PHY 103, PHY 104, PSY 202, SOC 100)

Accountancy Subplan Requirements

Required Accountancy Courses

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
ACC	221	External Reporting I	3.00
ACC	222	External Reporting II	3.00

Two of the following:

ACC	261	Managerial Cost Analysis	3.00
ACC	820	Accounting Information Systems	3.00
ACC	282	Auditing	3.00
ACC	284	Tax & Business Strategies	3.00
ACC	285	Advanced Taxation	3.00
ACC	290	Applications in Accounting	3.00

Business Subplan Requirements

Required Business Courses

MAN	211	Principles of Management	3.00
MKT	211	Marketing Principles and Practices	3.00

One of the following:

ACC	211	Accounting Principles I	3.00
FIN	211	Corporation Finance	3.00

Elective Business Courses (9 credits)

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

Health Administration Subplan Requirements

Required Health Administration Courses

All of the following:

HAD	210	The U.S. Health Systems	3.00
HAD	211	Management of Healthcare Organizations	3.00
HPA	213	Introduction to Healthcare Ethics and Law	3.00
HPA	214	Introduction to Financial Management of Health Care Organizations	3.00
HPA	215	Introduction to Healthcare Resource Allocation and Strategic Planning	3.00
HPA	220	Introduction to Health Information Technology	3.00

Health and Society Subplan Requirements

Required Health Care Administration Courses

SOC	372	People in Crisis	3.00
		Choose **ONE** of the following	
SOC	100	Introduction to Sociology	3.00
SOC	110	Class and Social Inequality	3.00
SOC	148	Sociology of Health and Illness	3.00
SOC	369	Race and Ethnicity	3.00
		Choose **ONE** of the following	
SOC	110	Class and Inequality	3.00
SOC	148	Sociology of Health and Illness	3.00
SOC	259	Gendered Violence	3.00
SOC	126	Sociology of Gender	3.00
SOC	361	Feminism and Social Change	3.00
SOC	369	Race and Ethnicity	3.00
		Choose **TWO** of the following	
SOC	100	Introduction to Sociology	3.00
SOC	165	Food and Society	3.00
SOC	110	Class and Social Inequality	3.00
SOC	320	Sociology of Aging	3.00
SOC	148	Sociology of Health and Illness	3.00
SOC	259	Gendered Violence	3.00
SOC	126	Sociology of Gender	3.00
SOC	373	Environmental Sociology	3.00
SOC	398	Topics in Sociology	3.00

Nutrition Subplan Requirements

Required Nutrition Courses

NTR	203	Concepts in Nutrition	3.00
NTR	205	Contemporary Nutrition Strategies	3.00
NTR	206	Nutriton Communication	3.00
NTR	253	Energy and Exercise	3.00

One of the following set of courses

NTR	216	Cultural & Social Aspects of Food	2.00
NTR	216L	Cultural & Social Aspects of Food Lab	1.00
or			
NTR	217	Introductory Food Science	3.00
NTR	217L	Introductory Food Science Laboratory	1.00

Public Service Subplan Requirements

Required Public Service Courses

HPA	211	Careers in Public and Social Service	3.00
HPA	212	Citizenship and the Community	3.00

HPA	215	Health Resource Allocation in Health Care/Public Sectors	3.00
HPA	230	Critical Issues in Health/Public Administration	3.00
PHI	178	Ethics and Society	3.00
HPA	240	Organizational Leadership	3.00

Social Work Subplan Requirements

Required Social Work Courses

SWK	201	Introduction to Social Work and Social Welfare	3.00
SWK	250	Social Welfare Programs & Policies I	3.00
SWK	251	Social Welfare Programs & Policies II	3.00
SWK	260	Human Behavior in the Social Environment I	3.00
SWK	261	Human Behavior in the Social Environment II	3.00
HPA	240	Organizational Leadership	3.00

Spanish for Health Professions Subplan Requirements

Required Spanish Courses

Students initially placed in SPA 111 complete the following requirements. Students placing into higher level courses should see their advisor to identify the correct sequence of courses to be eligible for Spanish minor for Health Professions.

SPA	111	Introductory Spanish I	3.00
SPA	112	Introductory Spanish II	3.00
SPA	203	Intermediate Spanish III	3.00
SPA	204	Intermediate Spanish II	3.00
SPA	215	Spanish Medical Terminology and Conversation 1	3.00
SPA	216	Spanish Medical Terminology and Conversation 2	3.00

Sports Management Subplan Requirements

Required Sports Management Courses

SPM	240	Introduction to Sports Management	3.00
SPM	241	Facility Management	3.00
SPM	242	Sports Marketing	3.00
SPM	243	The Economics of Sports	3.00
SPM	244	Sports Law	3.00
SPM	245	Sports Management Internship	3.00

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 56

Biology Courses

BIO 120 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.
BIO 1020 & BIO 120L must be taken as co-requisites.
Credits: 3
Every Fall and Spring

BIO 120L General Biology I
General Biology I Lab Component
BIO 1020 & BIO 120L must be taken as co-requisites.
Credits: 1
Every Fall, Spring and Summer

BIO 122 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.
Prerequisite BIO 120
Co-requisite BIO 122L
Credits: 3
Every Fall and Spring

BIO 122L General Biology II
General Biology II Lab Component
Co-requisite BIO 104 is required.
Credits: 1
Every Fall, Spring and Summer

BIO 126 Foundations of Biology I
An introduction to basic biological principles for non-science majors. The course focuses on the process of science, scientific literacy,and core concepts relevant to all living things with the framework of Evolution and Natural Selection.Three hours lecture.
BIO 126 & BIO 126L must be taken as co-requisites.
Credits: 3
Every Fall, Spring and Summer

BIO 126L Foundations of Biology I
Foundations of Biology I Lab Component
BIO 126 & BIO 126L must be taken as co-requisites.
Credits: 1
Not Set

BIO 137 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.
BIO 137 & BIO 137L must be taken as co-requisites.
Credits: 3
Every Fall and Summer

BIO 137L Human Anatomy & Physiology I Lab
Human Anatomy and Physiology 1 Lab Component
BIO 137 & BIO 137L must be taken as co-requisites.
Credits: 1
Every Fall and Summer

BIO 138 Human Anatomy and Physiology II
This course covers the body's organ systems in detail, including the musculo-skeletal, cardiovascular, lymphatic, immune, respiratory, excretory, digestive, and reproductive systems. Relevant dissection, histological studies, and physiology are all featured in the laboratories. Three hours lecture.
Prerequisite: BIO 137\nCo-requisite: BIO 138L
Credits: 3
Every Spring and Summer

BIO 138L Human Anatomy and Physiology II
Human Anatomy & Physiology II Lab Component
A co-requisite of BIO 138 is required
Credits: 1
Every Spring and Summer

BIO 200 Comparative Physiology
This course is a study of the basic functions and mechanisms of action of tissues, organs, and organ systems. Emphasis is placed on homeostatic processes and the physiological adaptations to environmental factors.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 207 is required.
Credits: 4
On Occasion

BIO 201 Molecular Biology
This course is a study of nucleic acid and protein structures, and complex aggregates such as collagen, chromatin, and viruses. Basic concepts in DNA replication, DNA repair, transcription, translation, gene regulation, gene exchange and rearrangement including recombinant DNA technology.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 207 is required.
Credits: 4
Every Spring

BIO 205 Developmental Biology
This course covers the developmental processes of animals from game to genesis to establishment of the principal organ systems. Laboratory includes study of frog, chick and pig development.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 207 is required.
Credits: 4
Every Fall

BIO 206 Research Methods II
This course emphasizes the scientific nature of biology and hypothesis testing. The course focuses on experimental design, data collection and quantitative analysis, and interpretation and discussion of results. Students will learn to write scientific manuscripts and proposals as well as to prepare posters and oral presentations of results.
Credits: 3
Every Spring

BIO 207 Genetics
This course is a study of Mendelian inheritance, multiple gene inheritance, gene structure and function, gene mapping mutation, gene regulation, evolutionary genetics and other basic concepts in genetics. The laboratory will consist of exercises utilizing microorganisms, viruses, insects and plants.
Three hours lecture, three hours laboratory.
Prerequisites: BIO 103 & BIO 104
Co-requisite: BIO 207L
Credits: 3
Every Fall and Spring

BIO 207L Genetics Lab
Lab Component of Genetics
Co-requisite: BIO 207
Credits: 1
Every Fall and Spring

BIO 208 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 208 may be taken in the same semester as BIO 207. Three hours lecture, three hours laboratory.
Prerequisites: BIO 103, 104
Prerequisite or Co-requisite: BIO 207
Co-requisite: BIO 208 L
Credits: 3
Every Spring

BIO 208L Cell Biology
Cell Biology Lab Component
Co-requisite: BIO 208
Credits: 1
Every Spring

BIO 209 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 210 Evolution
This course takes a mechanisms approach to evolution. The class begins with the Hardy-Weinberg principle and then examines the various processes that affect allele frequencies in populations over time, such as genetic drift, gene flow, natural selection, sexual selection, and mutation. Other topics are examined, such as speciation and systematics.
Three hours lecture, three hours laboratory/discussion.
Prerequisite: BIO 207\nCo-requisite: BIO 210 L
Credits: 3
Every Spring

BIO 210L Evolution
Evolution Lab Component
Co-requisite: BIO 210
Credits: 1
Every Fall

BIO 221 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 137,138 or BIO 103,104 are required.
Credits: 3
Every Fall, Spring and Summer

BIO 240 Special Topics in Cell/Molecular Biology
Different faculty members will cover different topics in cell or molecular biology in various semesters in lecture or seminar format. The specific topic will be announced in advance and the student may take the course only once.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Prerequisite of BIO 207 is required.
Credits: 3 to 4
Annually

BIO 250 Microbiology
This is a study of the morphology, physiology, biochemical activities, ecology, and classifications of microorganisms (viruses, bacteria, fungi, and protista). Includes the study of pathogenic and economically useful forms, and methods of culture, identification, sterilization and bacteriological analyses.
Three hours lecture, three hours laboratory.
Prerequisite of BIO 207 is required.
Credits: 4
Every Fall

BIO 270 Animal Behavior
The adaptive, evolutionary, and physiological nature of animal behavior. Ecological as well as comparative, hormonal and neurological aspects of behavior are covered in lecture and laboratory.
Three hours lecture, three hours laboratory.
Credits: 4
On Occasion

BIO 271 Marine Biology
This course introduces life in marine waters. Topics include physical biological properties of marine waters, identification and characteristics of major groups of marine plants and animals, adaptive modifications to marine environments and the special nature and diversity of marine ecosystems. Field and laboratory work emphasizes methods of collecting, sampling, and analyzing marine organisms.
Three hours lecture, three hours laboratory/fieldwork.
Prerequisite of BIO 207 is required.
Credits: 4
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 207, 208, and 210 are required.
Credits: 3 to 4
On Occasion

BIO 341 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 119 or MTH 423.
Same as MTH 341.
Credits: 3
Every Fall

BIO 498 Undergraduate Research I
An opportunity for the eligible sophomore, junior, or senior to become acquainted with the research process in the biological sciences either in the laboratory of a faculty member or in the laboratory of an outside research institution. Report to be submitted at the conclusion of the work.
Credits: 1 to 3
Every Fall, Spring and Summer

BIO 499 Undergraduate Research II
Continuation of BIO 498. Dissemination of the results of the research conducted by either poster or oral presentation is required.
Prerequisite of BIO 298 is required.
Credits: 1 to 3
Every Fall, Spring and Summer

Health Science and Pharmacy Courses

HSC 201 Introduction to Health Professions
This course will provide an introduction and understanding of various qualities and characteristics of professions in the health care field. Students will be exposed to an overview of health care systems and major aspects of health care delivery. In addition, the course will provide an introduction to medical terminology, as well as creating a professional resume that may be used for future opportunities.
Credits: 3
Every Fall and Spring

HSC 202 Interdisciplinary Helping Professions
The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by health professions. Students engage in dyadic and small group exercises designed to develop effect practice skills.
Required course for BS Health Science majors, elective for Social Work Majors.
Open to Juniors or Seniors.
Credits: 3
Annually

HSC 221 Topics in Human Genetics
This course will provide an introduction to Mendelian genetics as well as the ethical implications of genetic testing and genetic therapies. Students will be exposed to current advances involving the understanding and strategies for studying various human genetic disorders including among others, cancer, immunological diseases, and the genetics of aging. Students will explore these topics through lectures, classroom discussion, reviewing current research and hands-on activities.
This is not a lab course and will not satisfy genetics requirements for pre-med requirements and most other health professions graduate programs requiring a lab-based genetics course.
A pre requisite of BIO 103 or BIO 137 is required
Credits: 3
Every Semester

HSC 345 Special Topics in Health Sciences
The instructor chooses a study of selected topics

related to the Health Sciences ranging from human disease and pathologies to current events and social issues in Healthcare. The subject of each topic is announced in the preceding semester. May be taken twice if topics are different.
Credits: 1 to 3
On Occasion

HSC 411 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.
A prerequisite of HSC 201 is required.
Credits: 1 to 3
On Demand

PHM 1 Pharmacy Orientation Seminar
This course is designed as an introduction for the preprofessional student to the various roles and career pathways available to pharmacists. Students will be introduced to ethical foundations, regulation, drug discovery and development, and other contemporary issues facing the profession. The seminar serves as a source of information regarding the requirements,responsibilities,and attitudes necessary for success in the professional phase of the program. One lecture hour.
Credits: 1
Annually

DEPARTMENT OF NATURAL SCIENCES

The Department of Natural Science offers a B.A. in Chemistry, a B.S. in Mathematics and a B.S. in Forensic Science, as well as joint programs with the College of Education, Information and Technology.

B.A. Chemistry

Chemistry focuses on the fundamental understanding of substances – their structure, composition, properties, and transformations. Majoring in this science is ideal preparation for a broad variety of scientific careers, including medicine, dentistry, and other health fields; pharmaceuticals, forensic science, metallurgy, plastics, engineering, agriculture, biotechnology, and environmental science, among others.

B.A. Chemistry

{Program Code: 07067} {HEGIS: 1905.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Chemistry Courses

All of the following:

CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	205	Inorganic Chemistry	2.00
CHM	221	Organic Chemistry I	4.00
CHM	222	Organic Chemistry II	4.00
CHM	230	Searching the Chemical Literature	1.00
CHM	237	Quantitative Analysis	4.00
CHM	255	Physical Chemistry I	4.00
CHM	256	Physical Chemistry II	4.00

Elective Chemistry Courses

Two of the following:

CHM	224	Spectroscopic Identification of Organic Compounds	3.00
CHM	239	Forensic Instrumental Analysis	3.00
CHM	271	Basic Biochemistry	4.00
CHM	285	Advanced Organic Chemistry	3.00

OR one course above and one of following:

CHM	298	Senior Research I	3.00
CHM	385	Honors Tutorial	3.00
CHM	386	Honors Tutorial	3.00

AND one of the following:

CHM	299	Senior Research II	3.00
CHM	389	Honors Thesis	3.00
CHM	390	Honors Thesis	3.00

Required Co-Related Courses

All of the following:

MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry III	4.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90
Minimum Major GPA: 2.00
Minimum Cumulative GPA: 2.00

B.S. Forensic Science

Forensic science is an exciting field where science and technology meet the law. As a forensic scientist, you will bring the most advanced scientific tools to bear on the most pressing problems, including solving crimes and saving lives. The challenge of forensic science is to look back in time to determine the who, what, when, where, and why of disputed events. In your search for clues that dispel mysteries and serve justice, you will investigate everything from DNA, blood, and other body fluids to textiles, footwear, footprints, tire tracks, documents and signatures, flammables, pollutants, and much more.

LIU Post's Bachelor of Science in Forensic Science degree will prepare you for a rewarding career in the laboratory departments of police departments, medical examiners' offices, toxicology, and pathology. The program integrates lecture courses with laboratory work and hands-on field experiences. Students study a broad range of forensic applications such as molecular pathology, criminalistics, human genetics, and forensic anthropology. Classes are taught by practicing forensic scientists, medical professionals, and LIU Post professors of biomedical sciences, chemistry, criminal justice, and forensic science. In addition, students serve as interns at highly productive Long Island and Manhattan crime laboratories, health departments, and medical examiners' offices.

B.S. Forensic Science

{Program Code: 28326} {HEGIS: 1999.2}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Foundation Courses

All of the following:

Note: CHM 103 has a pre-requisite of MTH 3 or a co-requisite of MTH 7.

BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	221	Organic Chemistry I	4.00
CHM	222	Organic Chemistry II	4.00

AND one of the following:

BIO	341	Biostatistics	3.00
ECO	272	Statistics	3.00
MTH	119	Basic Statistics	3.00
MTH	423	Foundations of Statistical Analysis	3.00
PSY	210	Psychological Statistics I	4.00
SOC	353	Sociological Statistics	3.00

AND one of the following sequences:

PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

OR

PHY	131	College Physics I	4.00
PHY	132	College Physics	4.00

Required Specialized Science Courses

All of the following:

BIO	207	Principles of Human Genetics	4.00
BMS	203	Immunology	3.00
FSC	256	Forensic Concepts in Biochemical Diagnostics	4.00
CHM	237	Quantitative Analysis	4.00
CHM	271	Basic Biochemistry	4.00

Required Forensic Science Courses

All of the following:

FSC	251	Forensic Anthropology	3.00
FSC	201	Introduction to Criminalistics	3.00
FSC	255	Toxicology	3.00
FSC	257	Applications of Forensic Biology	4.00
FSC	271	Forensic Science Internship	2.00
FSC	239	Forensic Instrumentation	4.00
CACJ	276	Criminal Procedure	3.00

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

Credit Requirements

Major Required Credits: 76
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60

B.S. Mathematics

The bachelor's program in mathematics is designed to provide flexibility while emphasizing mathematical reasoning and problem-solving, preparing the student for graduate school or a career in mathematics in secondary school teaching, business, industry, government, or academia. Our graduates are teaching in secondary schools, employed as actuaries and computer systems analysts, and many have gone on to prestigious graduate schools, obtained Ph.D.s, and are now teaching in colleges around the country. In conjunction with the College of Education, Information and Technology, students can prepare for careers as high school math teachers through the B.S. in Adolescence Education: Mathematics/ Special Education (Grades 7 to 12). A Mathematics concentration is also offered for the B.S. in Early Childhood Education/ Special Education (Birth to Grade 2), the B.S. in Childhood Education/Special Education (Grades 1 to 6).

B.S. Mathematics

{Program Code: 06409} {HEGIS: 1701.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Mathematics Courses

All of the following:

MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry III	4.00
MTH	220	Introduction to Sets, Logic, and Mathematical Structures	3.00
MTH	221	Differential Equations	4.00
MTH	222	Applied Linear Algebra	3.00
MTH	231	Advanced Calculus I	3.00
MTH	232	Advanced Calculus II	3.00
MTH	251	Probability	3.00
MTH	271	Algebraic Structures	3.00

And one of the following:

MTH	290	Mathematics Seminar	1.00
MTH	389	Honors Thesis	3.00
MTH	390	Honors Thesis	3.00

Elective Mathematics, Computer Science or Laboratory Science Courses

Six additional credits from all MTH courses numbered 123 or above excluding MTH 341 or any AST, BIO, CHM, CS, ERS, GLY or PHY courses.

Required Co-Related Courses

All of the following:

PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

Credit Requirements

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

Joint Programs with College of Education, Information and Technology

For information about Education degrees with content specializations in the sciences, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

Chemistry Courses

CHM 103 Principles of Chemistry I
This course, along with its corresponding laboratory (CHM 103L), are the first part of a two-semester sequence that includes the study of the nature of matter and energy, chemical reactions, stoichiometry, gas laws, thermochemistry, atomic structure and chemical bonding. To enroll in CHM 103, students must either have placed into MTH 107 or have received a grade of C or better in MTH 103 or its equivalent. Three hours lecture.
Prerequisite: MTH 103 or 103S with a grade of C or above or Co-requisite of MTH 107 or MTH 208
Co-requisite: CHM 03L Not open to students who have taken CHM 4, 21, 22, 25, 37 or 71.
Credits: 3
Every Fall, Spring and Summer

CHM 103L Principles of Chemistry I
Corresponding laboratory for CHM 103. Three hours laboratory.
Co-requisite CHM 103 is required.
Credits: 1
Every Fall, Spring and Summer

CHM 104 Principles of Chemistry II
This course, along with its corresponding laboratory (CHM 104L), are the second part of a two-semester sequence that includes the study of colligative properties, kinetics, chemical equilibria, acid-base chemistry, chemical thermodynamics, and electrochemistry. Three hours lecture.
Prerequisite: CHM 103 with a grade of C- or better
Co-requisite: CHM 104L Not open to students who have taken CHM 221, 222, 225, 237 or 271.
Credits: 3
Every Fall, Spring and Summer

CHM 104L Principles of Chemistry II
Corresponding Laboratory for CHM 104. Three hours laboratory.
Co-requisite CHM 104 is required.
Credits: 1
Every Fall, Spring and Summer

CHM 205 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 104 is required.
Credits: 2
Every Fall

CHM 206 Chemistry of Life
A one-semester survey course (for nursing students and others who need only one semester of chemistry) covering concepts from general, organic and biological chemistry. The course is intended for students preparing for careers in health -related professions and is designated to provide those students with an understanding of the chemistry of biological systems and pharmaceuticals. Cannot be used as a prerequisite for any other CHM course. Three hours lecture.
CHM 206 & CHM 206L must be taken as co-requisites.
Credits: 3
Every Fall and Spring

CHM 206L Chemistry of Life
Corresponding laboratory for CHM 206. Three hours laboratory.
CHM 206 & CHM 206L must be taken as co-requisites.
Credits: 1
Every Fall and Spring

CHM 221 Organic Chemistry I
This course, along with its corresponding laboratory (CHM 221L), are the first part of a two-semester sequence that includes the study of nomenclature, structure, bonding, reactions, and syntheses of alkanes, alkenes, and alkynes, and the corresponding cyclic compounds. Three hours lecture.
Prerequisite: CHM 104\nCo-requisite: CHM 221L\nNot open to students who have taken CHM 222 or CHM 271.
Credits: 3
Every Fall and Summer

CHM 221L Organic Chemistry I Lab
Corresponding laboratory for CHM 221. Four hours laboratory.
Co-requisite CHM 221 is required.
Credits: 1
Every Fall and Summer

CHM 222 Organic Chemistry II
This course, along with its corresponding laboratory (CHM 222L), are the second part of a two-semester sequence that includes the study of the spectroscopy, structure, reactions, and synthesis of aromatic compounds, alcohols, ethers, carboxylic acids, amines and related compounds. Three hours lecture.
Prerequisite: CHM 221\Co-requisite: CHM 222L\Not open to students who have taken CHM 271.
Credits: 3
Every Spring and Summer

CHM 222L Organic Chemistry II
Corresponding laboratory for CHM 222. Four hours laboratory.
Co-requisite: CHM 222
Credits: 1
Every Spring and Summer

CHM 224 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 222 is required.
Credits: 3
Annually

CHM 225 Basic Organic Chemistry
A semester in organic chemistry designed to provide a background in the fundamentals of nomenclature, mechanisms, structures and syntheses. The course is designed for students who require a general knowledge of organic chemistry. Three hours lecture.
Prerequisite: CHM 104\nCo-requisite: CHM 225L\nNot open to students who have taken CHM 271.
Credits: 3
Every Fall

CHM 225L Basic Organic Chm Lab
Corresponding laboratory for CHM 225. Three hours laboratory.
Co-requisite CHM 225 is required.
Credits: 1
Every Fall

CHM 230 Searching the Chemical Literature
This course is designed to instruct students in the methods employed to do comprehensive searches of the chemical literature. This will involve online searching of various databases with emphasis on Chemical Abstracts.
Prerequisites of CHM 221 or 225 is required.
Credits: 1
Every Spring

CHM 237 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.
Prerequisite: CHM 104
Co-requisite: CHM 237L
Credits: 3
Every Fall

CHM 237L Quantitative Analysis/Lab
Corresponding laboratory for CHM 237. Four hours laboratory.
Co-requisite CHM 237 is required.
Credits: 1
Every Fall

CHM 255 Physical Chemistry I
This course is an introduction to chemical thermodynamics and chemical kinetics with applications to gases, solutions and phase equilibria to provide a firm foundation for understanding the physical principles that govern chemical and biological systems. Experimental physical chemistry methods are emphasized.
Three hours lecture, four hours laboratory.
Pre-requisite: CHM 225 or CHM 222; CHM 237; MTH 208; PHY 104
Co-requisite: CHM 255L

Credits: 3
Every Fall

CHM 256 Physical Chemistry II
This course, and its corresponding laboratory (CHM 256L), are 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.
Prerequisites: CHM 255; MTH 209 Co-requisite: CHM 256L
Credits: 3
Every Spring

CHM 271 Basic Biochemistry
This course, and its corresponding laboratory (CHM 271L), are a one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins and nucleic acids. Three hour lecture.
Pre-requisite: CHM 225 or CHM 222
Co-requisite: CHM 271L
Credits: 3
Every Spring

CHM 271L Biochemistry Lab
Corresponding laboratory for CHM 271. Three hours laboratory.
Co-requisite CHM 271 is required.
Credits: 1
Every Spring

CHM 285 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 256 is required.
Credits: 3
Every Fall

CHM 298 Senior Research I
This course is the first part of a two-semester research sequence, conducted under the supervision of a faculty adviser. The adviser must be selected during the first week of the semester. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 298.
Prerequisite of CHM 256 is required.
Credits: 3
Every Fall

CHM 299 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 299.
Prerequisite of CHM 298 is required.
Credits: 3
Every Spring

CHM 397 First Year Research: Global Warming Mitigation - Carbon Dioxide Reduction
Global warming is already having significant and harmful effects on our communities, our health, and our ecological environment. Students will work in small groups to experience the path of how a true scientist conducts scientific research: critical reading ¿ scientific hypothesis ¿ experiential design ¿ experimental execution ¿ data processing and interpretation ¿ scientific presentation. With what you will learn in this course you may develop a practical solution to dramatically reduce our carbon emissions, slow the pace of global warming, and pass on a healthier, safer world to future generations.
Credits: 3
Every Fall

CHM 493 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 493.
Prerequisite of CHM 221 or 225 is required.
Credits: 2
Every Fall

CHM 494 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 494.
Prerequisite of CHM 493 is required.
Credits: 2
Every Spring

Earth Science Courses

ERS 101 Weather and Climate
This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation. Three hours lecture. Same as GGR 3.
A co-requisite of ERS 101L is required.
Credits: 3
Every Fall and Summer

ERS 101L Earth Science 1 Lab
Lab component of Earth Science 1
Co-requisite ERS 101 is required.
Credits: 1
Every Fall, Spring and Summer

ERS 102 Planet Earth
The Earth's composition and structure, and the processes operating on the Earth are studied. Topics include rocks and minerals, volcanism, earthquakes, plate tectonics, groundwater, topographic maps, and the processes of weathering, erosion, and deposition which modify the surface of the Earth.

Same as GGR 4.
ERS 102 & ERS 102L must be taken as co-requisites.
Credits: 3
Every Spring

ERS 102L Planet Earth
Planet Earth Lab Component
ERS 102 & ERS 102L must be taken as co-requisites.
Credits: 1
Every Fall and Spring

ERS 103 Oceanography
This course introduces the geological, chemical, physical and biological aspects of the oceans. Topics include: features and origin of the ocean floor such as volcanos and deep sea trenches, composition of ocean crust and sediment and the processes that produce them, tides, waves, currents, beaches, ecosystems, life strategies of fishes, the properties of sea water, and the effect of global climate change on the ocean. Three hours lecture.
ERS 103 & ERS 103L must be taken as co-requisites.
Credits: 3
Every Semester

ERS 103L Oceanography
Oceanography Lab Component
ERS 103 & ERS 103L must be taken as co-requisites.
Credits: 1
Every Fall and Spring

ERS 122 Natural Disasters
This course helps students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters, especially extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. Same as GGR 122.
ERS 122 & ERS 122l must be taken as co-requisites.
Credits: 3
Every Spring

ERS 122L Natural Disasters
Natural Disasters Lab Component
ERS 122 & ERS 122l must be taken as co-requisites.
Credits: 1
On Occasion

ERS 125 Environmental Sustainability Science
This course addresses the Earth systems that human society depends on and that are affected by human activity including mineral and energy resources, water resources, soil and food resources, water, air, and soil pollution, global climate change, storm and coastal hazards, and seismic hazards. Same as EVS 104.
Credits: 4
Every Fall

ERS 125L Environmental Sustainability Science
Environ Sustainability Science Lab Component
A co-requisite of ERS 125 is required.
Credits: 1
On Occasion

ERS 311 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 311.
Credits: 3
Annually

ERS 312 Meteorology
The earth's atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Same as GGR 12.
Prerequisite ERS 101 is required
Credits: 3 to 4
Every Spring

ERS 317 Introduction to Geographic Information Systems
This course is an introduction to the hardware, software, and operations of Geographic Information Systems (GIS), an important modern tool for the analysis of geographical data for the natural and social sciences. Students construct a GIS project and learn about: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits. Same as GGR 317.
Credits: 3 to 4
On Occasion

ERS 385 Literacy in the Experimental Sciences
This course introduces students how to approach and utilize texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables and will learn to present material in a variety of documentation styles used in the sciences. This course provides and overview of how knowledge is acquired and presented in the laboratory sciences.
Same as BIO 85 and CHM 86.
Credits: 3
Every Fall

Environmental Sustainability Courses

EVS 104 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. Same as Ers 125.
EVS 104 & EVS 104L must be taken as co-requisites.
Credits: 3
Every Fall and Spring

EVS 104L Environmental Sustainability Science
This one credit lab 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 laboratory with ERS 125 lecture co-requisite. Same as Ers 125L
Co-requisite of EVS 104 is required.
Credits: 1
On Occasion

EVS 122 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. Three hours lecture, three hours laboratory. Same as ERS/GGR 122.
Credits: 4
Every Spring

EVS 400 Senior Seminar in Environmental Sustainability
This course provides students with a structure of weekly meetings and readings so that students can successfully complete their Environmental Sustainability capstone projects. This capstone seminar will offer student opportunities to initiate independent research, preferably in the context of a recent or concurrent internship experience. Students will analyze natural processes and their management by relevant institutions, which may include government agencies, private businesses, educational institutions, and/ or other nonprofit associations.
Open only to seniors in the Environmental Sustainability concentration of the BA in Interdisciplinary Studies program or with department permission.
Credits: 3
On Occasion

Forensic Science Courses

FSC 100 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.
FSC 100 & FSC 100L must be taken as co-requisites.
Credits: 3
Every Fall

FSC 100L Intro Forensic Chem I Lab
Lab component of Introduction to Forensic Chemistry
FSC 100 & FSC 100L must be taken as co-requisites.
Credits: 1
Every Fall and Spring

FSC 201 Introduction to Criminalistics
The course includes an overview of forensic science laboratory techniques. The subject introduces information collection and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence, fingerprints; firearms; fibers; paint; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drugs and toxicology; casework interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Two-hour lecture and three-hour laboratory.
Credits: 3
Every Spring

FSC 239 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: CHM 222, CHM 237; Not open to Chemistry majors. Co-requisite: FSC 239L
Credits: 3
Every Spring

FSC 239L Forensic Instrumentation Lab
Lab componenet to FSC 39 FOrensic Instrumentation
A co-requisite of FSC 239 is required
Credits: 1
Every Fall

FSC 251 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
Every Spring

FSC 255 Toxicology
This course provides students with a solid foundation in the theory and practical concepts in toxicology as it relates to forensic investigations. Forensic Toxicology is the application of methods in both analytical and clinical chemistry. Students will conceptualize the impact pharmacology has on the human body when assisting medicolegal investigations involving illegal drug use, poisonings, and death. Application of methodologies are explored through student presentations prepared from current peer-reviewed periodicals.
Prerequisite of CHM 222 or 271 is required.
Credits: 3
Every Fall

FSC 256 Diagnostic Techniques in Molecular Pathology
Molecular diagnostics is the application of methods in biotechnology to assist in the diagnosis of disease at the cellular level. Biotechnology involves techniques used in molecular biology that are applied to the study of abnormal cells including cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Lecture and laboratory components are included in this course.
Prerequisite: BMS 203
Co-requisite: FSC 256L
Credits: 3
Every Spring

FSC 256L Forensic Concepts in Biochemical Diagnostics
Forensic Concepts/Biochem Diag Lab Component
A co-requisite of FSC 256 is required
Credits: 1
Every Spring

FSC 257 Forensic Molecular Techniques
This course provides a comprehensive introduction to the history, principles, and applications of forensic molecular biology, incorporating relevant concepts from genetics and biochemistry. Topics include forensic DNA profiling; repetitive DNA in the human genome; individualization versus identification; the origin and maintenance of genetic polymorphisms; continuous and discrete allele systems; DNA isolation techniques; restriction fragment length polymorphism (RFLP) analysis; short tandem repeat (STR) markers; PCR-based typing methods; automated DNA analysis systems and databases; mitochondrial DNA analysis; linkage and pedigree analysis, including reverse paternity testing; and introductory statistical methods used in forensic laboratories. The course also examines binary and continuous DNA mixture interpretation, as well as probabilistic genotyping software and analytical approaches. Three hours of lecture and four hours of laboratory per week.
Prerequisite: FSC 256
Co-requisite: FSC 257L
Credits: 3
Every Fall

FSC 257L Applications of Forensic Biology - Lab
Lab component of Applications of Forensic Biology
A co-requisite of FSC 257 is required.
Credits: 1
Every Fall

FSC 271 Forensic Science Internship
Students are expected to critically employ evidence collected at a crime scene, analyze the results which may include: document collection, chemistry and toxicological evidence, serology, photography, and microscopy and report their assessment of the findings to determine how the crime was committed. A final report of the internship work is required. Internship placements are internal (on-campus) or external at an approved forensic facility. External placements are dependent on availability and with the approval of the Clinical Director. Two hundred hours are expected for this supervised practical internship.
Pre-requisite of FSC 271, FSC 239 and FSC 256 are required.
Credits: 2
Every Fall, Spring and Summer

FSC 359 Interpretive Crime Scene Case Reconstruction
The course focuses on the leadership and peer mentorship roles as well as teamwork activities of student engagement. Students will investigate a staged homicide scene where subject / victims remains from a shallow grave strategically placed on campus grounds is documented and processed. Their final interpretive results from reconstructing the crime scene chain of events will culminate in each of the individual student teams presenting the findings of their semester's long crime scene project. Areas of Concentration: Anatomy, Anthropology, Ballistics, DNA, Entomology, Forensic Psychology, Forensic Technology, Law & Evidentiary Procedures, Radiologic Technology, Toxicology, and Veterinary Sciences.
Credits: 3
Every Fall

FSC 360 Honors Advanced Elective
The course focuses on the primary role of homicide detectives who conduct witness interviews and suspect interrogations. Throughout the course, working within the framework of a Homicide Squad Unit's lead case detective's role, each student will choose a homicide case of interest, and submit a final term project that evaluates the conclusions that can be drawn from their investigation of the case. All witness and suspect statements will be documented and queried for their probative value based on physical forensic evidence.
Prerequisite of Sophomore, Junior or Senior status.
Credits: 3
Every Spring

Geography Courses

GGR 101 The Geography of Sustainable Development
Sustainable models of development seek to balance economic prosperity, technological innovation, ecological stability, social equity, and human rights. Nations and regions vary in their capacities to meet these competing objections. Agricultural, industrial, and post-industrial economic systems pose unique challenges for sustainable development. Students will explore the way these systems develop at the urban, regional, national, and global geographic scales. Throughout the semester we examine different systems of power, their legitimacy, and how we assess their success.
Credits: 3
Every Fall and Spring

GGR 102 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.
Credits: 3

Every Fall and Spring

GGR 122 Natural Disasters
This course helps students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters, especially extreme phenomena, such as earthquakes, tsunami, volcanoes, hurricanes, landslides, and floods, are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. Same as GGR 122.
ERS 122 & ERS 122l must be taken as co-requisites.
Credits: 3
Every Spring

GGR 311 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 311.
Credits: 3
Annually

GGR 317 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 317. Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Credits: 3 to 4
On Occasion

GGR 321 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 121. Three hours lecture when offered for three credits; three hours lecture, three hours fieldwork when offered for four credits.
Prerequisite of GGR 311 is required.
Credits: 3 to 4
On Occasion

GGR 327 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 329 Human Dimension of Climate Change
Global climate change will shape human societies in profound ways and force us to make difficult choices in the 21st century. The first half of the course will emphasize how mass media, environmentalists, and global warming critics selectively filter the work of scientists and the International Panel on Climate Change, IPPC. The second half of the semester will examine the human impacts of climate change on our economy, cities, ecological systems, and human health systems.
Credits: 3
On Occasion

Mathematics Courses

MTH 100 Introduction to College Mathematics
An introduction to the fundamental concepts of contemporary mathematics with topics selected from: sets and logic, numbers theory, geometry, graph theory, topology, probability, combinatorics, algebraic structures, consumer finance, and linear programming.
Not open to students who have taken any MTH course.
Credits: 3
Every Fall, Spring and Summer

MTH 103 College Algebra and Trigonometry
A pre-calculus course providing a unified treatment of functions of algebra and trigonometry.
Credits: 4
Every Fall and Spring

MTH 104 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 103, 105, 106, 107, 208.
Credits: 3
Every Fall and Spring

MTH 105 Linear Mathematics for Business and Social Science
Mathematical models for business, linear programming, matrix algebra and applications are covered.
Prerequisite of MTH 104 or 4S is required.
Credits: 3
Every Fall, Spring and Summer

MTH 106 Calculus for Business and Social Science
Limits, derivatives, maxima and minima, indefinite and definite integration, and applications are covered.
Prerequisite of MTH 104 or 4S is required.
Credits: 3
Every Fall, Spring and Summer

MTH 107 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 208.
Pre requisite of MTH 103 or MTH 3S with a grade of C- or better; or sufficiently high math SAT or ACT score as set by the department or permission of department.
Credits: 4
Every Fall, Spring and Summer

MTH 115 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 116 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 115 is required.
Credits: 3
Every Fall, Spring and Summer

MTH 119 Basic Statistics
This course is directed toward understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics.
Not open to students who have taken MTH 423, 341 or BIO 341.
Credits: 3
Annually

MTH 208 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 107 with a grade of C- or better or department permission is required.
Credits: 4
Every Fall, Spring and Summer

MTH 209 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.
Prerequisite of MTH 208 with a grade of C- or better or department permission is required.
Credits: 4
Every Fall

MTH 220 Introduction to Sets, Logic, and Mathematical Structures
This course covers connectives, truth tables, arguments, quantifiers in addition to the meaning of proof and valid proof, mathematical induction, set operations, properties of relations, equivalence relations, 1-1, and onto functions.
Prerequisite of MTH 208 is required.
Credits: 3
Every Fall

MTH 221 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.
Prerequisite of MTH 209 is required.
Credits: 4
Every Spring

MTH 222 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.
Prerequisite of MTH 208 is required.
Credits: 3
Every Spring

MTH 231 Advanced Calculus I
This course begins a careful treatment of the fundamental theorems of differential and integral calculus: limits of sequences, series, functions, continuity, differentiation and the Riemann integral.
Prerequisite of MTH 209 and MTH 220 or department permission is required.
Credits: 3
Alternate Fall

MTH 232 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 231 is required.
Credits: 3
Alternate Spring

MTH 251 Probability
This course covers probability theory with applications to discrete and continuous random variables.
Prerequisites of MTH 209 and 220 or department permission are required.
Credits: 3
Every Fall

MTH 271 Algebraic Structures
This course covers the real and complex number systems, integral domains, groups, rings, and fields.
Prerequisite of MTH 220 or the permission of the department is required.
Credits: 3
Alternate Spring

MTH 290 Mathematics Seminar
This course is the preparation and presentation by students of selected topics from the undergraduate mathematics curriculum.
Prerequisite of Senior class standing and any three of the following - MTH 220, 221, 222, 251, 61, 73 are required
Credits: 1
Every Fall

MTH 341 Biostatistics
This course covers the fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their uses in biological and medical research. Same as BIO 341.
Not open to students who have taken MTH 119 or 423.
Credits: 3
Every Fall

MTH 423 Foundations of Statistical Analysis
This course is a thorough introduction to statistics as an applied mathematical science that covers discrete and continuous probability distributions, estimation procedures, hypothesis testing, linear regression and tests of correlation, sampling theory and the design of experiments.
Prerequisite of MTH 208 is required. Not open to students who have taken MTH 119, 341 or BIO 341.
Credits: 3
On Occasion

MTH 429 Applied Statistical Methods
This course builds on topics from MTH 423 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 423 and corequisite of MTH 251 or permission of instructor is required.
Credits: 1
On Occasion

Astronomy Courses

AST 109 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 109 without laboratory. Three hours lecture. Students taking this course in fulfillment of the core requirements must take the course with the Laboratory (AST 109A).
Credits: 3
Every Fall

AST 109A Introductory Astronomy I Laboratory
This course is the optional laboratory for AST 109. 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 109).
Prerequisite or corequisite of AST 109 is required.
Credits: 1
Every Fall and Summer

AST 110 Introductory Astronomy II
Astronomy 110 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 110A). T
Credits: 3
Every Spring

AST 110A Introductory Astronomy II Laboratory
This course is the optional laboratory for AST 110. 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 110).
Prerequisite or corequisite of AST 110 is required.
Credits: 1
Every Spring and Summer

Physics Courses

PHY 103 University Physics I
This is the first half of an introductory, calculus-based, physics course for science and mathematics majors, covering the laws and principles of

mechanics, thermodynamics, and waves.
Four hours lecture, two hours laboratory.
Prerequisite or co-requisite of MTH 107 is required.
Credits: 4
Every Fall, Spring and Summer

PHY 104 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.
Prerequisites of PHY 103 and MTH 107 and corequisite of MTH 208 are required.
Credits: 4
Every Fall, Spring and Summer

PHY 131 College Physics I
This is the first half of an introductory, non-calculus physics course, that covers the laws and principles of mechanics, thermodynamics and wave. The combination of Physics 11 and 12 satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like. Six hours lecture/laboratory.
Credits: 4
Every Fall

PHY 132 College Physics II
This is the second half of an introductory, non-calculus physics course covering electricity, magnetism, optics and an introduction to modern physics. Together with Physics 11, it satisfies the physics requirements of most schools of medicine, dentistry, physical therapy, and the like. Six hours lecture/laboratory.
Prerequisite of PHY 131 is required.
Credits: 4
Every Spring

PHY 385 Independent Study
Independent study under guidance of a faculty member.
Prerequisite of one Physics course numbered 13 or above is required.
Credits: 3
On Occasion

PHY 386 Thesis
This course is the continuation of PHY 385. 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 413 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 103, PHY 104 and prerequisite or co-requisite of MTH 209 are required.
Credits: 3
On Occasion

PHY 414 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 103, PHY 104 and prerequisite or co-requisite of MTH 209 are required.
Credits: 3
On Occasion

PHY 416 Electricity and Magnetism
This course covers electrostatics, steady currents, electromagnetic induction, magnetic fields of electric currents, magnetic materials, alternating currents and Maxwell's equations. Three hours lecture-recitation.
Prerequisites of PHY 103,104 and MTH 209 are required.
Credits: 3
On Occasion

PHY 417 Mechanics I
This course covers statics of rigid bodies and the dynamics of particles.
Prerequisites of PHY 103,104 and MTH 209 are required.
Credits: 3
On Occasion

PHY 419 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 103, PHY 104 and prerequisite or co-requisite of MTH 209 are required.
Credits: 3
On Occasion

PHY 429 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 419 is required.
Credits: 3
On Occasion

PHY 440 Electrical Circuits Laboratory
A laboratory course in the design, construction and testing of a variety of electronic circuits.
Prerequisite of PHY 104 or permission of instructor is required.
Credits: 1
On Occasion

PHY 441 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.
Prerequisite of PHY 104 or permission of instructor is required.
Credits: 3
On Occasion

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

TThe School of Engineering, Computer Science and Artificial Intelligence (AI) equips students with both fundamental and applied knowledge in computer science, artificial intelligence, and engineering. Our mission is to cultivate future leaders with the skills and experience necessary to launch successful careers to tackle real-world challenges and drive innovation across all industry sectors. Given the predominance of data in today's world, we emphasize the integration of digital engineering, computer science and artificial intelligence with other scientific discplines and real-world applications. This interdisciplinary approach allows students to apply computational techniques, AI methodologies, and digital engineering principles to analyze, design, and implement innovative solutions and systems. By bridging these areas, we prepare students to tackle complex problems, drive innovation, and create impactful solutions across various domains. Students engage in meaningful research, with opportunities to actively contribute to scientific learning and discovery, with the potential for new breakthroughs and scientific publications.
A degree from the School of Engineering, Computer Science and Artificial Intelligence can offer many paths to exciting careers in technology and pushing the boundaries of the application of computing to solving complex problems and creating cutting-edge solutions. Most importantly, graduates of the programs are exceptional professionals who make meaningful contributions to society and the planet. The degrees offered include a Bachelor of Engineering in Digital Engineering, Bachelor of Science in Artificial Intelligence, and Bachelor of Science in Computer Science. The school also offers a Master of Science in Artificial Intelligence, Master of Science in Management Engineering, and Ph.D. in Computational Sciences and Artificial Intelligence.

DEPARTMENT OF COMPUTER SCIENCE

B.S. Computer Science

Few fields offer as many career options as computer science. Embedded systems, workstations, and client/server-based applications, mobile systems, operating systems, gaming systems, and applications – all are vital to modern life and business, and all stem from computer science. The Bachelor of Science in Computer Science is the gateway to a wide array of possibilities in graduate school or rewarding careers.

The B.S. in Computer Science provides students with the knowledge and technical skills necessary to develop software systems and engage in technology startups. All computer science coursework is designed to provide graduates with a strong foundation in technical skills, an overall understanding of the business environment, and the ability to communicate these skills to the end-user.

B.S. Computer Science

{Program Code: 06996} {HEGIS: 0702.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Required Co-Related Courses

IT	250	Effective Strategies for Academic Success	3.00
MTH	106 or 107	Business Calculus or Calculus I	3.00 - 4.00
MTH	119	Basic Statistics	3.00
PHY	103 or 131	University Physics I or Physics I	4.00

Major Requirements

Required Computer Science Courses (54 cr.)

Must receive a C- or better in all courses to satisfy requirement.

CS	206	Foundations of Web Design and Development	3.00
CS	211	Object Oriented Programming 1	3.00
CS	216	Object Oriemted Programming 2 (Data Structures)	3.00
CS	227	Introduction to Game Programming	3.00
CS	236	Networks and IT	3.00
CS	229	Foundations of Information Systems	3.00
CS	233	Operating Systems with Linux	3.00
CS	237	HCI and Usability	3.00
CS	244	Software Systems Methodologies	3.00
CS	245	Working in a Team Environment	3.00
CS	251	Programming Languages	3.00
CS	255	Technical Communications	3.00
IT	251	Foundations of Information Technology	3.00
IT	266	Legal, Social and Ethical Issues	3.00
		Four (4) approved major electives	12.00

Credit Requirements

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 54 credits

Computer Science Courses

CLA 306 Living in a Digital World
This is a survey course of computer concepts designed for non-majors (satisfies the Computer Competency requirement). Topics include: fundamentals of hardware and software, uses and capabilities of personal computers, the Internet, and social, legal and ethical implications of computers.
The pre-requisite of non-major status is required.
Credits: 3
Every Fall and Spring

CS 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.
Prerequisites: CS 229, CS 216, & CS 233; Senior Status
Credits: 3
Every Fall

CS 201 Problem Solving
This course is an introduction to problem solving and computer programming with practical exercises.
Credits: 3
Every Fall

CS 206 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 211 Object Oriented Programming 1
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.
Prerequisites: CS 227; IT 251
Credits: 3
Every Fall

CS 216 Data Structures and Programming 2 (with Data Structures)
This course applies and extends the programming concepts of CS 211. 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 211 is required or by permission.
Credits: 3
Every Spring

CS 227 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.
Pre or co-requisite of IT 251 is required.
Credits: 3
Every Spring

CS 229 Foundations of Information Systems
This course covers the relationship of information systems (IS) organizations. It also covers the fundamentals of RDBMS Systems including entity relationship modeling, relational data design and basic data retrieval using SQL.
Credits: 3
Every Spring

CS 233 Operating Systems with Linux
This course covers fundamental operating systems concepts and theory. Using Linux for illustration, the course examines: an overview of operating systems architecture and functionality; comparison of current operating systems; processes, synchronization, scheduling and deadlocks; physical and virtual memory management; file systems; and an introduction to network operating systems. Other operating systems will be examined for comparison.
Prerequisites: CS 211; CS 236
Credits: 3
Every Spring

CS 236 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.
Pre or co-requisite of IT 251 is required.
Credits: 3
Every Fall

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.
Prerequisites: CS 206, CS 216, and CS 229
Credits: 3
Every Spring

CS 245 Working in a Team Environment
This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating; tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized. Experiential learning through team projects occurs in a laboratory setting.
Prerequisites: CS 255; Senior Status; permission of instructor
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: CS 236, CS 233, CS 216, CS 229
Credits: 3
On Occasion

CS 251 Programming Languages for Data Science
This course is comparative study of high-level programming languages that are used for Data Science. Solutions will serve as a basis for language assessment in addition to “traditional” language concepts such as scope and binding, parameter passing, memory allocation, data representation and abstraction.
Prerequisites: CS 463, CS 233
Credits: 3
Alternate Spring

CS 255 Technical Communication: Systems and Software Documentation
This course focuses on oral and written communication practices covering the entire system development life cycle, including data, process, and user perspectives. Students will apply miscommunication analysis to various oral and written assignments, including system requirements, analysis and design documents, code documentation and on-line and printed user support.
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 310 Programming with Python
Students will learn the essentials of programming.

Fundamental constructs such as decisions, repetitions, datatypes, and basic collections of data (scalar values, arrays, lists and sets) will be covered. Students will understand problem deconstruction and basic modularization (functions). The language will be instructed against a background of 'traditional' problems as well as introducing how it is applied in web scraping, data visualization, machine learning, and other examples appropriate in data management domains. No prior programming experience is necessary.
Credits: 3
Every Spring

CS 350 Introduction to Robotics
Students will experience integration of basic programming and simple electronics in assembling devices which can "sense" their environment, allowing these devices to respond to external stimuli. This control of such devices in reacting to stimuli is at the heart of robotics.
Examination,discussion and analysis of historical and current trends in robotics will allow students to gain a deeper understanding of how robotics can be deployed in today's working environments, the level of technology required to support robotics, how robots may personally affect us as individuals, and the ethics of robotics in current and future society.
Credits: 3
On Occasion

CS 382 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 383 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 434 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.
Prerequisites: CS 216, CS 229
Credits: 3
On Occasion

CS 441 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.
Prerequisites: CS 463, CS 229, CS 233, CS 244; Senior Status
Credits: 3
On Occasion

CS 448 Foundations of Web Development
This course covers web site architecture and page design. Topics include: markup languages, scripting languages, style sheets, forms, and cross platform development. Discipline dependent projects will be assigned.
A pre requisite of CS 206 and CS 211 are required.
Credits: 3
Alternate Fall

CS 451 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.
Prerequisites: CS 216, CS 229
Credits: 3
On Occasion

CS 461 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 251 and CS 211
Credits: 3
On Occasion

CS 481 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

IT 251 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 266 Legal, Social and Ethical Issues
This course covers current and emerging issues policy formulation and conflict, roles and perspectives of major actors in the policy making process; privacy, freedom of information, intellectual property rights, information dissemination and access; security classification and restriction, computer crime, professional conduct, ethics.
Credits: 3
Alternate Fall

IT 462 Information Visualization
This course provides a survey in the methods of visualizing information. Students will study the various ways in which information can be presented in static and dynamic media, such as charts, diagrams, illustrations, animations, video, and web site design.
Prerequisite of CS 206 is required.
Credits: 3
On Occasion

DEPARTMENT OF DIGITAL ENGINEERING & ARTIFICIAL INTELLIGENCE

The Department of Digital Engineering and Artificial Intelligence offers Bachelor of Science in Artificial Intelligence, BE (Bachelor of Engineering) in Digital Engineering, and Master of Science in Artificial Intelligence. Not only are these degrees timely and market relevant, but students graduating with these degrees will enter a welcoming job market with attractive salaries..

B.S. in Artificial Intelligence

The Bachelor of Science degree program in Artificial Intelligence is one of the first degrees of its kind in the country. Students in this program will build the foundational knowledge necessary to design computational systems that exhibit “human-like intelligence” such as the ability to interpret sensory input, learn from experience, understand human language, and support intelligent decision-making. Graduates will have the skillset necessary to meet industry demand for workers able to contribute to research and development in Artificial Intelligence across all industry sectors. The program begins with introductory courses in programming, computer science, mathematics, and statistics that provide a firm technical foundation. The curriculum then introduces core artificial intelligence concepts and techniques including state-space search, game-playing, machine learning, neural networks, and deep learning with applications to various domains (e.g. computer vision, natural language processing and understanding).

The program is supported by a cutting-edge learning and design center which will provide students and faculty with state-of-the art technologies, tools, and systems to support learning and research. This center will provide students with the opportunity to develop research projects and prototypes with the same big data and artificial intelligence platforms used in cutting-edge industry applications.

Artificial Intelligence, B.S. Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University’s institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Required Science and Math Courses (30 credits)

BiO	126/L	Foundations of Biology	4.00
MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry II	4.00
MTH	222	Applied Linear Algebra	3.00
MTH	251	Probability	3.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00

Artificial Intelligence, B.S. Requirements

All of the following are required (56 credits):

AI	202	Object Oriented Programming I	4.00
AI	217	Object Oriented Programming II	4.00
AI	208	Algorithms and Data Structures	3.00
AI	209	Discrete Structures	3.00
AI	210	Database Systems	3.00
AI	218	Introduction to Artificial Intelligence	3.00
AI	212	Data Mining and Business Intelligence	3.00
AI	213	Software Engineering	3.00
AI	230	Introduction to Algorithms	3.00
AI	232	Theory of Computation	3.00
AI	233	Natural Language Processing	3.00
AI	234	Artificial Intelligence Language Understanding	3.00
AI	248	Introduction to Big Data Computing	3.00
AI	250	Machine Learning	3.00
AI	255	Cloud Computing Concepts	3.00
AI	260	Deep Learning	3.00
AI	265	Introduction of Modern Cryptography	3.00
AI	299	Artificial Intelligence Capstone Project	3.00

Credit Requirements

Minimum Total Credits: 120
Required Program Credits: 60
Minimum Liberal Arts Credits: 60

B.E. Digital Engineering

The Bachelor of Engineering in Digital Engineering 128-credit degree program seeks to prepare the workforce of the future, through curriculum based on engineering principles, computing, and artificial intelligence, and their relationships to design and implement technological innovations. The program will produce students for Industry 4.0 and equip them with the skills needed to design, fabricate, assemble, integrate hardware and software, produce innovative and intelligent system solutions to address real world problems and challenges in various domains, especially digital health, personalized medicine, bioengineering, robotics, logistics and additive manufacturing, Internet of Things (IoTs) and unmanned vehicles (mechatronics).

The program employs a holistic approach to integrate engineering foundations, computer science, AI and computational sciences and expose students to the foundational knowledge and its applications using project-based learning in an immersive learning environment- supported by industry tools in partnership with Dassault Systems.

The program builds on these engineering foundations to equip students with the knowledge, technologies and skills to push the boundaries of their applications of engineering to digital health, tissue engineering, additive manufacturing, drug discovery, IoTs and medical devices, personalized and regenerative medicine, and unmanned vehicles. Using novel pedagogy based on immersive and project-based learning, the program deploys a digital infrastructure and platforms that support student engineering design and implementation projects from conception to deployment and leverages existing laboratories, centers, and institutes in the College of Pharmacy, School of Veterinary Medicine, and Health Sciences for experiential learning and experimentation.

Digital Engineering B.E. - Core & Major Requirements

Digital Engineering B.E. - Major Requirements

Liberal Arts -
All of the following:

ENG	110	Writing I: Composition and Analysis	3.00
ENG	112	World Literature I: From Antiquity to the Renaissance	3.00

Math and Science -
All of the following are required:

BIO	120	General Biology I	3.00
BIO	120L	General Biology I	1.00
CHM	103	Principles of Chemistry I	3.00
CHM	103L	Principles of Chemistry I	1.00
MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
MTH	209	Calculus and Analytic Geometry III	4.00
MTH	119	Basic Statistics	3.00
MTH	222	Applied Linear Algebra	3.00
PHY	131	College Physics I	4.00
PHY	132	College Physics II	4.00

Digital Engineering -
All of the following:

AI	202	Object Oriented Programming I	4.00
AI	217	Object Oriented Programming II	4.00
AI	218	Introduction to Artificial Intelligence	3.00
AI	213	Software Engineering	3.00
AI	250	Machine Learning	3.00
AI	260	Deep Learning	3.00
ENGR	205	Introduction to Engineering Graphics	3.00
ENGR	210	Fundamentals of Digital Design	3.00
ENGR	233	Computer Communications and Networks	3.00
ENGR	240	Circuit Analysis and Theory	3.00
ENGR	241	Circuit Digital Laboratory	1.00
ENGR	251	Introduction to Signal Processing	3.00
ENGR	255	Physical Foundations of Digital Engineering	3.00
ENGR	260	Statics and Dynamics of Rigid Bodies	3.00
ENGR	262	System Dynamics	3.00
ENGR	264	Engineering and Ethics	3.00
ENGR	266	Biochemical Engineering	3.00
ENGR	268	Introduction to Vision and Robotics	3.00
ENGR	269	Principles and Design of IoT Systems	3.00
ENGR	270	Multiscale Modeling and Simulation	3.00
ENGR	272	Advanced Computer Graphics	3.00
ENGR	274	Computational Cognitive Sciences	3.00
ENGR	276	Internet of Things (IoT) and Digital Implementation	3.00
ENGR	278	Biomaterials and Tissue Engineering	3.00
ENGR	280	Additive Manufacturing	3.00
ENGR	282	Speech Recognition	3.00
ENGR	284	Tissue Engineering for Regenerative Medicine	3.00
ENGR	286	Human Computer Interactions	3.00
ENGR	299	Capstone Design	3.00

Major GPA

Major GPA -
2.00 GPA required:
Credit and GPA Requirements
Minimum Total Credits: 128
Minimum Liberal Arts and Sciences Credits: 41
Minimum Major Credits: 87
Minimum Major GPA: 2.00

Artificial Intelligence Courses

AI 105 AI Fundamentals
This course is designed to equip students with essential information and technological literacies within the context of Artificial Intelligence (AI). It will inform students about AI's role in educational settings and beyond, emphasizing its potential to enhance learning, generate insights, and foster critical thinking. Students will develop technological competence by learning to effectively and responsibly use AI models, such as ChatGPT, to generate natural language responses through prompt engineering. The curriculum covers core AI concepts, terminology, and tools, focusing on a systematic research process that includes assessing the efficacy, detecting biases, and applying ethical principles when utilizing AI. Through hands-on exercises and projects, students will learn to use AI tools for data collection, analysis, presentation, and producing discipline-specific artifacts in academic, creative, and business contexts, enabling them to find, evaluate, create, and responsibly share information.
Credits: 3
On Demand

AI 110 AI Ethics and Society
This interdisciplinary course delves into the fundamental principles of artificial intelligence (AI) and its technical foundations, emphasizing its broad applications and profound impact on society. Students will engage in the evaluation of ethical issues in conduct and thinking related to AI, fostering ethical self-awareness as they analyze challenges such as bias, fairness, privacy, and surveillance. The curriculum encourages the consideration of various perspectives on AI's societal, economic, and cultural impacts, particularly on local and global communities. Through this critical study, students will learn to formulate an ethical perspective and develop frameworks for responsible and humane engagement in AI development and deployment, ultimately striving for positive societal outcomes.
Credits: 3
On Demand

AI 108 AI and Psychology
AI & Psychology introduces students to the conceptual, scientific, and ethical foundations of artificial intelligence as they relate to human cognition, emotion, and behavior. Students analyze how AI systems model psychological processes and examine real-world applications in mental health, behavioral prediction, affect recognition, and digital interaction. The course situates these topics within the Core Curriculum by emphasizing scientific reasoning, ethical analysis, and intercultural context.
Credits: 3
On Occasion

AI 110 AI Fundamentals
This course is designed to equip students with essential information and technological literacies within the context of Artificial Intelligence (AI). It will inform students about AI's role in educational settings and beyond, emphasizing its potential to enhance learning, generate insights, and foster critical thinking. Students will develop technological competence by learning to effectively and responsibly use AI models, such as ChatGPT, to generate natural language responses through prompt engineering. The curriculum covers core AI concepts, terminology, and tools, focusing on a systematic research process that includes assessing the efficacy, detecting biases, and applying ethical principles when utilizing AI. Through hands-on exercises and projects, students will learn to use AI tools for data collection, analysis, presentation, and producing discipline-specific artifacts in academic, creative, and business contexts, enabling them to find, evaluate, create, and responsibly share information.
Credits: 3
On Demand

AI 202 Object Oriented Programming I
This course introduces the fundamental concepts of programming from an object-oriented perspective. Topics are drawn from classes and objects, abstraction, encapsulation, data types, calling methods and passing parameters, decisions, loops, strings, arrays and collections, documentation, testing and debugging, design issues, and inheritance. The course emphasizes modern software engineering and design. Three hours lecture, one hour laboratory.
Credits: 4
Every Fall

AI 208 Algorithms and Data Structures
A study of the design and representation of information and storage structures and their associated implementation in a block-structured language; linear lists, strings, stacks, queues, multi-linked structures, representation of trees and graphs, iterative and recursive programming techniques; storage systems, structures and allocation; file organization and maintenance; and sorting and searching algorithms. Three hours lecture, one hour laboratory.
A pre requisite of AI 217 is required.
Credits: 3
Every Fall

AI 209 Discrete Structures
A study of the treatment of discrete mathematical structures and relevant algorithms used in the programming and computer science. Topics include the list, tree, set, relational and graph data models and their representation and use in searching, sorting and traversal algorithms; also, simulation, recursive algorithms and programming, analysis of running time of algorithms, and an introduction to finite-state machines and automata. Three hours lecture, one hour laboratory.
A co requisite of AI 208 is required.
Credits: 3
Every Fall

AI 210 Database Systems
The course is designed to impart the concepts and the practical aspects of database management systems and to provide an understanding of how data resources can be designed and managed to support information systems in organizations. Topics covered include: database system functions, Entity-Relationship (E-R) modeling, and relational database model, basic normalization techniques, data integrity, and SQL query language. Three credits; one-hour laboratory.
Credits: 3
Every Fall

AI 212 Data Mining and Business Intelligence
The course provides a comprehensive overview of the concepts behind data mining, text mining, and web mining. The course surveys various data mining applications, methodologies, techniques, and models. The course covers data mining case studies using large data sets from various domains. Three hours lecture, one hour laboratory..
A pre requisite of AI 208 and 218 is required.
Credits: 3
Every Fall

AI 213 Software Engineering
A study of software project management concepts, software cost estimation, quality management, process involvement, overview of analysis and design methods, user interface evaluation, and design. Also considered are dependable systems - software reliability, programming for reliability, reuse, safety-critical systems, verification and validation techniques; object-oriented development; using UML; and software maintenance. Three hours lecture, one hour laboratory.
A pre requisite of AI 208 is required.
Credits: 3
Every Spring

AI 217 Object Oriented Programming II
This course covers the most advanced features of the C++ programming language that are essential to the creation of complex structures and their applications in designing and developing programs using software engineering concepts : structures, objects and classes, function and operator overloading, collections, strings, recursion, file and string streams, pointers and dynamic data structures, inheritance and dynamic polymorphism, templates, exception handling, Standard Template Library (STL), and advanced C++ topics. Three hours lecture; one-hour laboratory.
A pre prerequisite of AI 202 is required.
Credits: 4
Every Fall

AI 218 Introduction to Artificial Intelligence
The course covers the basic principles of artificial

intelligence. You will learn some basic AI techniques, the problems for which they are applicable, and their limitations. The course content is organized roughly around what are often considered to be three central pillars of AI: Search, Logic, and Learning. Topics covered include basic search, heuristic search, game search, constraint satisfaction, knowledge representation, logic and inference, probabilistic modeling, and machine learning algorithms. Three hours lecture; one hour laboratory. Cross-listed with DA 262.
A pre requisite of AI 217 is required.
Credits: 3
Every Spring

AI 230 Introduction to Algorithms
This course motivates algorithmic thinking and focuses on the design of algorithms and the rigorous analysis of their efficiency. Topics include the basic definitions of algorithmic complexity (worst case, average case); basic tools such as dynamic programming, sorting, searching, and selection; advanced data structures and their applications; graph algorithms and searching techniques such as minimum spanning trees, depth first search, shortest paths, design of randomized algorithms and competitive analysis. Approximation algorithms are also briefly introduced. Three hours lecture; one-hour laboratory.
The pre requisite of AI 208 and AI 209 is required.
Credits: 3
Every Spring

AI 232 Theory of Computation
The course emphasizes theoretical models of computation and their analysis. The aim of the analysis is to identify and prove the capabilities and limitations of particular models of computation. The course investigates two fundamental questions about computing: 1) computability: can a problem be solved using a given abstract machine? And 2) complexity: how much time and space are required to solve the problem? The course explores these questions by developing abstract models of computation and reasoning about what they can do and cannot do efficiently. The abstract models include finite automata, regular languages, context-free grammars, and Turing machines. Additional topics covered include solvable and unsolvable problems, complexity classes P and NP, and NP-completeness. Three hours lecture; one-hour laboratory.
The pre requisite of AI 230 is required.
Credits: 3
Every Fall

AI 233 Natural Language Processing
This course serves as an introduction to natural language processing (NLP), the goal of which is to enable computers to use human languages as input, output, or both. NLP is at the heart of many of today's most exciting technological achievements, including machine translation, automatic conversational assistants and Internet search. The course presents the variety of ways to represent human languages as computation systems, and how to exploit these representations to write programs that do useful things with text and speech data in the areas of translation, summarization, extracting information, question answering, and conversational agents. The course will connect some central ideas in machine learning (e.g. discrete classification) to linguistics (morphology, syntax, semantics). Three hours lecture; one hour laboratory.
A pre requisite of AI 218 is required.
Credits: 3
Every Spring

AI 234 Artificial Intelligence Language Understanding
The central focus of the course is to enable robust and effective human-computer interaction between humans and machines without supervision. To infer intent and deal with human language ambiguities in text and speech, the course combines advanced concepts of Natural Language Processing, Neural Networks and Deep learning. Using core NLP technologies, the course takes an experimental approach to develop prototypes of chat and speech enabled intelligent agents that can effectively interact with the public without supervision. Three hours lecture, one hour laboratory.
The pre requisite of AI 233 is required.
Credits: 3
Every Fall

AI 248 Introduction to Big Data Computing
This course provides in-depth coverage of various topics in big data from data generation, storage, management, to data analytics with focus on the state-of-the-art technologies, tools, architectures and systems that form today's leading edge big data computing solutions in various industries. The course will focus on: the mathematical and statistical models that are used in learning from large scale data processing; the modern systems for cluster computing based on Map-Reduce pattern such as Hadoop MapReduce and Apache Spark; the implementation of big data solutions, including student projects on real cloud-based systems such as Amazon AWS, Google Cloud or Microsoft Azure. Three hours lecture, one hour laboratory.
A pre requisite of AI 163 is required.
Credits: 3
Every Spring

AI 250 Machine Learning
Machine learning, a branch of Artificial Intelligence (AI), uses interdisciplinary techniques to create intelligent automated systems that can learn from examples, data, and experience. Such systems process large volumes of data at high speed to make predictions or decisions without human intervention. Machine learning as a field is now incredibly pervasive, with applications spanning from business intelligence to homeland security, from analyzing biochemical interactions to structural monitoring of aging bridges, from automated manufacturing to autonomous vehicles, etc. This class will familiarize students with a broad cross-section of models and algorithms for machine learning and their applications in various domains. Both supervised and unsupervised learning methods will be covered. Three hours lecture, one hour laboratory.
A pre requisite of AI 218 is required.
Credits: 3
Every Spring

AI 255 Cloud Computing Concepts
The course presents a top-down view of cloud computing, from applications and administration to programming and infrastructure. Its main focus is on parallel programming techniques for cloud computing and large scale distributed systems which form the cloud infrastructure. The topics include: overview of cloud computing, cloud systems, parallel processing in the cloud, distributed storage systems, virtualization, security in the cloud, and multicore operating systems. Students will study state-of-the-art solutions for cloud computing developed by Google, Amazon, Microsoft, Yahoo, VMWare, etc. Students will also apply what they learn in one programming assignment and one project executed over Amazon Web Services. Three hours lecture, one hour laboratory.
A pre requisite of AI 248 is required.
Credits: 3
Every Spring

AI 260 Deep Learning
This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. A range of topics are covered which include basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to various problem domains (e.g. speech recognition, computer vision, hand writing recognition, etc). Three hours lecture, one hour laboratory.
A pre requisite of AI 250 is required.
Credits: 3
Every Spring

AI 265 Introduction of Modern Cryptography
Cryptography is the formal study of the notion of security in information systems. The course will offer a thorough introduction to modern cryptography focusing on models and proofs of security for various basic cryptographic primitives and protocols including key exchange protocols, commitment schemes, digital signature algorithms, oblivious transfer protocols and public-key encryption schemes. Applications to various problems in secure computer and information systems will be briefly discussed including secure

multiparty computation, digital content distribution, e-voting systems, digital payment systems, and cryptocurrencies. Three hours lecture, one hour laboratory.
Credits: 3
Every Spring

AI 299 Artificial Intelligence Capstone Project
The capstone project course is an integrative and experiential opportunity for students to apply the knowledge and skills that they have gained across the program curriculum. Students are encouraged to work in teams and can pursue either an applied or theory-based project. Students who select applied projects participate in the identification of an artificial intelligence problem or challenge, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the results. Students who select a theory-based project conduct original research (e.g. develop a new algorithm or new heuristics) and evaluate its strengths and limitations. Students document their work in the form of written reports and oral presentations. One hour lecture, three hours laboratory.
A co requisite of AI 260 is required.
Credits: 3
Every Spring

Digital Engineering Courses

ENGR 205 Introduction to Engineering Graphics
The course is an introduction to engineering graphics and computer-aided design (CAD) using the Dassault Systems 3DS platform and CAD capabilities, which are used to communicate engineering drawings and design concepts in accordance with ANSI standards. Topics include visual thinking and geometric construction, sketching, orthographic projection, isometric, sectional and detailed views, geometric dimensioning and tolerancing, engineering drawings standards and computer-aided design. 3D-printing is briefly introduced. Two hours lecture, two hours laboratory.
Credits: 3
Every Spring

ENGR 210 Fundamentals of Digital Design
The course introduces the many levels of abstraction that enable today's digital computing systems. It explores design at the layers of a computing platform from switches and wires to programmable machines. At each layer, the design process of transforming a specification into an implementation is introduced and practiced. Completion of this course will enable students to understand fundamentally how computers work and are applied to domains such as robotics and smart phones.

Three credits; two hours lecture, two hours laboratory.
Credits: 3
Every Spring

ENGR 233 Computer Communications and Networks
The course introduces basic networking concepts, including the protocol, network architecture, reference models, layering, service, interface, multiplexing, switching and standards. An overview of digital communication from the perspective of computer networking will also be provided. Topics covered include Internet (TCP/IP) architecture and protocols, network applications, congestion/flow/error control, routing and internetworking, data link protocols, error detection and correction, channel allocation and multiple access protocols, communication media and selected topics in wireless and data center networks. It will cover recent advances in network control and management architectures by introducing the concepts of software-defined networking (SDN) and network function virtualization. Students taking this course will gain hands-on experience in network programming using the socket API, network traffic/protocol analysis, and an assessment of alternative networked systems and architectures.

Three credits; three hours lecture, one hour laboratory.
Prerequisites: ENGR 240, ENGR 241
Credits: 3
Every Spring

ENGR 240 Circuit Analysis and Theory
The course is designed to introduce fundamental principles of circuit theory commonly used in engineering research and science applications. Techniques and principles of electrical circuit analysis including basic concepts such as voltage, current, resistance, impedance, Ohm's and Kirchhoff's law; basic electric circuit analysis techniques, resistive circuits, transient and steady-state responses of RLC circuits; circuits with DC and sinusoidal sources, steady-state power and three-phase balanced systems, including Laplace and Fourier transforms applications for solving circuit problems.

Three credits; three hours lecture, one hour laboratory.
Prerequisites: ENGR 205, ENGR 210
Credits: 3
Every Fall

ENGR 241 Circuit Digital Laboratory
The course addresses the design and implementation of digital systems, including a team design project, CAD tools, project design methodologies, logic synthesis, and assembly language programming.

One credit; one hour laboratory.
Prerequisite: ENGR 210
Corequisite: ENGR 240
Credits: 1
Every Fall

ENGR 251 Introduction to Signal Processing
Digital Signal Processing (DSP) is concerned with the representation, transformation and manipulation of signals on a computer. DSP has become an important field, and has penetrated a wide range of application systems, such as consumer electronics, digital communications, medical imaging and so on. Discrete-Time Signal Processing is a general term including DSP as a special case. This course will introduce the basic concepts and techniques for processing discrete-time signal on a computer. By the end of this course, the students should be able to understand the most important principles in DSP. The course emphasizes understanding and implementations of theoretical concepts, methods and algorithms.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 240, ENGR 241, MTH 100 or 19, and MTH 102 or 9
Credits: 3
Every Spring

ENGR 255 Physical Foundations of Digital Engineering
The course addresses the basic principles governing the physical realization of computing systems and their relationship to characteristics such as performance, energy, and robustness. Computing concepts and implementation technologies are explored at different levels of abstraction. The concepts of quantum computing and biological computing are introduced and illustrated.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 240, ENGR 251, and AI 162
Credits: 3
Every Fall

ENGR 260 Statics and Dynamics of Rigid Bodies
The course is designed to introduce the fundamental principles of statics and dynamics of particles and rigid bodies to lay the foundations for robotics principles with emphasis placed on the foundations of mechanics and kinetics in two and three dimensions.

Three credits; three hours lecture, one hour laboratory.
Prerequisites: PHY 31 or 11, PHY 32 or 12, and MTH 102 or 9
Credits: 3
Every Fall

ENGR 262 System Dynamics
The course is designed to introduce fundamental principles to lay the foundations for robotics principles with emphasis on modeling dynamic systems and designing control systems in various

engineering domains. The 3DS platform is used for modeling, simulation and design to support learning and student design projects.

Three credits; three hours lecture, one hour laboratory.
Prerequisites: MTH 122 or 22, ENGR 300 and ENGR 322
Credits: 3
Every Spring

ENGR 264 Engineering and Ethics
This course aims to introduce students to the concepts, theory, and practice of engineering ethics. It will allow students to explore the relationship between ethics and engineering and apply classical moral theory and reasoned decision making to engineering issues that they will face in their academic and professional careers. The aim of this course is also on increasing ethical awareness and improving moral reasoning within the engineering profession by introducing students to key challenges in engineering ethics. Additionally, students will study and analyze a set of case studies which includes previous cases as well as new cases concentrated on emerging technologies in different engineering fields.

Three credits; one hour lecture, two hours laboratory.
Prerequisite: 3rd year (Junior) status.
Credits: 3
Every Fall

ENGR 266 Biochemical Engineering
This course covers the interaction of chemical engineering, biochemistry, and microbiology, with no assumed background in biology. Students first survey foundational concepts from microbiology and biochemistry before applying core chemical engineering principles to biological systems. Topics include mathematical modeling of microbial systems, kinetics of growth, death, and metabolism, continuous fermentation, agitation, mass transfer, scale-up in fermentation systems, and enzyme technology. Computational tools for chemical and biological problems are introduced via the 3DEXPERIENCE platform.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: CHM 3, MTH 100 or 19, MTH 102 or 9, and MTH 122 or 22
Credits: 3
Every Fall

ENGR 268 Introduction to Vision and Robotics
This course is an introduction to the field of robotics. It covers the fundamentals of kinematics, dynamics, and control of robot manipulators, robotic vision, and sensing. The course deals with forward and inverse kinematics of serial chain manipulators, the manipulator Jacobian, force relations, dynamics, and control. It presents elementary principles on proximity, tactile, and force sensing, vision sensors, camera calibration, stereo construction, and motion detection. The course concludes with current applications of robotics in active perception, medical robotics, autonomous vehicles, and other areas. Students are expected to have a background in linear algebra, calculus, and basic physics, as well as familiarity with the Python programming language. The course also involves hands-on practical projects in which vision and robot systems will be programmed.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 300 and ENGR 322
Corequisite: ENGR 323
Credits: 3
Every Spring

ENGR 269 Principles and Design of IoT Systems
This course examines the execution and storage mechanisms underlying embedded computing systems. Students learn how hardware platforms execute high-level programs through the lens of an instruction set architecture, using C and assembly language to analyze performance and resource constraints on constrained devices. Topics include operating system structures and services, processes and threads, real-time CPU scheduling, and path-based performance analysis. Design projects apply these concepts to embedded deployment scenarios such as sensor nodes, actuators, and edge devices.

Three credits; two hours lecture, two hours laboratory.
Corequisite: ENGR 341
Credits: 3
Every Spring

ENGR 270 Multiscale Modeling and Simulation
The course aims to deliver a review of various length-scale computational analyses related to materials modeling in both pharmaceutical and health engineering problems. Emphasis upon projects and exercises. Students will experience all the stages in the design and implementation of a system using a variety of computational tools at different length and time scales. They will be exposed to advanced aspects of modeling, programming, algorithm development, and user interface design. This course offers a variety of projects for students to combine different computational tools by studying different applications.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 322, 323, and 330
Credits: 3
Every Fall

ENGR 272 Advanced Computer Graphics
This course explores the three-dimensional viewing and construction capabilities of 3DS CAD, CAM and CAE modules and 3D printing. Topics covered include a review of point coordinate entry and the user coordinate system (UCS); spherical and cylindrical coordinate entry; 3D viewing techniques; 3D geometry construction; solid modeling surface meshes and regions; simulations. The use of multiple viewports for 3D constructions and a standard engineering layout are covered. The creation of presentation graphics using bitmap files, shading, and rendering are also introduced.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 121 and ENGR 323
Credits: 3
Every Fall

ENGR 274 Computational Cognitive Sciences
This course aims to introduce students to the basic concepts and methodology needed to implement and analyze computational models of cognition. It considers the fundamental issues of using a computational approach to explore and model cognition. In particular, the course explores the way that computational models relate to, are tested against, and illuminate psychological theories and data. The course will introduce both symbolic and subsymbolic modelling methodologies and provide practical experience with implementing models. The symbolic part will focus on cognitive architectures, while the subsymbolic part will introduce probabilistic models.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: AI 260, ENGR 328 and ENGR 341
Credits: 3
Every Fall

ENGR 276 Internet of Things (IoT) and Digital Implementation
Building on the foundations of embedded systems, this course examines the broader IoT ecosystem: communication and networking technologies, and the distributed systems needed to support connected devices at scale. Lectures cover the full data path — acquisition, local processing, communication, data streaming, storage, cloud integration, and analytics. Laboratory sessions guide students through the realization of a complete IoT application.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: AI 260, ENGR 371, and ENGR 450
Credits: 3
Every Spring

ENGR 278 Biomaterials and Tissue Engineering
This course provides students with a solid understanding of the challenges related to biomedical and health sciences. Students will become familiar with advanced technologies at the interface between engineering and health sciences

and have the ability to develop innovative solutions to solve these challenges. This course will be covering: Biomaterials and Tissue Engineering, Health Technology and Informatics, or Biomedical Micro- and Nanodevices using the 3DEXPERIENCE platform. The aim of this course is to combine a set of engineering skills with life science. 3DS platforms allow students to use their engineering skills in the medical field for discovery and innovations.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 323, ENGR 341, and ENGR 330
Corequisite: ENGR 400
Credits: 3
Every Fall

ENGR 280 Additive Manufacturing
This course provides the student with a general introduction to the underlying concepts of state-of-the-art 3D printing technologies. Students will utilize 3DS CAD software to design demonstrative 3D objects. Students will submit CAD designs, which will be printed using FABLAB on campus. The projects will provide students with an opportunity to observe print differences in terms of feature resolution, geometric complexity, and material versatility. Students will leverage these experiences to execute a final project that takes advantage of the unique capabilities of additive manufacturing. Students will also gain experience with skills through course deliverables including individual oral presentation and a written manuscript.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 121, ENGR 322, ENGR 323, ENGR 400, and ENGR 450
Credits: 3
Every Spring

ENGR 282 Speech Recognition
This course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modeling using hidden Markov models, language modeling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: AI 260 and ENGR 251
Credits: 3
Every Spring

ENGR 284 Tissue Engineering for Regenerative Medicine
This course provides students from biological, engineering and/or medical-related backgrounds the specialist knowledge and research skills to pursue a career in this field. Students will learn different strategies to repair, replace and regenerate various tissues and organs to solve major clinical problems, gaining insights into topical issues including stem cells, polymer technology, biomaterial fabrication/characterization and gene delivery. Students will learn how to identify major clinical needs and formulate novel therapeutic solutions. This course will be using the 3DEXPERIENCE platform to combine engineering computational tools into their projects.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 330, ENGR 400, and ENGR 420
Credits: 3
Every Spring

ENGR 286 Human Computer Interactions
This course introduces the principles and practice of human-computer interaction, with emphasis on designing usable, accessible, and effective interfaces. Topics include user-centered design methodologies, cognitive models of user behavior, prototyping and wireframing, usability evaluation, and accessibility standards. Students apply these methods through iterative design projects, moving from requirements gathering and low-fidelity prototypes to user testing and refinement. Consideration is given to interaction across platforms including desktop, mobile, and emerging modalities.

Three credits; two hours lecture, two hours laboratory.
Prerequisites: ENGR 322, ENGR 341, ENGR 371, and ENGR 402
Credits: 3
Every Fall

ENGR 299 Capstone Design
The capstone project course is an integrative and experiential opportunity for students to apply the knowledge and skills that they have gained across the program curriculum. Students work in teams to participate in the identification of a real digital engineering problem or challenge, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the results. The problems are selected from a wide spectrum of interest areas: digital health, pharmaceutics, therapeutics, behavioral sciences, computer engineering, and robotics. Students document their work in the form of written reports and oral presentations and showcase their prototypes and products.

Three credits; one hour lecture, three hours laboratory.
Prerequisites: AI 260, ENGR 323, ENGR 371, ENGR 400, and ENGR 450
Credits: 3
Every Spring

THE ROOSEVELT SCHOOL

The Roosevelt School provides students with an international relations and diplomacy foundation, with the goal to develop future leaders in international relations, diplomacy, leadership, service, and policy making at multinational corporations, foundations, think-tanks, non-profit organizations and governmental agencies around the globe. Students engage in transformational research, in conjunction with diplomacy and policy, to advance global progress. As the world becomes increasingly connected, there exists a need for professionals who possess cross-cultural capabilities in technology, management, and government relations. The Roosevelt School offers undergraduate, graduate, and doctoral programs in international relations and diplomacy, business, criminal justice, public affairs, and health administration. The school is named after the Roosevelt family and is inspired by the legacies in diplomacy, conservation and social justice of the 26th President of the U.S., Theodore Roosevelt; the 32nd President of the U.S., Franklin Delano Roosevelt; and Former First Lady Eleanor Roosevelt. The Society of Presidential Descendants formed by Americans with direct lineage to United States presidents have made the Roosevelt School their home to advance civic education and the study of the presidency. Members of the Society of Presidential Descendants include Tweed Roosevelt, great grandson of President Theodore Roosevelt; Lynda Johnson Robb, daughter of President Lyndon B. Johnson; Clifton Truman Daniel, grandson of President Harry S. Truman and many more U.S. presidential families. The Roosevelt School is home of the White House Experience and Museum of Democracy. In addition, the Steven S. Hornstein Center for Policy, Polling, and Analysis provides independent polling and supports empirical research and analysis on a wide range of public issues. The Global Service Institute is also under the umbrella of the Theodore Roosevelt School and brings world-class thought leaders together to encourage leadership and service around the world.

DEPARTMENT OF INTERNATIONAL RELATIONS & DIPLOMACY

B.A. International Relations & Diplomacy

The Roosevelt School at Long Island University offers immersive studies in international relations and diplomacy, public policy, administration, and leadership through a comprehensive range of degree programs. The Roosevelt School experience is defined by the excellence of the Roosevelt's legacy.

The prestigious Roosevelt School's Bachelor of Arts in International Relations & Diplomacy prepares graduates for domestic and international leadership positions. The International Relations and Diplomacy's vibrant curriculum engages students in a comprehensive examination of international politics, negotiation and leadership. Coursework is supplemented by internships at renowned institutions, including the United Nations, for a richer understanding of international affairs. These educational and occupational experiences will prepare you for positions with multinational corporations, private foundations, think-tanks, non-profit organizations and government agencies, and are excellent preparation for graduate study.

B.A. International Relations & Diplomacy

{Program Code: 84034} {HEGIS: 2210.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required International Relations and Diplomacy Courses

Must complete all of the following:

IRD	251	International Relations	3.00
IRD	264	World Leaders and Foreign Policy	3.00
IRD	291	Diplomacy and Negotiation	3.00

The following is required:

IRD	215	Research Methods International Relations	3.00

Required Capstone Course

One of the following:

IRD	262	Research Seminar - International Relations	3.00
IRD	293	International Relations Internship	3.00

Elective International Relations and Diplomocy Courses

7 of the following:

IRD	307	Political Aspects of Economics	3.00
IRD	331	Espionage and Intelligence	3.00
IRD	334	US as a World Power	3.00
IRD	335	History of the US Presidency	3.00
IRD	341	International Economics	3.00
IRD	345	US National Security	3.00
IRD	346	American Foreign Policy I	3.00
IRD	350	International Organizations	3.00
IRD	353	International Law I	3.00
IRD	356	World Affairs since 1945	3.00
IRD	361	Modern China: Political Doctrines and Society	3.00
IRD	365	Politics of the European Union	3.00
IRD	366	Politics of South and Southeast Asia	3.00
IRD	377	Politics of East Asia	3.00
IRD	368	Politics of Western Europe	3.00
IRD	369	Politics of Eastern Europe	3.00
IRD	370	Politics of the Middle East	3.00
IRD	371	Politics of Russia	3.00
IRD	372	Politics of Africa	3.00
IRD	373	Politics of Latin America	3.00
IRD	293	Internship	3.00
IRD	394	Advanced Internship	3.00

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90

ACCELERATED/SHARED CREDIT PROGRAM

B.A. International Relations & Diplomacy and Master of

Business Administration

The Roosevelt School's dynamic Bachelor of International Relations & Diplomacy coupled with a Masters of Business Administration through shared credit provides exceptional students the ability to graduate in four years with the education and skills to succeed domestically or internationally. This accelerated degree program offers an alternative to traditional business education. Designed for today's interdependent world – where political and economic forces operate in a global arena – the 4-year program combines the knowledge of global relations and policy, with preparation in management, marketing, finance and world business. Graduates are uniquely equipped for careers in politics, multinational corporations, government and international organizations.

To gain international expertise, students have the option of studying abroad for a semester or an entire year at Long Island University's Global College centers in Europe, China, or Australia. Long Island University's School of Business is one of the elite 5 percent of programs accredited by the Association to Advance Collegiate Schools of Business, and has been recognized in The Princeton Review as a "Best Business School" for 15 consecutive years.

B.A. International Relations & Diplomacy and M.B.A. Business Administration

{Program Code 84034 and 79096}
{HEGIS: 2210 and 0506.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Ancillary Requirements:
*Students must pass a level 4 foreign language course, or show level 4 proficiency in a language other than English, or complete ECO 101: Introduction to Microeconomics and ECO 102: Introduction to Macroeconomics

Undergraduate Major Requirements

Major Requirements

Required International Relations and Dipolomacy Courses

All of the following:

IRD	251	International Relations	3.00
IRD	264	World Leaders and Foreign Policy	3.00
IRD	291	Diplomacy and Negotiation	3.00

Required Methodology Course

IRD	215	Research Methods	3.00

Required Capstone or Internship Course

One of the following:

IRD	262	Research Seminar - International Relations	3.00
IRD	293	International Relations Internship	3.00

Elective International Studies Courses

Seven courses (21 credits) choose from any of the following:

IRD	307	Political Aspects of Economics	3.00
IRD	331	Espionage and Intelligence	3.00
IRD	334	US as a World Power	3.00
IRD	335	History of the US Presidency	3.00
IRD	341	International Economics	3.00
IRD	345	US National Security	3.00
IRD	346	American Foreign Policy I	3.00
IRD	350	International Organizations	3.00
IRD	353	International Law I	3.00
IRD	356	World Affairs since 1945	3.00
IRD	361	Modern China: Political Doctrines and Society	3.00
IRD	365	Politics of the European Union	3.00
IRD	366	Politics of South and Southeast Asia	3.00
IRD	377	Politics of East Asia	3.00
IRD	368	Politics of Western Europe	3.00
IRD	369	Politics of Eastern Europe	3.00
IRD	370	Politics of the Middle East	3.00
IRD	371	Politics of Russia	3.00
IRD	372	Politics of Africa	3.00
IRD	373	Politics of Latin America	3.00
IRD	394	Advanced Internship	3.00

Required General Business Area of Specialization

All of the following:
To be admitted into the MBA portion, these courses must be completed with a grade of B or better.

FIN	211	Corporation Finance	3.00
FIN	471	Global Financial Markets	3.00
GBA	521	Financial Accounting and Reporting	3.00
MAN	211	Principles of Management	3.00
MAN	275	International Management and Cross Cultural Behavior	3.00
MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	625	Global Business: Environment and Operations	3.00
MKT	211	Marketing Principles and Practices	3.00
MKT	270	International Business: The Firm & Environment	3.00

Required Graduate Major Requirements

Required Graduate Management Perspective Courses

All of the following:

MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	624	Operations Management	3.00

Elective Graduate Business Courses

Five courses/fifteen credits from all 700-level business courses (FIN, IBU, MAN, MIS and MKT), BLW 701 and TAX 726.

Required Capstone Graduate Business Course

MBA	820	Business Policy	3.00

Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 39

Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.20
Minimum Undergraduate Cumulative GPA: 3.20
Minimum Graduate GPA: 3.00

International Relations & Diplomacy Courses

IR 102 Principles for Life, Work, and Impact inspired by Ray Dalio
Discover the transformative power of principles-based decision making in this dynamic course, Principles for Life, Work, and Impact, a course inspired by Ray Dalio's bestselling book Principles. Take control of your future through proven strategies for success in life, school, and work, while mastering leadership and decision-making concepts. Get hands-on experience by working on real-world projects with a community partner, turning classroom lessons into impactful action. This is a once-in-a-lifetime opportunity to develop your personal principles, boost your career potential, and make a meaningful difference.
Credits: 3
Not Set

IR 102 Principles for Life, Work, and Impact inspired by Ray Dalio
Discover the transformative power of principles-based decision making in this dynamic course, Principles for Life, Work, and Impact, a course inspired by Ray Dalio's bestselling book Principles. Take control of your future through proven strategies for success in life, school, and work, while mastering leadership and decision-making concepts. Get hands-on experience by working on real-world projects with a community partner, turning classroom lessons into impactful action. This is a once-in-a-lifetime opportunity to develop your personal principles, boost your career potential, and make a meaningful difference.
Credits: 3
Not Set

IRD 215 Research Methods International Relations
This course will provide students with a broad overview of IRD research. Topics to be covered include: general principles of theory, and concepts; research design, variables and hypotheses, citations and reference; international news sources and polling data; primary sources and repositories for diplomatic documents; a basic understanding of regression analysis; and the ability to create a research or policy paper as well as research reports.
Credits: 3
Not Set

IRD 251 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.
Credits: 3
Every Fall

IRD 262 Research Seminar - International Relations
This course will provide students with a broad overview of IRD research and current international challenges, conflicts and historial solutions. Topics to be covered include: general principles of theory, and concepts; research design, variables and hypotheses, citations and reference; statistics and statistical analysis; international news sources and polling data; primary sources and repositories for diplomatic documents; a basic understanding of regression analysis; and the ability to create a research or policy paper as well as research reports.
Credits: 3
Not Set

IRD 264 World Leaders and Foreign Policy
This course will provide students with a broad overview of IRD leaders and their impact on foreign policy. Topics included are: an overview of the current world political and economic leaders; their role in international relations; and the major issues in the world that impact foreign policy. Students will also be introduced to major institutions and organizations such as the World Bank, European Commission, G-7 and G-20, UN agencies such as WHO, ASEAN, and other regional global agencies. As well, there will be a focus on understanding leadership and identifying important leadership qualities. This aspect will include participation in a leadership role related to the class.
Credits: 3
Every Spring

IRD 291 Diplomacy and Negotiation
This course provides an introduction to the core concepts, processes, and techniques of diplomacy and negotiation. The course focuses on the role of diplomacy by individuals and governments (Track 1 diplomacy) and other types of diplomacy (Track II and III diplomacy).
Credits: 3
Annually

IRD 293 International Relations Internship
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Credits: 3
All Sessions

IRD 307 Political Aspects of Economics
This course is an examination of the political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels.
Credits: 3
Not Set

IRD 331 Espionage and Intelligence
This course surveys the history and activities of American espionage and intelligence communities. Topics to be covered include tools of the trade, cryptography, spies in literature and Hollywood, celebrated real-life spies, covert military operations, foreign intelligence agencies, the evolution of the CIA, intelligence reform and congressional oversight, homeland security, and high-tech sleuthing in the 21st century.
Credits: 3
Every Fall

IRD 333 Principles for Life, Work, and Impact inspired by Ray Dalio
Discover the transformative power of principles-based decision making in this dynamic course, Principles for Life, Work, and Impact, a course inspired by Ray Dalio's bestselling book Principles. Take control of your future through proven strategies for success in life, school, and work, while mastering leadership and decision-making concepts. Get hands-on experience by working on real-world projects with a community partner, turning classroom lessons into impactful action. This is a once-in-a-lifetime opportunity to develop your personal principles, boost your career potential, and make a meaningful difference.
Credits: 3
Not Set

IRD 335 History of the US Presidency
A history of the presidency, from its creation to the early twentieth century, which will cover great presidents, failures, and those in-between. Topics will include domestic and foreign policies, wars, achievements, blunders, and scandals. We will also examine presidents¿ personalities, speaking styles, and health crises.
Credits: 3
Not Set

IRD 341 International Economics
This course examines the economic aspects of globalization. Attention is paid to international trade in goods and services, international flows of capital (through international lending and borrowing), and migration. Topics include trade theory, tariffs, and other protectionist policies, trade agreements between nations, the World Trade Organization, balance of payments, exchange rates, and the European Monetary Union.
Credits: 3
Not Set

IRD 345 US National Security
This course evaluates the area of U.S. national security with emphasis on military and strategic problems during the Cold War and Post-Cold War eras; defense policy-making; conventional and nuclear dimensions of defense issues; and strategic interests of the United States around the world.
Credits: 3
Not Set

IRD 346 American Foreign Policy I
This course covers the continuity and change in American foreign policy goals, strategies, and tactics

from the 18th century to World War II. Particular attention is devoted to constitutional issues and the decision-making process.
Credits: 3
Not Set

IRD 350 International Organizations
A study of the origins, role, structure and function of international institutions essential to an understanding of the global system and its attempts at organization. Possible areas of study include the United Nations, the European Union, and World Trade Organizations.
Credits: 3
Not Set

IRD 353 International Law I
This course is a study of the concepts of sovereignty and the international community and the development of international organizations from ancient times to the creation of the United Nations.
Credits: 3
Not Set

IRD 361 Modern China: Political Doctrines and Society
The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.
Credits: 3
Not Set

IRD 365 Politics of the European Union
This course covers the history, institutions and selected policies of the European Union.
Credits: 3
Not Set

IRD 366 Politics of South and Southeast Asia
This course cover political developments in South and Southeast Asia in the 20th century such as: colonialism and the nationalist revolts, new governments their problems and politics, conflicts of interest of the great powers.
Credits: 3
Not Set

IRD 368 Politics of Western Europe
This course covers internal government structures, principles and practices of leading Western European powers.
Credits: 3
Not Set

IRD 369 Politics of Eastern Europe
This course covers internal government structures, principles and practices of leading Eastern European powers.
Credits: 3
Not Set

IRD 370 Politics of the Middle East
This course covers internal government structures, principles and practices of selected countries in the Middle East.
Credits: 3
Not Set

IRD 371 Politics of Russia
his course is an analysis of the institutions, processes and theoretical foundations of government and politics from the Imperial period to the present.
Credits: 3
Not Set

IRD 372 Politics of Africa
This course covers the internal government structures, principles and practices of selected countries in Africa.
Credits: 3
Not Set

IRD 373 Politics of Latin America
This course covers the internal structures, principles and practices of leading Latin American countries.
Credits: 3
Not Set

IRD 377 Politics of East Asia
This course is an examination of the political institutions and processes of China, Japan, and Korea.

IRD 394 Advanced Internship
Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Credits: 3
Every Fall, Spring and Summer

DEPARTMENT OF CRIMINAL JUSTICE

The undergraduate criminal justice program provides an ideal foundation for careers in cyber security, law, and criminal justice. The criminal justice major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections. The major also prepares students for the growing impact of technology on crime prevention, mitigation, and analysis.

In the Bachelor of Arts in Criminal Justice and accelerated shared credit five-year B.A. Criminal Justice and M.S. Criminal Justice programs, each sequence is comprised of a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice.

Criminal justice majors are required to complete a senior-level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines.

B.A. Criminal Justice

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

The criminal justice curriculum is designed to expose students to today's technology that impacts the criminal justice system. In addition to our core curriculum, which thoroughly explores the theory and practice of criminal justice, students can choose from elective courses that focus on specialized areas of interest such as sports crime and terrorism. Internships opportunities are available for all students in the program.

The LIU Post criminal justice professors are an internationally renowned group of academic professionals with extensive experience in the criminal justice field. They provide students with the tools necessary for careers in the field of criminal justice. Our professors will engage and inspire you to achieve your goals.

B.A. Criminal Justice

{Program Code: 07077} {HEGIS: 2105.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Criminal Justice & Cyber Analytics Courses

All of the following (36 credits):

CACJ	211	Introduction to Criminal Justice & Cyber Security	3.00
CACJ	220	Critical Issues in Criminal Justice	3.00
CACJ	223	Theories of Crime	3.00
CACJ	230	Gender and the Law	3.00
CACJ	237	Foundation for Scholarship	3.00
CACJ	238	Methods of Criminal Justice Research	3.00
CACJ	241	Criminal Law	3.00
CACJ	244	The Police and Community Relations	3.00
CACJ	260	Terrorism	3.00
CACJ	268	Correctional Philosophy: Theory andPractice	3.00
CACJ	276	Criminal Procedure	3.00
CACJ	285	Criminal Justice & Cyber Security Practicum	3.00

Required Elective Criminal Justice & Cyber Analytics Courses

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

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90

ACCELERATED SHARED CREDIT PROGRAM

Accelerated B.A. Criminal Justice and M.S. Criminal Justice

This program allows students to earn both the B.A. and the M.S. degrees in Criminal Justice in as few as five years. Students usually apply at the beginning of their junior year, earn 12 credits toward the master's degree in their senior year, and complete the program in one additional year by taking 24 more credits.

The 144-credit accelerated shared credit program combines a broad-based criminal justice undergraduate education with specialized graduate coursework. The program develops the professional knowledge and skills required for rewarding careers within the field of criminal justice. We offer a wide variety of courses specifically related to the study of law. Experienced faculty members, a well-established internship program, professional networking opportunities, and knowledgeable academic and career advisors empower our students to get the most out of their education.

Admission Requirements

- Incoming freshmen must have a B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. Transfer students must have a college GPA of 2.0.
- Admission to the upper division of the accelerated shared credit B.A. and M.S. program in Criminal Justice usually requires completion of at least 60 credits with a grade point average of no lower than 3.0 (B) overall and a major grade point average of no lower than 3.0 (B). Admission requires acceptance of the student by the Chair of the Department of Criminal Justice . If the student has not completed 60 credits or does not possess the necessary 3.0 average, the Chair of the Department of Criminal Justice may employ other criteria to insure qualification (e.g., SAT scores, letters of prior work, interview, etc.).

Academic Policies

- All non-Criminal Justice majors may take any criminal justice course without any prerequisites.
- All Criminal Justice majors are required to take CACJ 11 and 23 as prerequisites or co-

requisites for CACJ 30, 37, 38, 41, 44, 60, 68, 76 and 85. There are no prerequisites for Criminal Justice elective courses.
- Criminal justice majors must take CACJ 85 in their senior year.
- In-service students may substitute CACJ 85 by completing an additional course in Criminal Justice.

B.A. Criminal Justice and M.S. Criminal Justice

{Program Code: 07077 and 07078}
{HEGIS: 2105. and 2105.}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Undergraduate Major Requirements

Required Undergraduate Criminal Justice Courses

All of the following:

CACJ	211	Introduction to Criminal Justice	3.00
CACJ	220	Critical Issues in Criminal Justice	3.00
CACJ	223	Theories of Crime	3.00
CACJ	230	Gender and the Law	3.00
CACJ	237	Foundation for Scholarship	3.00
CACJ	238	Methods of Criminal Justice Research	3.00
CACJ	241	Criminal Law	3.00
CACJ	244	The Police and Community Relations	3.00
CACJ	260	Terrorism	3.00
CACJ	268	Correctional Philosophy	3.00
CACJ	276	Criminal Procedure	3.00
CACJ	285	Criminal Justice Practicum	3.00

Graduate Major Requirements

Required Graduate Criminal Justice Courses

CACJ	555	Cyber Security	3.00
CACJ	675	Critical Issues in Criminal Justice	3.00
CACJ	690	Theories of Crime Causation	3.00
CACJ	699	Foundations of Scholarship	3.00
CACJ	700	Research Design and Methods	3.00
CACJ	707	Thesis Research	3.00
CACJ	708	Thesis Consultation	3.00
CACJ	760	Terrorism	3.00

General Graduate Criminal Justice Courses

CACJ	523	Computers and the Criminal Justice System	3.00
CACJ	530	Victimology	3.00
CACJ	577	Police and Professionalism	3.00
CACJ	600	Advanced Standing Criminal Justice I	3.00
CACJ	601	Advanced Standing Criminal Justice II	3.00
CACJ	630	Forensice Psychology	3.00
CACJ	631	Seminar in Organized Crime	3.00
CACJ	635	The Mass Murderer and the Violent Criminal	3.00
CACJ	640	Seminar in Administration of Juvenile Justice	3.00
CACJ	655	Counseling in Criminal Justice	3.00
CACJ	680	Graduate Internship	3.00
CACJ	698	Crime and Criminality in Cinematography	3.00

Minimum Total Credits: 144
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 36
Minimum Undergraduate Liberal Arts Credits: 90
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

Criminal Justice Courses

CACJ 211 Introduction to Criminal Justice
This course covers the agencies that make up today's criminal justice system such as police, courts and corrections. It introduces the student to the cyber threats confronted by these agencies and explores the role of cyber security in mitigating crime.
Credits: 3
Every Fall and Spring

CACJ 220 Critical Issues in Criminal Justice
This course reviews contemporary issues in criminal justice. Issues such as the media, gun control, and immigration are all discussed with their impact on the criminal justice system.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 223 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 230 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.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 237 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.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 238 Methods of Criminal Justice Research
This course discusses the descriptive and inferential function of statistics. Topics include measurement, measures of centrality, dispersion, correlation, regression, parametric and non-parametric measures. Multiple correlation and regression are also discussed.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 241 Criminal Law
This course examines the application of criminal law in the American judicial system specifically. Preservation and protection of life and property through the law is discussed. This course is a survey of historical and philosophical concepts.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 244 The Police and Community Relations
This course discusses community tensions and conflicts and the special role of law enforcement agencies. Topics include the administrative responsibilities of the police and the social obligations of officers in the field.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 260 Terrorism
This course is a survey of terrorism within the United States. Topics include the threat of domestic, transnational, and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 268 Correctional Philosophy: Theory and Practice
This course is an introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. The course also studies the effect of institutional treatment upon post-correctional behavior.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 276 Criminal Procedure
This course surveys the Constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. The rules of evidence and the protection of individual rights in the administration of criminal justice are examined.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 285 Criminal Justice Practicum
This course is a planned program of research, observation, study, and participation in selected criminal justice agencies. It is designed to supplement classroom study with constructive participation in local, state and national criminal justice agencies. Taken during senior year.
Co-requisite of CACJ 11 and 23 are required for all CACJ majors.
Credits: 3
Every Fall and Spring

CACJ 331 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 332 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 333 Deviant Behavior
This course discusses the forms of deviant behavior that relate to crime causation and criminal behavior.
Credits: 3
On Occasion

CACJ 335 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 339 Sports Crime
This course is a survey of violence and other deviance in sports and how they relate to society and criminal law. Special attention is given to the reduction of violence in sports as well as its defense. Hockey, baseball, football, soccer, basketball, boxing and horse racing are all discussed with respect to violence, drugs and gambling.
Credits: 3
On Occasion

CACJ 343 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

CACJ 356 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 388 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
Every Fall, Spring and Summer

CACJ 399 Independent Study
Individually tailored program of supervised research in a selected area of criminal justice & cyber analytics.
Credits: 3
Every Fall and Spring

DEPARTMENT OF HEALTH ADMINISTRATION

The Department of Health Care and Public Administration offers an accelerated shared credit program that enables qualified students to complete requirements for both a Bachelor of Science in Health Care Administration and a Master of Health Administration in Health Administration in an accelerated time frame. This 150-credit program allows the student to obtain both degrees in five years.

Successful completion of undergraduate and graduate work will qualify you for a career in the organization and management of health services. Graduates are employed as supervisors and managers in hospitals, health care agencies, nursing homes, group medical practices, regulatory agencies, county health departments, ambulatory services and insurance companies. The program is multidisciplinary and explores the sociological, political and economic issues of health care and public administration.

Undergraduate courses include the "American Health System," "Legal Aspects of Health and Public Administration" and "American National Government." Graduate classes focus on "Statistics for the Administrator," "Medical Ethics," and "Foundations of Budgeting and Finance in Health Administration."

Students participate in internships at health service organizations, such as hospitals, nursing homes and government agencies. The internship is an extremely valuable means to acquire administrative experience and to establish connections in the job market.

The B.S. degree in Health Administration is designed to prepare students for a career in the organization and management of health services. Upon completion of the 120-credit degree program, graduates will be prepared to assume entry and mid-level positions in health care administration. Throughout study, students will acquire a keen understanding of the political, social, and economic components of the health services sector through courses that range from statistics to financial management. Special emphasis will be placed upon developing the students' ability to identify, comprehend, describe and differentiate among the major components of the health services system.

Potential work sites for graduates include large and complex health agencies, ambulatory services programs, regulatory agencies and insurance programs, management positions in nursing homes, group medical practices, and unit management within hospitals. Within the largest hospitals, positions would include assignments in central services, materials management, purchasing, security, admissions, and the business office.

Health Care and Public Administration Courses

HAD 210 The U.S. Health System
Course content presents a study of the U.S. health system which involves understanding its complex structure, which includes both public and private sectors, and the various funding mechanisms and regulatory frameworks. Key components include healthcare consumers, insurers, providers, and policy makers, with significant disparities in access to care based on socioeconomic status, and geographic location. The system faces challenges such as rising costs, inequitable access, and the need for reforms to improve affordability and quality of care.
Credits: 3
Annually

HAD 211 Management of Healthcare Organizations
Management of healthcare organizations involves overseeing and coordinating various activities to ensure the effective delivery of quality care. The content of this course includes strategic leadership, decision-making, planning, organizational design, financial management and human resources management. Effective management is crucial for optimizing patient outcomes, improving operational efficiency, and fostering innovation within healthcare organizations.
Credits: 3
Annually

HPA 213 Healthcare Law and Ethics
Course content focuses on the legal and moral frameworks governing healthcare providers and patient rights. Legal aspects include the enforcement of laws that protect patient confidentiality, informed consent, and the standard of care, ensuring healthcare providers meet ethical standards in their practices. Ethical considerations include moral responsibilities of healthcare professionals, such as the Hippocratic Oath, which emphasizes the importance of patient autonomy and the duty to act in the patient's best interest. The intersection of these disciplines is crucial, as legal actions can arise from breaches of ethical standards, highlighting the need for healthcare professionals to navigate both legal and ethical dilemmas.
Prerequisite of HAD 210 is required for all students except for Health Information Management & Social Work majors.
Credits: 3
Annually

HPA 214 Introduction to the Financial Management of Healthcare Organizations
Healthcare Financial Management is the practice of planning, controlling and managing the financial resources of a healthcare organization to ensure stability, compliance, and high-quality patient care. Key components of the course include the management of costs, cash, capital and control. Financial management encompasses budgeting, forecasting, revenue cycle management, financial reporting, and compliance monitoring. Finance teams analyze revenue trends, payer mix, and reimbursement patterns to guide strategic decisions, optimize resource allocation, and maintain organizational solvency. Effective management also involves leveraging technology, monitoring key performance indicators (KPIs), and using data-driven insights to improve operational efficiency.
Prerequisite of HAD 210 is required for all students except for Health Information Management & Social Work majors.
Credits: 3
Annually

HPA 215 Healthcare Resource Allocation and Strategic Planning
This course presents the systematic process of defining an organization's direction, making informed decisions, and effectively allocating resources. It is crucial for navigating the complex healthcare landscape, anticipating challenges, and capitalizing on opportunities. Strategic planning helps organizations clarify their mission, vision, and values, and develop a roadmap for achieving their goals. The benefits of strategic planning include improved decision-making, enhanced collaboration, increased adaptability, better resource allocation, and improved patient outcomes. However, it also faces challenges such as limited resources, competing priorities, stakeholder engagement, and data quality.
Prerequisite of HAD 210 is required.
Credits: 3
Annually

HPA 218 Research Methods
An overview of the scientific method as it applies to research in fields of healthcare administration. Special attention will be devoted to examining issues related to cost effectiveness and alternatives.
Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite.
Credits: 3
Annually

HPA 219 Statistics for Health Service Administrators
Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and public administrator.
Prerequisite of HPA 218 or SWK 221 is required.
Credits: 3
Annually

HPA 220 Health Information Technology (HIT)
This course provides a comprehensive review of

Health Information Technology (HIT) including electronic health records (EHRs) and clinical informatics, as well as Integrated health IT systems, interoperability, regional health information organizations (RHIOs) and Health Systems' patient health portals.
Prerequisite of HAD 210 is required for all students except for Health Science, Health Information Management & Social Work majors.
Credits: 3
Annually

HPA 222 Healthcare Workforce and Talent Management
Healthcare workforce and talent management refers to the strategic processes involved in the recruitment, development, and retention of healthcare professionals. Course content focuses on the management of the healthcare workforce to ensure that organizations have the necessary human capital to provide quality care and improve patient outcomes. Effective talent management practices are crucial for addressing workforce shortages, enhancing employee satisfaction, and fostering a culture of excellence within healthcare organizations.
Prerequisite of HAD 210 is required.
Credits: 3
Annually

HPA 228 Healthcare Business Planning and Program Evaluation
Healthcare business planning and program evaluation involves the systematic application of social, market, and financial research processes to access the conceptualization, design, and utility of healthcare programs. It is essential for ensuring that healthcare programs are effective, efficient, and compliant with regulatory requirements. Effective program evaluation helps healthcare organizations to identify areas for improvement and implement corrective actions.
Prerequisite of HAD 210 is required.
Credits: 3
Annually

HPA 230 Critical Issues in Healthcare Administration
The course focuses on past, present and future sociological, political, and economic issues that have shaped and are likely to shape in the future the U.S. healthcare system.
Prerequisite of HAD 210 is required.
Credits: 3
Annually

HPA 232 Internship in Health Administration
Placement within a healthcare organization to provide students with administrative experience in the operations of such facilities.
Prerequisite of HAD 210, permission of advisor & faculty are required.
Credits: 6
Annually

HPA 240 Organizational Leadership
This course covers theories and practices related to individual, group, and organizational behavior within healthcare organizations. Topics such as decision-making, leadership, group dynamics, communication and organizational structure will be explored.
Credits: 3
Annually

SCHOOL OF PROFESSIONAL ACCOUNTANCY

The School of Professional Accountancy holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the School prepares students for careers in accounting as auditors, forensic accountants, tax professionals, financial planners, and more. The Accounting curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State.

The School's Master of Science degree is offered in accountancy (select a concentration in professional accounting or taxation). Graduate programs in accountancy and tax are offered fully online. The School is part of LIU Post's College of Management, which is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

B.S. Accountancy

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

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

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

B.S. Accountancy

{Program Code: 06983} {HEGIS:0502.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Accountancy Courses

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

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
ACC	221	External Reporting I	3.00
ACC	222	External Reporting II	3.00
ACC	261	Managerial Cost Analysis	3.00
ACC	280	Accounting Information Systems	3.00
ACC	282	Auditing	3.00
ACC	284	Tax & Business Strategies	3.00
ACC	285	Advanced Taxation	3.00
ACC	290	Applications in Accounting	3.00

Required Business Courses

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

FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
LAW	213	Legal Environment of Business	3.00
LAW	219	Commercial Law and Business Transactions	3.00
MAN	211	Principles of Management	3.00
MIS	220	Information Systems Management	3.00
MKT	211	Marketing Principles and Practices	3.00
QAS	219	Business Analytics	3.00
QAS	220	Business Statistics	3.00

Required Co-Related Courses

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00
MTH	105	Linear Algebra for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00

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	105	Public Speaking	3.00
ORC	317	Speech Communication in Organizations	3.00

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Accounting and Business Credits: 54

ACCELERATED SHARED CREDIT PROGRAMS

B.S. Accountancy and M.S. Accountancy

The School of Professional Accountancy, offers an accelerated shared credit program for qualified students to earn both a Bachelor of Science and a Master of Science in Accountancy. This 150-credit program allows the student to obtain both degrees in five years. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S. Accountancy and M.S. Accountancy accelerated shared credit program meets the 150-hour CPA licensure-qualifying requirements and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose the accelerated shared credit program in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

Students in this program have a choice of a concentration in Professional Accountancy or Taxation.

ADMISSION REQUIREMENTS

- Minimum overall GPA of 3.0 (all colleges/universities attended)
- At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
  - FIN 11 OR FIN12
  - MAN 11
  - MKT 11
  - QAS 20
- Meet the same standards for admission to the M.S. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

B.S. and M.S. Accountancy

{Program Codes: 06983 and 06982} {HEGIS: 0502. and 0502.}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Undergraduate Major Requirements

Required Undergraduate Accountancy Courses

All courses must be completed with a grade of C or better (B or better in ACC 211 and ACC 212)

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
ACC	221	External Reporting I	3.00
ACC	222	External Reporting II	3.00
ACC	261	Managerial Cost Analysis	3.00
ACC	280	Accounting Information Systems	3.00
ACC	282	Auditing	3.00
ACC	284	Tax & Business Strategies	3.00
ACC	285	Advanced Taxation	3.00
ACC	290	Applications in Accounting	3.00

Required Undergraduate Business Courses

All courses must be completed with a grade of B or better

FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
LAW	213	Legal Environment of Business	3.00
LAW	219	Commercial Law and Business Transactions	3.00
MAN	211	Principles of Management	3.00
MBA	620*	Managing Information Technology and e-Commerce	3.00
MBA	624*	Operations Management	3.00
MKT	211	Marketing Priinciples and Practices	3.00
QAS	220	Business Statistics	3.00

*Note that dual degree candidates in the B.S./M.S. program may take MBA 620 (Managing Information Technology and e-Commerce) in place of MIS 20 (Information Systems Management) and may take MBA 624 (Operations Management) in place of QAS 19 (Business Analytics). These do not count toward the required 30 graduate credits (as is the case for the Dual B.S./ M.B.A.).

Required Undergraduate Co-Related Courses

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00
MTH	105	Linear Algebra for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00

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	105	Public Speaking	3.00
ORC	317	Speech Communication in Organizations	3.00

Required Graduate Core Courses

Required Graduate Accounting Courses (21 credits)

ACC	742	Financial Statement Analysis	3.00
ACC	750	Advanced Accounting Information Systems	3.00
TAX	620	Tax Accounting	3.00
ACC	720	Not-for-Profit Entity Accounting	3.00
ACC	753	Advanced Auditing and Data Analytics	3.00
ACC	754	Forensic Accounting	3.00
ACC	790	Accounting Seminar	3.00

Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives (9 credits total). Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above:

TAX	625	Federal Taxation of Estates, Gifts and Trusts	3.00
TAX	726	Tax Strategies and Business Decisions	3.00
TAX	729	State & Local Taxation	3.00
TAX	760	Tax Research	3.00
TAX	762	Procedures and Practices in Federal Taxation	3.00
TAX	771	Corporate Taxation	3.00
TAX	772	Corporate Reorganizations and Consolidations	3.00
TAX	773	Consolidated Returns	3.00
TAX	775	Partnerships and Limited Liability Entities	3.00
TAX	776	Subchapter S Corporations	3.00
TAX	777	Estate Planning	3.00
TAX	778	Advanced Partnerships and Limited Liability Entities	3.00
TAX	779	Tax Exempt Organization	3.00
TAX	780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX	788	International Taxation	3.00
TAX	791	Independent Study (Director's Permission)	3.00

Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Undergraduate Business Credits: 24
Minimum Undergraduate Accounting Credits: 30
Minimum Undergraduate Liberal Arts Credits: 60

Minimum Graduate Credits: 30
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

B.S. Accountancy and M.B.A. Accountancy

The School of Professional Accountancy offers an accelerated shared credit program for qualified students to earn both a Bachelor of Science Accountancy and an M.B.A. This shared credit program allows the student to obtain both degrees in five years earning a total of 150 credits. The student selects this combined program in the fall semester of his or her senior year but may declare interest at any time. All criteria for admission into the graduate degree program must be met before graduate courses can be taken.

The B.S. Accountancy and M.B.A. meets the 150-hour CPA licensure-qualifying requirements and qualifies toward a one-year reduction of the work experience requirement. Generally, a participant in this program is an undergraduate accounting major at LIU Post. He or she may choose the accelerated shared credit program in his or her senior year. All eligibility requirements for admission to the graduate degree program must be satisfied.

ADMISSION REQUIREMENTS

- Minimum overall GPA of 3.0 (all colleges/universities attended)
- At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
  - ECO 11 AND ECO 12
  - ACC 11 OR ACC 12
  - FIN 11 OR FIN12
  - MAN 11
  - MKT 11
  - ECO 72 or QAS 20
- Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

B.S. Accountancy and M.B.A.

{Program Code: 06983 and 79096} {HEGIS: 0502.0 and 0506.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Undergraduate Major Requirements

Required Accountancy Courses

Students must complete at least 50% (15 credits) of accounting courses. Transfer students can only transfer in ACC 211, 212, 221, 222. Students must have a grade of B or better in all courses to fulfill this requirement.

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
ACC	221	External Reporting I	3.00
ACC	222	External Reporting II	3.00
ACC	261	Managerial Cost Analysis	3.00
ACC	280	Accounting Information Systems	3.00
ACC	282	Auditing	3.00
ACC	284	Tax & Business Strategies	3.00
ACC	285	Advanced Taxation	3.00
ACC	290	Applications in Accounting	3.00

Required Undergraduate Business Courses

Students must complete at least 50% (12 credits) of business courses at LIU Post to graduate. Students must earn a grade of B or better in all courses to fulfill this requirement.

FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
LAW	213	Legal Environment of Business	3.00
LAW	219	Commercial Law and Business Transactions	3.00
MAN	211	Principles of Management	3.00
MKT	211	Marketing Principles and Practices	3.00
QAS	220	Business Statistics	3.00

**Note that dual degree candidates in the B.S./M.B.A. program may take MBA 620 (Managing Information Technology and e-Commerce) and MBA 624 (Operations Management) in place of MIS 20 (Information Systems Management) and QAS 19 (Business Analytics) respectively. These do not count toward the required 30 graduate credits (as is the case for the Dual B.S. /M.S.)*

Required Undergraduate Co-Related Courses

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00
MTH	105	Linear Algebra for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00

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	105	Public Speaking	3.00
ORC	317	Speech Communication in Organizations	3.00

Required Graduate Management Perspective Courses

MBA	620*	Managing Information Technology and e-Commerce	3.00
MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	624*	Operations Management	3.00
MBA	625	Global Business: Environment and Operations	3.00

**Note that dual degree candidates in the B.S./M.B.A. take MBA 620 in place of MIS 20 (Information Systems Management) and MBA 624 in place of QAS 19 (Business Analytics). These courses are considered pivot courses taken during the last year of undergraduate work that count toward both undergraduate and graduate credit requirements.*

Required Graduate Accounting Courses

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

Required Graduate Capstone Course

MBA	820	Business Policy	3.00

Elective Undergraduate Courses

Undergraduate accounting courses that are not

being used to satisfy major or core requirements may be used as free undergraduate elective courses.

Elective Graduate Courses

Accounting majors pursuing the BS Accountancy and M.B.A. are encouraged to take three accounting electives from the following courses: ACC 720, ACC 742, ACC 754, ACC 790, TAX 620, TAX 760. They may choose any other ACC, TAX, FIN, IBU, MAN, MIS or MKT 700 level or above course.

Credit and GPA Requirements

Minimum Total Credits: 150
Minimum Total Undergraduate Credits: 120
Minimum Undergraduate Liberal Arts Credits: 60
Minimum Graduate Major Credits: 36
Minimum Undergraduate Major GPA: 3.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

Accounting and Business Law Courses

ACC 211 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 212 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 211 is required.
Credits: 3
Every Semester

ACC 213 Accounting for Entrepreneurs
This course provides all the financial tools necessary to allow student entrepreneurs set up their own business. The course will provide an understanding of QuickBooks, tax fundamentals, financial statement analysis, and new technology (ie blockchain)
Credits: 3
Not Set

ACC 221 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 212 is required.
Credits: 3
Every Fall

ACC 222 External Reporting II
This course is a continuation of ACC 221 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 221 is required.
Credits: 3
Every Fall and Spring

ACC 261 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 221 is required.
Credits: 3
Every Semester

ACC 280 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 221 is required.
Credits: 3
Every Semester

ACC 282 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 222 and ACC 280 are required.
Credits: 3
Every Semester

ACC 284 Tax & Business Strategies
Tax basics of all types of entities will be studied. The course stresses the importance of exposure to a range of tax concepts within the framework of financial reporting. Critical thinking and problem solving skills will be developed utilizing tax planning decision models. Recognition of tax savings and tax hazards will prepare students for many possible work environments.
Co-requisite of ACC 221 is required.
Credits: 3
Every Fall

ACC 285 Advanced Taxation
A continuation of ACC 284, 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 284 is required.
Credits: 3
Every Spring

ACC 290 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 222 is required.
Credits: 3
Every Semester

LAW 213 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 219 Commercial Law and Business Transactions
This course covers real and personal property, bills and notes, insurance, suretyship and bankruptcy, law of sales and negotiable instruments, wills and trusts, secured transactions, accountant's liability, and security regulation.
Prerequisite of LAW 213 is required.
Credits: 3
Every Semester

DEPARTMENT OF BUSINESS

The Department of Business Administration curriculum helps students develop analytical and behavioral skills needed to face ever-growing challenges in a global economy. The primary function of managers is to creatively solve problems and/or facilitate the problem-solving efforts of others. Students develop an understanding of this function through the process of creative problem-solving in planning, organizing, leading, and controlling.

Academic programs include the Bachelor of Science in Business Administration, Bachelor of Science in Finance, Bachelor of Science in Marketing with concentrations in Branding and Licensing and Digital Marketing as well as the five-year accelerated, shared credit Bachelor of Science in Business Administration/Master of Business Administration (M.B.A.). All programs are accredited by AACSB International (the Association to Advance Collegiate Schools of Business), the world's premier business education accreditation agency.

The roles and behaviors expected of managers are explored and the skills required to be a successful manager are developed. Management courses cover general management, human resource management, organizational behavior, management information systems, operations management, decision analysis, statistics, business policy, international management, and management of technology.

Marketing is crucial to the health and survival of any organization. In times of turbulent change, domestically and internationally, sophisticated marketing techniques are the key to survival and continued growth in a competitive world. A wide range of courses which cover basic and advanced concepts in marketing and international business strategy are available. Students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, branding and licensing and digital marketing techniques, and other elements of the marketing mix.

The Finance curriculum and faculty bring new and vital research into the classroom, recognizing the challenges of the global financial marketplace. Students are prepared for careers in corporate financial management and the financial services industry. Experienced faculty members bring fresh ideas and a wealth of experience to the classroom in the areas of money management, banking, capital markets, global debt, investments, commodities, and stock exchanges. Students learn the techniques to adapt to shifting issues in the field, including portfolio allocation and optimization, corporate governance standards, securities regulation, ethics, and compensation. To complement classroom knowledge with real-world experiences, the University offers internships in professional settings.

B.S. Business Administration

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

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

B.S. Business Administration

{Program Code: 06990} {HEGIS: 0506.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Business Administration required courses (48 credits):

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
LAW	213	Legal Environment of Business	3.00
MAN	211	Principles of Management	3.00
MAN	212	Organizational Behavior	3.00
MAN	214	Creating and Managing a Small Business	3.00
MAN	216	Business Communication	3.00
MAN	218	Introduction to Business Information Processing	3.00
MAN	271	Business Policy	3.00
MAN	281	Management Seminar	3.00
MKT	211	Marketing Principles and Practices	3.00
MKT	214	Consumer Motivation and Behavior	3.00
QAS	220	Business Statistics	3.00

Choose one of the following:

ENT	201	Foundations of Entreperneurship	3.00

B.S. in Business Administration Required Co-Related Courses (15 credits):

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00
MTH	105	Linear Mathematics for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00
POL	102	Introduction to Political Science II	3.00

Students must complete two of the following Management Elective Courses (6 credits):

MAN	223	Business and Society	3.00
MAN	231	Negotiation	3.00
MAN	275	International Management and Cross Cultural Behavior	3.00
MAN	291	Independent Research Study	1.00
MAN	293	Management Internships	3.00

Business Elective

Students must complete one undergraduate courses from ACC, BUS, DA, ENT FIN, LAW, MAN, MIS, MKT or QAS. (3 credits).

Credit Requirements

Minimum Total Credits: 120

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

B.S. Finance

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

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

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

Finance B.S. Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Co-Related requirement

ECO	101	Microeconomics	3.00
ECO	102	Macroeconomics	3.00
MTH	6	Calculus for Business	3.00

Liberal Arts Electives

Choose 26 credits of Liberal Arts electives.

Major Requirements

All of the following are required (24 credits):

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
BDA	18	Data Analytics using Excel	3.00
MAN	211	Principles of Management	3.00
MAN	216	Business Communication	3.00
MKT	211	Marketing Principles and Practices	3.00
QAS	219	Business Analytics	3.00
QAS	220	Business Statistics	3.00

All of the following are required (18 credits):

FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
FIN	229	Private Equity and Venture Capital	3.00
FIN	231	Investments	3.00
FIN	235	Spreadsheet Modeling in Finance	3.00
FIN	265	Money and Capital Markets	3.00

Choose 18 credits from any of the following subject areas: ACC, DA, BUS, ENT, FIN, LAW, MAN, MIS, MKT, QAS

Also required:

FIN	80	Capstone in Finance	3.00

Total Credits:

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

B.S. Marketing

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

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

Marketing B.S. Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin. Choose an additional 26 credits of Liberal Arts electives required.

Choose

Major Requirements

All of the following are required:

ACC	211	Accounting Principles I	3.00
DA	228	Data Analytics in Excel	3.00
FIN	211	Principles of Finance I	3.00
MAN	211	Principles of Management	3.00
MAN	216	Business Communication	3.00
MKT	211	Marketing Principles and Practices	3.00
MKT	235	Integrated Marketing Communications	3.00
MKT	270	International Business: The Firm & Environment	3.00
QAS	220	Business Statistics	3.00

Choose one of the following:

ENT	217	Social Entrepreneurship Consulting	3.00
ENT	201	Foundations of Entrepreneurship	3.00

The following are required:

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00

Choose one of the following:

MTH	104	Introductory Mathematics for Business	3.00
MTH	106	Calculus for Business and Social Science	3.00

Digital Marketing Concentration Requirements

Digital Marketing Concentration Requirements

All of the following are required:

MKT	214	Consumer Behavior	3.00
MKT	224	Digital Marketing and Branding	3.00
MKT	226	Digital Marketing Analytics	3.00
MKT	223	Social Media Marketing	3.00

Choose six courses from any of the following subject areas: ACC, BDA, BUS, ENT, FIN, LAW, MAN, MIS, MKT, QAS
The following capstone course is required:

MKT	280	Capstone in Digital Marketing	3.00

Branding and Licensing Concentration Requirements

Branding and Licensing Concentration Requirements

All of the following are required:

MKT	214	Consumer Motivation and Behavior	3.00
MKT	225	Brand Management	3.00
MKT	236	Brand Licensing	3.00
MKT	241	Advertising	3.00

Choose six courses from any of the following subject areas: ACC, BDA, BUS, ENT, FIN, LAW, MAN, MIS, MKT, QAS
The following capstone course is required:

MKT	282	Capstone in Branding and Licensing	3.00

Credit Requirements

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

ACCELERATED SHARED CREDIT PROGRAM

B.S. Business Administration and M.B.A. Business Administration

The 150-credit B.S. Business Administration and M.B.A. in Business Administration accelerated, shared-credit program offers students the opportunity to complete two AACSB-accredited business degrees in only five years. Earn a Bachelor of Science degree in Business Administration, then seamlessly transition into the Master of Business Administration (M.B.A.) program. This accelerated, shared-credit program enables you to enter the business world sooner, armed with superior credentials and higher earning potential.

Small class sizes guarantee individualized attention from our internationally renowned faculty. To accommodate busy schedules, M.B.A. students have the option to take courses offered on weeknights and in some cases on Saturdays. In designing a curriculum that fits your needs and career goals you can choose from a wide array of M.B.A. electives, such as "Financial Reports Analysis," "Global Business: Environment and Operations," "Corporate Mergers and Restructuring Strategies", "Negotiation Strategy" and "Business Consulting" to name a few.

The business programs at LIU Post are accredited by AACSB International – the Association to Advance Collegiate Schools of Business – the world's leading business school accrediting organization. AACSB accreditation represents the highest standard of achievement for business schools worldwide; less than one-third of American schools and 5 percent of international programs can claim this distinction.

ADMISSION REQUIREMENTS

Undergraduate students can apply for admission into the 5-year B.S. Business Administration and M.B.A. in Business Administration accelerated shared credit program during their junior year. Before taking the 600-level courses, as specified below, students must meet the GMAT and GPA index requirements:

1. Minimum overall GPA of 3.0 (all colleges/universities attended)
2. At least a grade of "B" (3.0) or better in all of the following undergraduate courses (or their equivalents if taken at another college/university):
   - ECO 11 AND ECO 12
   - ACC 11 OR ACC 12
   - FIN 11 OR FIN12
   - MAN 11
   - MKT 11
   - QAS 20
3. Meet the same standards for admission to the M.B.A. portion of the program as students who apply from other schools, or who have already completed a bachelor's degree at LIU Post.

B.S. Business Administration and M.B.A. Business Administration

{Program Codes: 06990 and 79096}
{HEGIS: 0506 and 0506}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Undergraduate Business Administration Courses
(36 credits)
(A grade of B or better is required in ACC 211 OR 212, FIN 211 OR 212, MAN 211 and MKT 211)

ACC	211	Accounting Principles I	3.00
ACC	212	Accounting Principles II	3.00
FIN	211	Principles of Finance I	3.00
FIN	212	Principles of Finance II	3.00
LAW	213	Legal Environment of Business	3.00
MAN	211	Principles of Management	3.00
MAN	212	Organizational Behavior	3.00
MAN	216	Business Communication	3.00
MAN	218	Introduction to Business Information Processing	3.00
MAN	271	Business Policy	3.00
MKT	211	Marketing Principles and Practices	3.00
MKT	214	Consumer Motivation and Behavior	3.00

Management Program Requirements

Required Undergraduate Statistics Courses:
(A grade of B or better in QAS 220 OR ECO 72 is required to waive GBA 525.)

QAS	220	Business Statistics	3.00

Required Undergraduate Management Courses:

MAN	214	Creating and Managing a Small Business	3.00

MAN	281	Management Seminar	3.00

Nine Credits from the following:

MAN	13	Managing Group Dynamics	3.00
MAN	22	Human Resource Management and Labor Relations	3.00
MAN	223	Business and Society	3.00
MAN	231	Negotiation Strategy	3.00
MAN	34	Service Management	3.00
MAN	51	Production Management	3.00
MAN	275	International Management and Cross Cultural Behavior	3.00
MAN	291	Independent Research Study	1.00
MAN	92	Independent Research Study	2.00
MAN	293	Management Internships	3.00
MAN	94	Management Internships	3.00

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

Required Graduate Business Courses:

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

**Note that dual degree candidates in the B.S./M.S. program may take MBA 620 (Managing Information Technology and e-Commerce) and MBA 624 (Operations Management) in place of MIS 20 (Informaion Systems Management) and QAS 19 (Business Analytics) respectively. These do not count toward the required 30 graduate credits (as is the case for the Dual B.S. /M.B.A.)*

MBA	620*	Managing Information Technology and e-Commerce	3.00
MBA	624*	Operations Management	3.00

Required Graduate Management Perspective Courses:

MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	625	Global Business: Environment and Operations	3.00

Elective Graduate Business Courses:

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

Required Graduate Capstone Course:

MBA	820	Business Policy	3.00

Required Undergraduate Co-Related Courses:

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

ECO	101	Introduction to Microeconomics	3.00
ECO	102	Introduction to Macroeconomics	3.00
MTH	105	Linear Mathematics for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00
POL	102	Introduction to American Politics	3.0

(A 3.0 GPA in undergraduate Management Program required and a 3.0 GPA in Graduate major required.)

Credit and GPA Requirements

Minimum Total Credits (for freshmen): 150
Minimum Total Undergraduate Credits: 120
Minimum Graduate Credits: 36-48
Minimum Undergraduate Liberal Arts Credits: 60
Minimum Undergraduate Major GPA: 2.00
Minimum Undergraduate Cumulative GPA: 3.00
Minimum Graduate GPA: 3.00

Finance Courses

FIN 211 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 211 is required or permission of Chair.
Credits: 3
Every Semester

FIN 212 Principles of Finance II
This 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 211 and ACC 211 are required.
Credits: 3
Every Semester

FIN 229 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 211 is required.
Credits: 3
On Occasion

FIN 231 Investments
This course focuses on security markets and investment opportunities. Students are exposed to the concepts of market efficiency and risk and return in the context of valuations of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios.
Prerequisite of FIN 211 is required.
Credits: 3
Every Fall and Spring

FIN 235 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 265 Money and Capital Markets
The main goal of this course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will be placed on both financial theory which includes the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates and the U.S. institutional structure which includes an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and traditional and new financial instruments will be evaluated along with a discussion of the use of the Federal Reserve's flow of funds and material from rating agencies and major financial firms. Current events will also be covered. Cross-listed with ECO 465.
Prerequisite of FIN 211 or permission of chair is required.
Credits: 3
Annually

FIN 281 Seminar in Financial Services
Students will explore the relationship between corporate financial flows and financial market, industry, and aggregate economic data. Students are required to have junior or senior status.
Prerequisite of FIN 212 is required.
Credits: 3
Every Fall and Spring

FIN 323 Personal Finance
This course gives students, regardless of major or background, an overview of how to manage their individual financial circumstances. Topics covered will include: personal, auto, and home equity loans; property and casualty insurance; life insurance; investing fundamentals; tax planning; retirement planning and estate planning. Principles of budgeting, financing, insurance, investing and retirement planning will be outlined so that students will have a better idea of how to live within their means and prepare for the future.
Credits: 3
Annually

FIN 325 Introduction to Real Estate
This course will focus on the business of real estate with a particular focus on the New York metropolitan and Long Island areas. Topics covered will include real estate instruments, real estate brokerage, real estate financing, appraisals and valuations, marketing real estate, managing property and government financing programs. Many of the classes will include presentations by real estate professionals from the area.
Credits: 3
On Occasion

FIN 333 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 336 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 372 Global Financial Management
An analysis of the financial decision-making process of the global corporation will be explored. The financial opportunities and the risks associated with international operations are discussed and analyzed. Major topics include multicurrency cash and exposure management, capital budgeting and cost of capital considerations as well as multinational performance and evaluation criteria. The case study method is utilized.
Credits: 3
Annually

FIN 393 Internship
Internships will be arranged through the Finance Department. These internships are planned programs of research observations, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience.
Prerequisite of Junior/Senior Status is required.
Credits: 3
Every Semester

FIN 432 Security Analysis and Student Investment Fund
Students in this course will build on the theoretical concepts learned in foundational finance courses, and expanded upon in the prerequisite intermediate course, to put these theories into practice. Students will have the opportunity to propose investment ideas, collectively build a portfolio of investments in listed U.S. equities, take responsibility for stock market sector coverage and make formal written and oral investment proposals.

Students will develop, implement and follow investment policies and conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors who have invested the funds to be managed through this engaged learning initiative.
Prerequisite of FIN 231 is required.
Credits: 3
Every Spring

FIN 471 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 211 is required.
Credits: 3
Annually

FIN 491 Independent Research Study
These courses offers students the option of either a department approved internship or structured, supervised research in a professor-selected area of finance.
Prerequisite of Junior/Senior status is required.
Credits: 1
On Occasion

Management Courses

MAN 211 Principles of Management
This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.
Credits: 3
Every Fall and Spring

MAN 212 Organizational Behavior
This course focuses on human behavior within organizations, including such topics as personality, job attitudes, motivation, leadership, group process, diversity, formal and informal organizations, decision making and negotiation, and organizational culture.
Credits: 3
Every Semester

MAN 214 Creating and Managing a Small Business
An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal business plan including market research, operational and organizational design, marketing and financial planning.
Prerequisite of MAN 211 and FIN 211 are required.
Credits: 3
Every Semester

MAN 216 Business Communication
This course is designed to improve effective business communication with emphasis on individual and interpersonal skills building. Topics include, but are not limited to, determining appropriate style and tone in various types of written business communications; strengthening verbal effectiveness through the use of presentations and graphics; and learning to interpret and use non-verbal communication for greater impact. This course addresses the unique communication challenges that arise as a result of diversity, globalization and the pervasiveness of technology.
Credits: 3
Every Semester

MAN 218 Introduction to Business Information Processing
This course is an introduction to information processing. Emphasis is on computer hardware and software and how it is integrated by end-users for management information systems. Personal Computer packages (spreadsheets, database management systems, and word-processing) will be used to illustrate the tools available to managers.
Credits: 3
Every Semester

MAN 223 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 231 Negotiation Strategy
This course allows students to develop the ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.
Credits: 3
Every Semester

MAN 271 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 211 & 218 & FIN 211 & MKT 211 and Senior status is required.
Credits: 3
Every Semester

MAN 275 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 211 is required.
Credits: 3
Every Fall and Spring

MAN 281 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 291 Independent Research Study
A program of supervised research in a selected area of management.
Prerequisite of Senior status is required.
Credits: 1
On Occasion

MAN 293 Management Internships
Internships are planned programs of research observations, study and participation in selected organizations. They are designed to enrich classroom study with hangs-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

MIS 220 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 218 is required for all business majors. Co-requisite of ACC280 is required for accounting majors.
Credits: 3
Every Semester

QAS 219 Business Analytics
This course introduces the basic concepts, principles and methods of business analytics, a growing field to support managerial decision making based on data and modeling. Topics include regression analysis, forecasting, data mining, linear programming, integer linear programming, simulation, decision analysis, and database management. A strong emphasis is placed on applying analytics to a wide range of business decision making problems in finance, marketing and operations with Microsoft Excel and Analytics Solver Platform.
Credits: 3
Every Semester

QAS 220 Business Statistics
This course introduces some of the statistical concepts and techniques used in business decision-making at an advanced level. The emphasis is on business application. Problems from the functional areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decisions.
Credits: 3
Every Semester

Marketing Courses

MKT 211 Marketing Principles and Practices
This is the core-marketing course for the LIU Undergraduate Program and it also appeals to non-business-majors who are interested in marketing. The aim of the course is to provide a rigorous and comprehensive introduction to contemporary marketing practice. The participants learn how to analyze complex business situations, identify underlying problems and decide on courses of actions with the help of the modern marketing management techniques. The students learn the concepts and terminology of modern marketing management during lectures, cases and class discussions. Application of the marketing management concepts becomes the focus for the term project.
Credits: 3
Every Semester

MKT 214 Consumer Motivation and Behavior
This course covers the cognitive and emotional processes consumers go through; how individual differences based on social, cultural, economic, personal and psychological factors affect these processes; and how consumers respond to marketing stimuli, such as advertising campaigns or price discounts. Along with other topics, the knowledge of consumer brand awareness and brand preferences students gain in this course should help students learn more about how and why consumers do what they do (and think what they think) and relatedly, help students cultivate their marketing managerial skills to develop more effective marketing plans, such as to promote brands and licensed properties.
Prerequisite of MKT 211 is required.
Credits: 3
Every Semester

MKT 223 Social Media Marketing
Students will learn the necessary components for creating and launching social media campaigns including Facebook, Instagram, and Twitter, among others. We will research how to create effective brand messages based on the use of storytelling. This course will cover the components of designing specific digital advertisements that are geared towards attracting new customers, retaining current customers and/or re-engaging past customers. Students will also create landing pages as an additional tool to assist them in deploying digital campaigns. Students will then target their campaigns to selected markets and measure the results on their activity.
Prerequisite of MKT 211 is required.
Credits: 3
Every Spring

MKT 224 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 211 and 214 are required.
Credits: 3
On Occasion

MKT 225 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 211 is required.
Credits: 3
Every Fall and Spring

MKT 226 Digital Marketing Analytics
Students will learn how to use and interpret data as a critical tool in creating and assessing online marketing campaigns. During the course students will examine various campaigns and data points to learn how to analyze key performance indicators. We will also cover how to determine which factors are forward and lagging indicators, how to conduct A/B testing, and make necessary adjustments in digital campaigns to maximize results.
Prerequisite of MKT 211 is required.
Credits: 3
Every Fall

MKT 235 Integrated Marketing Communications
The course focuses on promoting synergy of marketing communications practices and relationships with the customer. It emphasizes strategic planning and management of marketing communications. The program covers a variety of functional areas including advertising, public relations, direct response, sales promotion and event sponsorship, as well as basic principles of brand communication relationships and position strategies.
Prerequisite of MKT 211 is required.
Credits: 3
Every Semester

MKT 236 Brand Licensing
This course aims to explore the meaning of brand equity and to study how to evaluate and maximize opportunities for communicating that equity through brand extensions and licensing. It provides students with a clear understanding of how firms utilize brand extensions and licensing for effective marketing communications to help achieve their particular goals and objectives as well as the strategic and creative process that must be followed to succeed. Students will learn how companies deliver new brand-aligned products to the marketplace through the vehicle of trademark licensing. The course relies heavily on examples and case studies of actual brand programs that have been developed by famous and some not-so-famous brands and other owners of intellectual property (including celebrities, sport leagues, and fashion designers among others).
Prerequisite of MKT 211 is required.
Credits: 3
Every Fall

MKT 241 Advertising
The course studies advertising strategy including positioning, institutional advertising, advocacy advertising, media selection and scheduling, agency relations, the role of the advertising manager,

comparative advertising, the creative process, the use of testimonials, cooperative advertising, and the assessment of advertising effectiveness and consumer reactions.
Prerequisite of MKT 211 is required.
Credits: 3
Every Semester

MKT 251 Marketing Research
This course covers marketing research methods and designs, including survey methods, focus groups, in-depth interviews, observations, and experimental approaches. Topics also include sampling techniques, segmentation, analysis and interpretation of data, and writing research reports towards better understanding market trends and brand differentiation. The knowledge of marketing research students gain in this course should help students learn more about how to find out what and why consumers do what they do (and think what they think) and relatedly, help students cultivate their marketing managerial skills to develop more effective marketing plans, such as by designing marketing analytics to evaluate brand equity and licensed properties
Prerequisite of MKT 211 is required.
Credits: 3
Every Semester

MKT 270 International Business: The Firm & Environment
The course aims to introduce students to the discipline of international business by discussing the uniqueness of the international environment and identifying the opportunities and threats for domestic business. It explains the key institutions which have facilitated globalization through the multilateral negotiation process and the bilateral forces stimulating regionalization are also analyzed. Theories and concepts related to trade, investment and strategic decisions including corporate structural options are discussed.
Credits: 3
On Occasion

MKT 281 Marketing Seminar
This is the capstone course aimed at developing the student's analytical abilities through class discussion of actual marketing cases and the use of computer simulations involving a variety of marketing decision-making skills and knowledge.
Prerequisite of MKT 251 or corequisite of MKT 251 with instructors permission and Senior status is required.
Credits: 3
Every Semester

MKT 282 Capstone in Branding and Licensing
The course investigates the following critical aspects of brand management and licensing including branding and licensing technologies, the cognitive and cultural factors that shape customer perceptions, development of a differentiated brand identity, impact of changing technology on brand communication, and primary and secondary brand identifiers. Students will work in teams to develop an effective marketing plan using marketing analytics to evaluate brand equity and licensed properties.
Pre requisites: MKT 225, MKT 236 and MKT 241
Credits: 3
Every Spring

MKT 431 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 211 is required.
Credits: 3
On Occasion

MKT 471 International Marketing
This course is a study of the international marketplace, with special emphasis on the international environment, social/ cultural and political/legal differences, trade barriers, foreign entry, licensing and joint ventures, the multinational firm and global marketing strategy.
Prerequisites of MKT 211 and 214 are required.
Credits: 3
Every Semester

MKT 495 Internship
Internships are planned programs of research observation, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students and approval must be obtained from the Chair of the Business Administration Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship.
Prerequisite of MKT 211, 214, Marketing subplan with Senior status and a 3.00 MKT courses GPA are required.
Credits: 3
Every Semester

SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

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

DEPARTMENT OF ENTREPRENEURSHIP AND INNOVATION

B.S in Data Analytics

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

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

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

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

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Co-Related Requirements:

MTH	222	Applied Linear Algebra	3.00
One from:			
QAS	219	Busines Statistics	3.00
ECO	272	Statistics	3.00

Major Requirements:

All of the following are required (45 credits):

DA	203	Programing in Python	3.00
DA	228	Data Analytics with Excel	3.00
DA	220	Data Analytics with R and Python	3.00
DA	225	Multivariate and Advanced Studies	3.00
DA	230	Database Management	3.00
DA	231	Data Structures and Algorithms	3.00
DA	240	Data Visulaization	3.00
DA	256	Data Analytics Ethics	3.00
DA	255	Intro to Fintech	3.00
DA	262	Intro to AI	3.00
DA	263	Data Mining and Business Intelligence	3.00
DA	266	Computational Genomics	3.00
DA	250	Machine Learning	3.00
DA	260	Deep Learning	3.00
DA	265	Intro to Modern Cryptography	3.00

The following capstone course is required:

DA	299	Senior Capstone Project	3

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

Credit Requirements:
Minimum Total Credits: 120
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major credits: 48

B.S. in Entrepreneurship

The B.S. in Entrepreneurship program is designed to engage students to think entrepreneurially while they learn how to execute their vision efficiently and effectively. Entrepreneurship majors will learn how to prepare and execute a comprehensive strategy for launching a new venture. The venture can be in any organizational context – large or small, new or existing, non-profit or for-profit. The entrepreneurial process of value creation through innovation remains the same regardless of the context or the ultimate goal.
Students will interact extensively with the business community both inside and outside the classroom and produce a plan that is both defensible to potential investors and actionable in the real world.

Entrepreneurship B.S. Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits

ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

All of the following are required (27 credits):

ACC	211	Accounting Principles I	3.00
DA	228	Data Analytics in Excel	3.00
ENT	201	Foundations of Entrepreneurship	3.00
FIN	211	Principles of Finance I	3.00
LAW	213	Legal Environment of Business	3.00
MAN	211	Principles of Management	3.00
MAN	216	Business Communication	3.00
MKT	211	Marketing Principles and Practices	3.00
QAS	220	Business Statistics	3.00

All of the following are required (18 credits):

ENT	213	Financing Entrepreneurship Venture	3.00
ENT	215	Idea to Enterprise	3.00
ENT	217	Social Entrepreneurship Consulting	3.00
ENT	261	Entrepreneurship in Management: LIU IQ Student Consultancy	3.00
ENT	271	Entrepreneurship Capstone	3.00
ENT	281	Entrepreneurship Seminar	3.00

Choose 12 credits from any of the following subject areas: ACC,AI, DA, FIN, LAW, MAN, MIS, MKT, QAS:

Corelated Course (15credits):

ORC	105	Public Speaking	3.00
ECO	101	Microeconomics	3.00
ECO	102	Macroeconomics	3.00
PHI	100	Intro to Philosophy	3.00

Choose one of the following:

MTH	104	Introductory Mathematics for Business and Social Science	3.00
MTH	106	Calculus for Business and Social Science	3.00

Credit Requirement

Miimum Total Credits: 120
Minimum Liberal Arts Credits: 60 credits
Minimum Major Credits: 60

B.S. Fashion Merchandising

Fashion merchandisers work in fashion, beauty, textile, accessories, and retail organizations in both local and international marketplaces. The B.S. degree in Fashion Merchandising provides students with diverse skills and the breadth of knowledge to compete in today's global environment for positions from start-ups through major conglomerates. Taking an omnichannel approach, students will be prepared to assume positions as buyers, sales managers, planners, logistics managers, product developers, and marketers in the organizations themselves in addition to the agencies, distributors, or wholesalers that serve them.

B.S. Fashion Merchandising

{Program: 37520} {HEGIS: 0509.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

All courses required from the following (36 credits):

FM	200	Introduction to the Fashion Industry	3.00
FM	212	The Business of Fashion Merchandising	3.00
FM	214	Math for Merchandising	3.00
FM	220	Buying for the Fashion Industry	3.00
FM	224	Fashion Trend Forecasting	3.00
FM	260	Global Product Development and Strategic Planning	3.00
FM	265	Fashion Media	3.00
FM	280	Fashion Sustainability	3.00
FM	285	Fundamentals of Textiles	3.00
FM	290	Visual Merchandising and Display	3.00
FM	295	Fashion Law	3.00
FM	299	Capstone	3.00

Take both of the following (6 credits):

MKT	211	Marketing Principles and Practices	3.00
FM	250	Brand Management	3.00

Choose two from the following Fashion Merchandising Elective Courses (6 credits):

FM	275	Computer Aided Design: CAD for Merchandising	3.00
FM	337	Fashion Style 3D	3.00
FM	361	Luxury Branding	3.00
FM	362	Style Writing	3.00
FM	363	Global Fashion Consulting	3.00
FM	400	Fashion Merchandising Internship	3.00
FM	388	Fashion Merchandising Engaged & Global Learning *May take FM 388 up to three times for a maximum of 3 credits*	1.00
MAN	218	Introduction to Business Information Processing	3.00

Liberal Arts and Free Electives: Students choose courses that are not being used to satisfy major or core requirements.

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 48

B.S. in Sports Management

The B.S. in Sports Management program delivers an innovative educational experience grounded both in relevant theory and practical application providing the tools each student requires to become a successful leader in the global sports industry. Students will be presented with opportunities to gain invaluable practical field experience through meaningful internships with a variety of sports teams and leagues, sports media entities, sports apparel companies, sports product

manufacturers, as well as in the sports fitness and sports recreational industries.
The teachers in the Sports Management program are professionals with practical experience in various fields of the sports industry.

B.S. Sports Management

{Program: 39157} {HEGIS: 0599.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Sports Management required courses (42 credits)

MAN	211	Principles of Management	3.00
MKT	211	Marketing Principles and Practices	3.00
FIN	211	Principles of Finance 1	3.00
ACC	211	Accounting Principles	3.00
ENT	201	Foundations of Entrepreneurship	3.00
MAN	216	Business Communication	3.00
MAN	231	Negotiation Strategy	3.00
SPM	240	Introduction to Sports Management	3.00
SPM	241	Facility Management	3.00
SPM	242	Sports Marketing	3.00
SPM	243	The Economics of Sports	3.00
SPM	244	Sports Law	3.00
SPM	245	Internship in Sports Management	3.00
SPM	246	Psychology of Sports	3.00

Co-Related Required Courses (19 credits)

BIO	126	Foundations of Biology I	4.00
CACJ	339	Sports Crimes	3.00
HE	205	Substance Abuse	3.00
NTR	213	Nutrition	3.00
ORC	105	Public Speaking	3.00
PHI	178	Ethics	3.00

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 42

Data Analytic Courses

DA 203 Programming in Python
This course provides hands-on-learning in leading-edge computing techniques for data science and programming in Python. Students will not only learn programming fundamentals but also leverage the large number of existing libraries available in Python to accomplish tasks with minimal code. Programming concepts are taught with rich Python examples. The course establishes a solid programming foundation for students to further pursue their data analytics studies.
Credits: 3
Every Fall

DA 220 Introduction to Data Analytics with R and Python
This core required course in the Data Analytics program provides a comprehensive introduction to the principles of data science that underlie the data-mining algorithms, data-driven decision-making process, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using the two most popular analytic languages of R and Python.
Credits: 3
Every Spring

DA 225 Multivariate and Advanced Statistics
This course covers advanced statistical techniques in the context of big data, such as multivariate regression, Bayesian methods, linear discriminant analysis, principal component analysis, factor analysis, and clustering as well as newer techniques, such as density estimation, neural networks, random forests, support vector machines, and classification and regression trees. Students will build a solid statistical foundation in the course for data mining and machine learning.
Prerequisites: ECO 72 or QAS 20
Credits: 3
Alternate Spring

DA 228 Data Analytics in Excel
The course provides students with the opportunity to learn data processing and data analytic skills needed to execute business and professional functionalities in Microsoft Excel. Emphasis is placed on how to efficiently navigate big datasets and use the keyboard to access commands during data processing. The course provides students extensive hands-on experience in learning through practicing with datasets drawn from accounting, finance and other business scenarios. Data visualization skills are also introduced and reinforced throughout the course. At the end of the course students are expected to earn the Microsoft Office Specialist Certification in Excel.
Credits: 3
Every Fall and Spring

DA 230 Database Management with MySQL
This core required course in the Data Analytics program provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data pre-processing, data analysis and mining. Students will learn enterprise database management and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and patterns.
Credits: 3
Alternate Fall

DA 231 Data Structures and Algorithms
This course provides students a comprehensive introduction to data structures and algorithms, including their design, analysis, and implementation. The concept of object-oriented programming is also introduced, including the use of inheritance, so that students can understand similarities and differences of various abstract data types and algorithmic approaches. Topics also include recursion, array-based sequences, stacks, queues, linked lists, trees, maps, hash tables, sorting and selection, text processing, and graphs.
Credits: 3
Alternate Spring

DA 240 Data Visualization
This course provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling and introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Modules cover the visual analytics process from beginning to end--from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of Power BI and Tableau, two leading visualization tools.
Credits: 3
Every Spring

DA 250 Introduction to Machine Learning & Cloud-based Analytics
This course covers essential component techniques in machine learning and cloud-based big data analytics skills in business via hands-on learning approaches. The machine learning skills, which cover supervised, unsupervised and semi-supervised learning components, are emphasized via using tensorflow, sklearn, Spark Mlib and Amazon machine learning services to solve state-of-the-art massive data problems in business. AWS-based big analytics is covered in a comprehensive, deep, and hands-on ways, and Microsoft Azure and Google cloud technologies are also introduced. This class provides a series of case studies for students to understand machine learning and cloud computing resolutions for big data analytics better. Students are required to use state-of-the-art machine learning and big data analytics tool to solve real-world business problems and present their results.
Pre Requisite: DA 220
Credits: 3
Every Spring

DA 255 Introduction to Fintech
This course introduces Fintech through a hands-on data analytics approach and fosters students' essential fintech data analytics skills. Topics include Fintech data acquisition, visualization, and analysis, High-frequency trading (HFT) data analytics, implied volatility analytics, Blockchain in Fintech, Smart contract, machine learning in Fintech, and other state-of-the-art fintech knowledge and skills.
Credits: 3
Every Fall

DA 256 Data Analytics Ethics
This course surveys the domestic and international development of data and information privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include ethical use of AI, oversight for algorithms, digital profiling, free speech, open government, cybersecurity, data communications. Students will produce written work throughout the course, including case briefs, study reports, and final term paper.
Credits: 3
Alternate Spring

DA 260 Deep Learning
This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. Deep learning is behind many recent advances in artificial intelligence, including Siri speech recognition, Face book tag suggestions, and self-driving cars. A range of topics are covered which include basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to various problem domains (e.g., speech recognition, computer vision, handwriting recognition, etc.)
Cross-listed with AI 260.
Prerequisite: DA 250
Credits: 3
Every Fall

DA 262 Introduction to Artificial Intelligence
The course covers the basic principles of artificial intelligence. Students will learn some basic AI techniques, the problems for which they are applicable, and their limitations. The course content is organized roughly around what are often considered to be three central pillars of AI: Search,

Logic, and Learning. Topics covered include basic search, heuristic search, game search, constraint satisfaction, knowledge representation, logic and inference, probabilistic modeling, and machine learning algorithms.
Crosslisted with AI 218
Credits: 3
Alternate Fall

DA 263 Data Mining and Business Intelligence
The study of advanced PROLOG programming, including advanced topics in knowledge representation and reasoning methods, which include semantic networks, frames non-monotonic reasoning and reasoning under uncertainty. A study is made of concepts and design techniques in application areas, such as natural-language processing, expert systems, and machine learning. Introduction is made to genetic algorithms and neural networks.
Cross-listed with AI 212.
Credits: 3
Alternate Spring

DA 265 lntro to Modern Cryptography
The course will offer a thorough introduction to modern cryptography, focusing on models and proofs of security for various basic cryptographic primitives and protocols including key exchange protocols, commitment schemes, digital signature algorithms, oblivious transfer protocols and public-key encryption schemes. Applications to various problems in secure computer and information systems will be briefly discussed including secure multiparty computation, digital content distribution, e-voting systems, digital payment systems, and cryptocurrencies.
Cross-listed with AI 265.
Credits: 3
Alternate Spring

DA 266 Computational Genomics
The course offers an introduction to basic theories, history of the field, current research areas and clinical applications of computational genomics including disease diagnosis and risk assessment, genetic counseling, microbiome testing and pharmacogenomics. The impact on personalized medicine and medical products will be highlighted and the course emphasizes the principles underlying the organization of genomes and the methods and approaches of studying them. Methods for understanding concepts such as gene regulation, evolution, complex systems, genetics, and gene phenotype relationships are covered. Topics explored include sequence alignment, comparative genomics, phylogenetics, sequence analysis, structural genomics, population genetics, and metagenomic analysis and Bioinformatics tools as provided in the BioPython library will be utilized.
Prerequisites: DA 103, 120 and ECO 72 or QAS 20
Credits: 3
Alternate Spring

DA 299 Capstone Project
This core required course in the Data Analytics program trains students on the fundamental concepts needed for the role of a Business Analyst/Business Intelligence Engineer/Data Scientist in companies, and then equips students with the latest available tools to implement these concepts in answering business questions in a data driven way. This course uses hands-on project in business application of data analytics in an area of student interest, such as consumer behavior analytics, pricing analytics, marketing analytics, social media analytics, or other fields.
Pre or Co-requisite of DA 220, 230, 240 and 250
Credits: 3
Every Spring

DA 305 Making Sense of Data
This course provides opportunities for students to master a variety of tools and techniques to make sense of data. Topics covered include databases, data analysis and visualization. Students will develop an understanding of data analytics through reading literatures and learn to use tools such as Excel, Tableau, Python and MySQL through hands-on case studies and exercises in such fields as sports, finance and healthcare.
Credits: 3
On Occasion

DA 310 Introduction to Social Media and Web Analytics
Social media and web analytics is a technique we use to collect, report and analyze social channel and website data. It is carried out to understand the behaviors and preferences of the social media and website visitors. Basic skills in social media and web analytics are essential for online businesses and can open up abundant career opportunities for students in data analytics, marketing, fashion merchandising, business administration, and many other subject fields. The course will cover the fundamentals of data analytics, social media analytics and reporting, web analytics practices and the basic applications of artificial intelligence (AI) tools such as ChapGPT. Topics include an introduction to data analytics, structured and unstructured data analysis, user experience measurement, campaign and conversion tracking, data collection and configuration, advanced analysis tools using segmentation and channel reports as well as learning how to use AI-powered tools such as recommendation engines and marketing strategies like remarketing and dynamic remarketing. Google Analytics 4 and basic tracking in Google Tag Manager will be used to measure web traffic and track events and conversions. Postly will be used to schedule, publish and monitor the social content. Upon successful completion of the course, the student will develop skills to derive insights needed for growing businesses and meeting business objectives through intelligent data collection and analysis. The course will also help the student prepare for the Google Analytics 4 certification exam.
Credits: 3
Every Fall

Economics Courses

ECO 101 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 there interactions of these choices. Topics include demand and supply, consumption, and production, competitive and non-competitive product markets, markets for resources, and welfare.
Credits: 3
On Occasion

ECO 102 Introduction to Macroeconomics
This course focuses on the behavior of important economic aggregates such as national income, economic growth, unemployment, inflation, interest rates, and exchange rates. The effects of the government's monetary and fiscal policies on economic growth and inflation are also discussed.
Prerequisite of ECO 101 is required.
Credits: 3
Every Fall, Spring and Summer

ECO 261 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 101 is required.
Credits: 3
Every Fall

ECO 262 Macroeconomic Analysis
This course explores the economic properties of a country while keeping in mind that the country consists of numerous independent decision makers. The long-run and short-run behavior of important economic variables – such as national income, the growth rate of national income, unemployment, inflation, interest rates, and exchange rates – are studied. The use of a government's budgetary policies and a central bank's monetary policies to stabilize an economy are described.
Prerequisite of ECO 102 is required.
Credits: 3
Every Spring

ECO 272 Statistics
This course is an introduction to statistical analysis. Topics covered include descriptive statistics, elementary probability theory and probability distributions, sampling, estimation, and hypothesis testing. Analysis of variance, regression and correlation analysis and index numbers are introduced.
Prerequisite of one of the following courses is required: MTH 100, 103, 103S, 104, 104S, 105, 106, 107, 208, 115, or 116.

Credits: 3
Every Fall and Spring

ECO 273 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 and business. Emphasis is placed on intuitive understanding rather than on formal arguments. Students are introduced to the use of statistical software (such as Stata) for econometric research.
Prerequisite of ECO 272 is required.
Credits: 3
On Occasion

ECO 305 Current Economic Problems
This course is a one-semester survey of basic economic issues. Topics include: the nature and functioning of American capitalism; the interactions between the business sector, labor, the various monetary and financial institutions, and the government; and the challenges of inflation, unemployment, inequality, environmental damage, healthcare and globalization. This course is not open to students who have taken ECO 102. If, after completion of ECO 305, students wish to major in Economics or Business, they should consult the chair.
Credits: 3
On Occasion

ECO 323 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.
Credits: 3
On Occasion

ECO 340 Contemporary Chinese Economy
This course covers various aspects of the modern Chinese economy: its history, economic growth, sectoral analysis, foreign trade and investment, economic frictions, challenges and opportunities for the world economy.
Credits: 3
On Occasion

ECO 341 International Economics
This course examines the economic aspects of globalization. Attention is paid to international trade in goods and services, international flows of capital (through international lending and borrowing), and migration. Topics include trade theory, tariffs, and other protectionist policies, trade agreements between nations, the World Trade Organization, balance of payments, exchange rates, and the European Monetary Union.
Credits: 3
On Occasion

ECO 342 Global Economic Progress
This course is an introduction to the facts of global economic progress, the theories suggested by the facts, the policies suggested by the theories, and the evidence on the effectiveness of those policies.
Credits: 3
On Occasion

ECO 354 History of Economic Thought
This course highlights the contributions of leading economists—such as Adam Smith, John Stuart Mill, David Hume, Karl Marx, Thomas Malthus, and John Maynard Keynes—and the relevance of their ideas in today's world. This course also looks at how our views on economic issues change under the pressure of actual events and how some powerful ideas retain their relevance over the long term.
Credits: 3
On Occasion

ECO 381 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 421 Money and Banking
This course discusses the role played by banks, other financial businesses, and central banks in the determination of the interest rates at which lending and borrowing take place, and the ways in which interest rates affect inflation, unemployment, and economic growth in the wider economy. The occurrence of banking crises, other financial crises, and the role of government regulation of banks and other financial businesses are also discussed.
Prerequisite of ECO 305 or 102 is required.
Credits: 3
On Occasion

ECO 422 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 101 or 102 is required.
Credits: 3
On Occasion

ECO 438 Sports Economics
This course uses various economic theories to analyze the sports industry. Specifically, the course examines the competitive structure of sports leagues and franchises and their profit maximizing behavior, including methods to maintain an adequate competitive balance between franchises. Professional sports leagues maintain rich data on player (worker) performance providing unique opportunities for analyzing labor markets. These labor markets are very complex in that they operate with a great deal of market power on each side. The course also examines the public finance aspect of arena construction and the costs and benefits a city experiences by having a team.
Credits: 3
Every Fall

ECO 443 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 101 is required.
Credits: 3
On Occasion

ECO 465 Money and Capital Markets
The main goal of this course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will be placed on both financial theory which includes the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates and the U.S. institutional structure which includes an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and traditional and new financial instruments will be evaluated along with a discussion of the use of the Federal Reserve's flow of funds and material from rating agencies and major financial firms. Current events will also be covered. Cross-listed with FIN 265.
Prerequisite of FIN 211 or permission of chair is required.
Credits: 3
On Occasion

Entrepreneurship Courses

ENT 201 Foundations of Entrepreneurship
This course helps students gain an understanding of the business principles necessary to start and operate a business. Students will develop an awareness of the opportunities for new venture formation and develop the planning skills needed to open a new technology-based enterprise. Students will explore the traits and characteristics of successful entrepreneurs and, gain an awareness of knowledge needed in research, planning, operations, and regulations impacting investment readiness and will learn strategies of business in management and marketing and the economic role of the entrepreneur in the market system.

Credits: 3
Every Spring

ENT 213 Financing Entrepreneurship Venture
This course provides basic principles by which the modern corporation manages its assets, controls its liabilities, and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations.
Credits: 3
Every Semester

ENT 215 Idea to Enterprise
An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal enterprise pitch culminating in a presentation to a panel of venture capitalists.
Credits: 3
Every Fall

ENT 217 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 218 Emotional Intelligence
Emotional Intelligence (EO) is the capacity to discover, understand, and manage your emotions to relieve stress, empathize with others, overcome challenges, effectively communicate, and resolve conflicts. EO helps build strong relations, succeed at work, and enhance the ability to connect with others on a more
personal level. They will learn and practice essential skills and knowledge to control their emotions in the workplace effectively, and turn them into powerful leadership competencies. On the 2021 top 5 Linkedin soft skills demanded by employers worldwide, it ranks 5th behind Creativity, Persuasion, Collaboration,
and Adaptability.
Credits: 3
Every Fall

ENT 261 Entrepreneurship in Management: LIU IQ Student Consultancy
In this course, students provide consultant services to private industries with the help of mentors and instructors. They analyze problems, pose solutions and present methodology.
Credits: 3
Every Fall and Spring

ENT 271 Entrepreneurship Capstone
In this course, students utilize and direct all previous knowledge attained in the study of entrepreneurship. This is a capstone course in which the disciplines of management, finance, marketing and accounting are integrated to focus on decision-making to solve entrepreneurship problems. Computer based business simulations and consulting projects may be used to highlight real life issues which can be solved using the techniques and methods gained in prior entrepreneurship studies.
Credits: 3
On Demand

ENT 281 Entrepreneurship Seminar
In this course, students utilize and direct all previous knowledge attained in the area of entrepreneurship toward the solution of pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology.
Credits: 3
On Demand

Fashion Merchandising Courses

FM 200 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 212 Business of Fashion Merchandising
This course provides students with realistic information about the evolving landscape of the retailing and apparel merchandise industries. Students will learn how a line is created from the research and design stage to the marketing, sourcing, production and distribution stage. Insight on how the industry is organized, how apparel and accessory companies operate, and how they are affected by changing technology and globalization will also be shared. To engage students with real world applications, the course examines practices in student run businesses such as The Student Body Collective and utilizes examples from current brand practices.
A pre requisite of FM 200 is required.
Credits: 3
Every Spring

FM 214 Merchandising Principles
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.
A pre requisite of FM 200 is required.
Credits: 3
Every Spring

FM 220 Buying for Omni-Channel Retail
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 200 and FM 214
Credits: 3
Every Fall

FM 224 Fashion Trend Forecasting
Fashion trend analysis and forecasting is vital to product and brand development. Through trend analysis and forecasting using current industry forecasting service software, students gain an understanding of how consumers and industry serve as product developers, gatekeepers and promoters of fashion. This course explores the roles of how fashion consumption impacts the environment and economic development. It looks at how socio-cultural changes, social responsibility and the digital consumer affect fashion trends. An ideal mix of creativity and professionalism are employed toward course deliverables including trend boards and associated presentations.
Prerequisite: FM 200 Corequisite: FM 212
Credits: 3
Every Fall

FM 250 Brand Management
Students will develop core skills needed towards understanding, crafting, measuring, and managing brand strategies within fashion and other related industries. The course draws on marketing, sociological, and psychological theories of consumer behavior and examines branding as a co-creation of consumers, marketers, and culture. The course objectives are to: 1) design effective brand identities and value propositions as part of overall business strategy; 2) develop brand-building strategies 3) apply brand licensing and creative elements for effective branding; 4) leverage digital technologies, such as social media marketing, to promote branding and licensing programs. Coursework may

incorporate a live business case and project designed to develop collaboration, critical thinking and creativity in brand management.
Prerequisite of MKT 211 is required.
Credits: 3
Every Fall

FM 260 Global Product Development and Strategic Planning
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.
Prerequisite: FM 200 Corequisite: FM 212
Credits: 3
Every Fall

FM 265 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 275 Computer Aided Design: CAD for Merchandising
This fundamental course introduces the basic two-dimensional and three-dimensional graphic design software platform, known as Computer Aided Design (CAD). This tool can be used in various design and technical applications to enable designers to create and produce various design presentation products, such as visual display concepts, retail design, space planning, digital trend and concept boards, textile color developments, among other things. This course offers students the opportunity to upgrade their digital visual merchandising skills to industry standards and add an additional technical capability to their resumes.
Credits: 3
On Occasion

FM 280 Sustainability in Global Fashion
Sustainable fashion refers to fashion products that are manufactured, marketed and used in the most sustainable manner possible, taking into account both environmental and socio-economic aspects. This course provides students an opportunity to acquire a foundational understanding of the scientific, political and social issues related to the design of resilient urban futures. The topic of sustainability in textile manufacture has been the subject of considerable research. In this course, we will also explore the textile industry from the perspective of social sustainability, shifting the focus from the materiality of textile production to the industry's relationships with the communities from which the products originate.
Credits: 3
Every Fall

FM 285 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 200 is required.
Credits: 3
Every Fall

FM 290 Visual Merchandising and Display
In this course, a hands-on approach is utilized to learn techniques used in the visual merchandising industry. Using ingenuity, creative thinking, apparel items, etc., students design and construct selling displays. Institutional and abstract concepts will be discussed and practiced. Digital retailing, "Pop Up" shops and Brick and Mortar will be explored and related on-site retail visits may be included. Weekly projects and presentations on window prep and store design will be integrated into the coursework.
Prerequisite: FM 200 Corequisite: FM 212
Credits: 3
Every Spring

FM 295 Fashion Law
From fashion start-ups to ongoing business, fashion professionals must be savvy regarding the legal decisions and regulatory developments that affect fashion companies. This course explores intellectual property protection, licensing, anti-counterfeiting and litigation. It also covers the legal aspects for start-ups, and commercial transactions in local, custom, and international settings. Just as importantly, students will learn about the legal challenges and caveats in fashion advertising, marketing and celebrity endorsements.
Prerequisites: FM 212 and FM 250.
Credits: 3
Every Spring

FM 299 Capstone
In this course, students will develop a Fashion Start-up Entrepreneurial Venture by analyzing their target market and competition that culminates in a comprehensive business plan. Students will learn how to craft a mission statement, company name, product description, SWOT analysis, samples, merchandising plan, timeline, marketing strategy, and pitch. The final work can be used to demonstrate to future employers and other interested parties the students' skills and aptitude for similar independent external work assignments. A written and oral presentation will be required.
Pre req: Senior status with a GPA of 2.00 or program director permission is required.
Credits: 3
Every Spring

FM 337 Fashion Style 3D
Fashion Style 3D is an ecosystem of software and services that will enable a fashion designer, entrepreneur, or a fashion brand work with 3D simulation, helping them to surpass their productivity, sustainability, and creativity. In this course, students will learn how to create garments and customize styles online using modular components; apply variations in real time using graphics; and render realistic images of your work in a trend book. Students will also learn how to create a virtual showroom. From briefing to approval, you will be able to share projects, samples, swatches, pin comments, doodle, and receive notifications in real time. This course is designed to work with FM 260 Product Development and Global Strategic Planning, and/or can be taken on its own. The class session will be held in the 3D Computer Lab. At home projects can be completed on the student's laptop (if it meets the minimum hardware requirements) or in the 3D Lab.
Credits: 3
On Occasion

FM 361 Luxury Branding
In this course, we will examine luxury and its relationship with desire, status, consumption and economic value, exploring why luxury always triumphs in spite of the economy and world affairs. Students will study the brand, its purpose and target audience, shop the market and analyze merchandising and marketing strategies to reveal insights and create meaningful brand ethos. Students will use case studies from the luxury sector such as like Chanel, LVMH and Tiffany, as well as luxury travel, retail store design, tech, beauty and accessories in exploring how the most successful luxury brands function and defining what luxury represents in the contemporary world. The final project of the program results in a deliverable that responds to current trends in the luxury

marketplace, culminating in a paper and professional presentation.
A pre requisite of FM 200 is required.
Credits: 3
On Occasion

FM 362 Fashion Style Writing
This course incorporates the construction of creative prose into the field of fashion with an emphasis on style. Features and copy for a variety of media including fashion magazines, advertising, trade publications, newspapers and increasingly online forums such as blogs and social media will be addressed. Ideas for source material will be identified in this course the same way as in the industry by attending fashion shows and collaborating with professionals to identify trends in the marketplace. Pitching articles, conducting interviews, and writing fashion features are some of the learning activities incorporated in this course.
Prerequisite: FM 200 Corequisite: FM 212
Credits: 3
On Occasion

FM 363 Global Fashion Business
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, the course will address the rise of the global consumer, the in-store shopping experience, and managing the retail experience across multiple channels. The course will also explore the economic, geopolitical, and cultural factors governing the basic tenets of today's globalized marketplace.
Credits: 3
On Demand

FM 388 Fashion Merchandising Engaged Learning
This course is designed for any type of engaged learning on campus related to the fashion industry, such as working at the Student Body Boutique (one of LIU's student-run businesses). Global learning experiences organized by the department may also satisfy the requirements of this course. For example, the Fashion Merchandising week-long study abroad trip to a fashion capital may fulfill the course requirement with approval. Students will participate in engaged learning activities and work with a designated faculty mentor on appropriate deliverables to earn credit for the course.

This is a one-credit course that can be repeated up to three times for a total of up to three credits upon approval of the Director.
Credits: 1
On Demand

FM 400 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 200, FM 212, and FM 214 and permission of the Program Director is required.
Credits: 3
On Demand

Sport Management Courses

SPM 240 Introduction to Sports Management
This course focuses on the basic philosophy, function, and principles of sports at all levels. Students will be exposed to the various career options plus their attendant roles and responsibilities.
Credits: 3
Every Fall and Spring

SPM 241 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 242 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 243 The Economics of Sports
This course will analyze contemporary sports using an economic approach. Issues such as the remuneration of professional athletes, the impact of competitive balance on team profits, the dichotomy and possible exploitation of student-athletes, and the pricing of television rights are subjected to economic analysis. Antitrust legislation and public financing of facilities are also critically examined. Cross listed with ECO 438.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Fall

SPM 244 Sports Law
This course will provide the student with a concentrated foundation for understanding the law and its relationship to organized athletics and sports management. Specific topics that will be highlighted include the impact of antitrust laws, personal service contracts, labor law, injury and liability, gender equity and sexual harassment. An examination of the role of legal services within the realm of sports organizations will be covered.
A prerequisite of PE 140 or instructor's permission is required.
Credits: 3
Every Spring

SPM 245 Sports Management Internship
In this course, internships will offer hands-on practical experience in a planned program of research observation, study and participation in sports management field settings at the college professional level or in recreation advertising, marketing, facilities management, and manufacturing. Internships will by arranged by the student and approved by the Director prior to commencement of the internship. A faculty advisor will be appointed to oversee the internship experience.
A prerequisite of 12 credits in Sports Management Minor is required
Credits: 3
Every Fall and Spring

SPM 246 Psychology of Sports
An introduction to the psychological factors that are important for athletic and team functioning in sports. Students will explore key theories and research across a range of psychological topics relevant to athletes and teams, and examine relationships between psychological factors and how they influence sports performance. Psychological factors that affect sports participation and the application to practical sports situations.
Credits: 3
Alternate Semesters

SPM 247 Critical Issues in Sports Management
This course will cover the full scope of the sport industry ranging from sport leagues, team sport, events, facility management, sponsorship, media, product manufacturers and retailers to community sports, non-profit organizations, sport-for-development, sport development, just to name a few. The course will also cover the critical issues of gender and racial concerns, ethics and social responsibility, organizational changes, leadership, retirement, and more. Familiarity with these issues and how the industry has been shaped into its present conception is vital to your success as a sport professional, as is the understanding of how to examine the sports world through different lenses.
Credits: 3
On Occasion

SPM 323 Sports and Leadership
From leading sports professionals, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions. In the sports industry and beyond
Credits: 3
Every Summer

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions at Post offers a wide range of accredited programs that lead to rewarding healthcare careers. Undergraduate degrees are offered in the departments of Behavioral Health Professions (including General Psychology and Social Work), Diagnostic Health Professions (including Biomedical Sciences, Radiologic Technololgy and Nutrition), and Therapeutic Health Professions (including Communication Sciences and Disorders and Veterinary Technology). Please refer to the departments for specific information on degree requirements.

Drawing from comprehensive classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses, and clinical experiences, you will develop the skills to serve others on their journey to imporved health with a high degree of competence and professionalism. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and/or senior citizen facilities. The school utilizes state-of-the-art technology for the education of our students, including simulated and research laboratories, 3D dissection tables, and virtual reality technology. The faculty are renowned experts in their areas of specialization, as evidenced by their accomplishments in teaching, clinical practice, and scholarship. You will graduate with a robust resumé and a respected degree, as well as be ready to take advantage of the many opportunities available in the growing field of health care.

DEPARTMENT OF BEHAVIORAL HEALTH PROFESSIONS

The Department of Behavioral Health Professions offers a variety of programs in the fields of Psychology and Social Work. The Bachelor of Arts in Psychology program offers students the opportunity to develop a strong foundation in the science of psychology. The degree requirements ensure that students gain an understanding of fundamental areas within psychology as well as develop the tools needed - in terms of statistics and research methods - to make advancements in the field. The Master's in Behavior Analysis program helps students prepare themselves for a rewarding career that allows the application of ideas and principles from Psychology and the field of Behavior Analysis in order to help improve the lives of others. This program provides students with the coursework needed to sit for the Behavior Analysis Certification exam. The doctoral program in Clinical Psychology provides students with training and education needed to have a rewarding career helping others.

The highly respected Bachelor of Science in Social Work program prepares individuals for rewarding careers in health and human service agencies. Our graduates are generalist practitioners who serve as advocates, educators, counselors, mediators, facilitators, coordinators, and leaders. They work to promote the changes needed to enhance the well-being of individuals, families, groups, communities, and organizations. Students also acquire the foundation of knowledge, values, and skills for graduate education. They are eligible (with the proper GPA) to apply for advanced standing, one-year MSW, including LIU's program with a specialization in services for children and families. The Department of Health and Human Services maintains a strong alumni network, organizes special symposiums with industry experts, and offers opportunities for students to intern in various government, health, and social service agencies. The Department maintains accreditations for professional programs from agencies such as the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Council on Social Work Education (CSWE).

B.A. in Psychology

The Bachelor of Arts in Psychology is a popular and versatile undergraduate degree. It can be applied to almost any area of work, including social services, law, human resources, business, and government. Courses in this program explore the nature of personality, how people learn, how gender affects development, and the different ways in which people interact. Elective courses will introduce you to interesting and relevant topics including forensic psychology, psychosomatics, neuroscience, social psychology, and developmental psychology.

As a psychology major, you will survey current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such knowledge is obtained, and be allowed to study basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge. Our faculty's expertise spans many areas, including neuroscience, social psychology, educational psychology, developmental disabilities, and learning and memory.

B.A. in Psychology

{Program Code: 07074} {HEGIS: 2001.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Introductory Psychology Sequence

PSY	103	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	210	Psychological Statistics I	3.00

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

PSY	211	Experimental Psychology I	3.00

One of the following:

PSY	212	Psychological Tests and Measures	3.00
PSY	213	Psychological Statistics II	3.00

Two of the following:

PSY	416	Experimental Psychology II	3.00
PSY	422	Issues in Developmental Psychology	3.00
PSY	430	Differential Diagnosis	3.00
PSY	440	Issues in Social Psychology	3.00
PSY	460	Issues in Behavior Analysis	3.00

Two of the following:

PSY	330	Psychopharmacology	3.00

PSY	342	Cultural Psychology	3.00
PSY	461	Applied Behavior Analysis	3.00
PSY	370	Developmental Disabilities	3.00
PSY	481	Forensic Psychology: Law and Behavior	3.00
PSY	482	Psychology in the Workplace	3.00
PSY	483	Psychosomatics: Bodily Protest	3.00
PSY	484	Behavioral Economics	3.00

Foundational Psychology Courses

At least 12 credits of the following:

PSY	202	Child and Adolescent Development	3.00
PSY	203	Human growth and development	3.00
PSY	204	Neuroscience	3.00
PSY	205	Sensation and Perception	3.00
PSY	206	Social Psychology	3.00
PSY	207	Cognitive Psychology	3.00
PSY	208	Learning and Memory	3.00
PSY	209	Psychopathology	3.00

Credit Requirements

Marjor Required Credits: 36
Minimum Total Credits: 120
Minimum Liberal Arts Credits: 90

B.S. Social Work

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

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

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

PROGRESSION REQUIREMENTS

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

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

PROFESSIONAL FIELD PLACEMENT REQUIREMENTS

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

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

OPTIONAL FOCUS IN HEALTHCARE

Students interested in healthcare as a future field of practice can enhance their generalist practice education with a focus on the healthcare system. Those who elect this path will be placed in a healthcare-related setting for their senior year internship and will take social work electives in connection with the health sciences department. The two required courses are:

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

B.S. Social Work

B.S. in Social Work

{Program Code: 19722} {HEGIS: 2104.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
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ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Classes for the B.S. in Social Work

HPA/ SWK	218	Research Methods	3.00
HPA/ SWK	219	Statistics for the Administrators	3.00
HPA	220	Computer-Based Management Systems	3.00
SWK	201	Introduction to Social Work and Social Welfare	3.00
SWK	250	Social Welfare Programs & Policies I	3.00
SWK	251	Social Welfare Programs & Policies II	3.00
SWK	260	Human Behavior in the Social Environment I	3.00
SWK	261	Human Behavior in the Social Environment II	3.00
SWK	270	Social Work Practice I	3.00
SWK	271	Social Work Practice II	3.00
SWK	275	Diversity-Sensitive Social Work Practice	3.00
SWK	279	Introduction to Field Instruction	1.00
SWK	280	Field Instruction I	4.00

SWK	290	Field Instruction II	6.00
SWK	291	Field Instruction III	6.00

Required Social Work Elective Courses

Choose two of the following:

ANT	101	Development of the Human Species, Culture and Society	3.00
ANT	102	Human Society	3.00
PHI	100	Introduction to Philosophy	3.00
PHI	314	Introduction to Critical Reasoning	3.00
PHI	105	Biomedical Ethics	3.00
PSY	202	Developmental Psychology: Childhood	3.00
PSY	320	Developmental Psychology: Adolescence	3.00
PSY	370	Developmental Disabilities	3.00
PSY	240	Personality: Research and Theory	3.00
PSY	206	Social Psychology	3.00
PSY	170	Abnormal Psychology	3.00
PSY	203	Human Growth and Development Across the Lifespan	3.00
SOC	100	Social Institutions	3.00
SOC	102	Social Problems	3.00
SOC	109	Social Change	3.00
SOC	119	Sociology of Families	3.00
SOC	108	Sociology of Adolescence and Youth	3.00
SOC	333	Deviant Behavior	3.00
SOC	370	Sociology of Poverty	3.00
SWK	330	Interdisciplinary Helping Professions	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	101	Introduction to Microeconomics	3.00
HPA	220	Computer-Based Management Systems	3.00
HPA	240	Organizational Leadership	3.00
PHI	178	Ethics and Society	3.00
PSY	103	General Psychology	3.00
SOC	100	Introduction to Sociology	3.00

Required Co-Related Biology Courses

BIO	126	Foundations of Biology I	4.00

Or

BIO	137	Human Anatomy and Physiology I	4.00

Credit and GPA Requirements

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

ACCELERATED SHARED CREDIT PROGRAMS

Shared Credit B.A. in Psychology/MHA in Health Administration

The Shared Credit Bachelor's/Master's program allows students to earn the Psychology Bachelor of Arts degree and the Master of Health Administration degree in 10 fall/spring semesters.

• During each of the fall and spring semesters of their fourth year in the BA program, students take 6 credits of graduate coursework in Healthcare Administration.

• During each of the fall and spring semesters of their graduate work, students take 12 credits of coursework.

To learn more about the courses required for the Bachelor of Arts degree in Psychology and the Master of Health Administration degree, please reference those related sections of this bulletin and the graduate bulletin. Students who are interested in the program should apply for the Master of Health Administration in their junior year. Admissions requirements include a 3.0 overall GPA.

Healthcare is the number one industry on Long Island. The combination of Psychology and Health Administration allows students to seek a broad range of administrative, management, and social and personnel positions in the public, nonprofit, healthcare, and private sectors.

Psychology Courses

PSY 103 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 PSY 102.
Credits: 3
Every Fall and Spring

PSY 111 Psychological Perspectives of Teaching and Learning
This course, designed for prospective teachers, explores teaching and learning through the lens of psychological theories. The course addresses individual differences in intelligence, cognitive development, and socioemotional development, focusing on the importance of ascertaining students' backgrounds and individual strengths and weaknesses. The course emphasizes various perspectives of how people learn, concentrating on how to apply learning theories to the design of independent and cooperative learning environments. For education majors only.
Open to Education Majors only
Credits: 3
Every Fall and Spring

PSY 202 Child and Adolescent Development
This course provides an overview of human behavior, growth and development, covering childhood and adolescence (specifically birth through age 21). Basic concepts, principles, and theories of physical, cognitive, and psychosocial development during prenatal development, infancy/toddlerhood, early childhood, middle and late childhood, adolescence, and emerging adulthood are addressed. The emphasis on this course is on normal physical, intellectual, emotional, and social growth and development.
Requisites: PSY 103 or PSY111. Not open to Nursing students or students who have taken PSY203.
Credits: 3
Every Fall and Spring

PSY 203 Human Growth and Development Across the Lifespan
This course provides an overview of human growth and development, covering the lifespan of the individual. Basic concepts, principles, and theories of physical, cognitive, and psychosocial development at each major stage of life from prenatal development through late adulthood are addressed in the course.

Course not for Psychology majors
Prerequisites: PSY 103; Not open to students who have taken PSY202 and not open to students who are either psychology majors or education majors
Credits: 3
Every Fall and Spring

PSY 204 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.
A prerequisite of PSY 103 is required.
Credits: 3
Every Fall

PSY 205 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.
A prerequisite of PSY 103 is required.
Credits: 3
On Occasion

PSY 206 Social Psychology
This course addresses the role of the real and imagined presence of others on people's thoughts, feelings, and behaviors. It examines how people make sense of others' behavior as well as topics including interpersonal relationships, aggression, and altruism.
Credits: 3
Every Fall

PSY 207 Cognitive Psychology
This course addresses how we understand and make sense of the world. Topics include perception, memory, thinking, knowledge, and language.
A prerequisite of PSY 103 is required.
Credits: 3
Every Spring

PSY 208 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.
A prerequisite of PSY 103 is required.
Credits: 3
Every Fall

PSY 209 Psychopathology
This course covers the historical approaches to the concepts of normality and abnormality. The description of traditional patterns of problem behavior in addition to reference to relevant personality theories and clinical research are presented. Note: This course is the same as the previously named Abnormal Psychology and it is equivalent to Abnormal Psychology at other universities.
A prerequisite of PSY 103 is required.
Credits: 3
Every Fall and Spring

PSY 210 Psychological Statistics I
This course introduces the principles of descriptive and inferential statistics.
Must be taken within the first 9 credits as a psychology major.
A pre or co requisite of PSY 103 is required.
Credits: 3
Every Fall and Spring

PSY 211 Experimental Psychology
This course is an introduction to the philosophy of science and the basic principles of research. The design of observational, correlational, and experimental research is covered. Representative experiments are performed, analyzed and reported in written form.
Prerequisite: PSY 210
Credits: 3
Every Fall and Spring

PSY 212 Psychological Tests and Measurements
This course addresses some of the types of tests and measurements that are used within different areas of psychology. The course focuses on concepts such as reliability and validity and how the utility of tests can be assessed.
A pre requisite of PSY 210 is required.
Credits: 3
Every Fall

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 210 is required.
Credits: 3
Every Spring

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 103
Credits: 3
Every Spring

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 103
Credits: 3
Every Spring

PSY 342 Cultural Psychology
Although psychology has shown us a lot about how we behave, feel, and perceive the world, it has

traditionally focused on research looking at American college sophomores and white lab rats (populations that researchers often have relatively easy access to!). How much of what we think we know about how people behave, feel, and perceive the world varies with culture and experience? This course addresses how culture can affect social cognition (e.g., the explanations we make for our own and others' behavior), identity, perceptions, and behavior. PSY206 (Social Psychology) recommended.
Credits: 3
Every Spring

PSY 370 Developmental Disabilities
This course is a survey of the etiology and treatment of a wide range of developmental disabilities including autism, intellectual impairment, perceptual impairments, speech and language disorders, and behavioral and emotional disabilities. Recommended for students who have taken PSY202 or PSY203.
Credits: 3
Every Spring

PSY 399 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. Course is under the applied category of courses
Credits: 1 to 3
Every Fall

PSY 416 Experimental Psychology II
This course is an advanced treatment of research methods and content in the one area of psychology (e.g., neuropsychology, social psychology, behaviorism). The area of psychology will be announced in advance. Practical experience in experimental design, execution, analysis of research, and the writing of research reports is included.
Pre-requisite of C- or better in PSY 211.
Credits: 3
Every Fall and Spring

PSY 422 Issues in Developmental Psychology: Adulthood and Aging
This course explores theory and research on development of the emerging adult, the young adult, the middle adult, and the late adult. Topics essential to the psychology of aging in each of these stages will be addressed, including physical development and health, memory and cognitive processes, identity, personality, and socioemotional development. In addition to addressing theory through textbook readings, this course focuses on reading and discussing current research in adulthood and aging.
A pre requisite of PSY 211 or instructor permission is required.
Credits: 3
Every Spring

PSY 430 Differential Diagnosis of Central Nervous System Disorders
This course will primarily focus on disorders of the central nervous system. It will introduce the student to the standard neurological approaches for diagnosing diseases associated with the brain and spinal cord. It will include some clinical disorders such as cancer (e.g., neoplasms, gliomas, menigiomas), myasthenia gravis, migraines, diseases of the spine and skull (e.g., cervical spondylosis, syringomelia) and motor neuron diseases.
Pre-requisite: PSY 204 or PSY 209 or PSY 330
Credits: 3
On Occasion

PSY 440 Issues in Social Psychology
This course offers students an opportunity to learn more about specific topics within social psychology. The course will cover in detail one aspect of social psychology, such as persuasion and attitude change, prejudice and stereotyping, social cognition, applications of social psychology. May not be taken more than once even if topic is different.
A pre or co requisite of PSY 206 or PSY 211 or at least 12 credits in psychology coursework.
Credits: 3
Every Fall

PSY 441 The Psychology of Gender and Relationships
Why do people form relationships? Why do people stay in seemingly bad relationships or end seemingly good relationships? Does gender matter in the development and maintenance of relationships? This course addresses these questions by examining different psychological theories and concepts that help to address both gender and relationships.
A prerequisite of PSY 103 is required.
Credits: 3
Every Fall

PSY 460 Issues in Applied Behavior Analysis
This course will cover the symptoms of Autism Spectrum Disorder and address how Applied Behavior Analysis can be used to provide interventions for those with ASD.
'Requisites: Pre or Co requisite of PSY208 or at least 12 credits in psychology coursework'
Credits: 3
On Occasion

PSY 461 Applied Behavior Analysis
This course is a survey of the methodology for the analysis of human behavior and techniques for behavioral change. It includes a discussion of behavioral approaches to developing more effective systems of rehabilitation in institutions for the mentally ill and intellectually impaired, and for behavior change in the homes or classrooms of normal and emotionally disturbed children.
A prerequisite of PSY 103 is required.
Credits: 3
Every Spring

PSY 481 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 103 is required.
Credits: 3
Every Spring

PSY 482 Psychology in the Workplace
This course examines the application of psychological principles, theory, and research to work settings. Topics covered usually include individual differences, personnel selection and placement, employee training and development, job analysis and performance measurement, attitudes and motivation in the workplace, fairness and equity, leadership styles, teamwork and effectiveness, and organizational theory and change. The principles taught are applicable in healthcare, education, industrial, and corporate settings.
Pre requisites: PSY 206 or 207
Credits: 3
On Occasion

PSY 483 Psychosomatics: Bodily Protest
This course is a study of physical disease as influenced by the emotions from historical, causative and research points of view. Psychophysiological disorders of every bodily system are studied including cancer, heart disease and obesity.
A prerequisite of PSY 103 is required.
Credits: 3
On Occasion

PSY 484 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 323.
Credits: 3
On Occasion

Social Work Courses

SWK 201 Introduction to Social Work and Social Welfare
This course teaches the values, knowledge and skills that inform the helping professions. Students learn the broad definition of improving the well being of people by meeting their unmet needs and advocating for social justice. Examples of community projects and presentations include activities such as combating hunger, reducing homelessness and educating about mental health. Open to all students.
Credits: 3
Every Fall and Spring

SWK 219 Statistics
This class discusses statistical procedures, research design, sampling techniques, descriptive and inferential statistics, and specifically frequency distributions, measures of central tendency, dispersion, correlations, regressions, test of significance and reliability.
Prerequisite of HPA 218 or SWK 221 is required.
Credits: 3
Every Fall

SWK 221 Research Methods
This course provides an overview of the the empirical research process as it informs social work practice. In the this writing intensive class, students will read and interpret quantitative and qualitative research studies, design ethically sound research, and learn to use research to guide and evaluate their professional practice.
Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite.
Credits: 3
Every Spring

SWK 250 Social Welfare Programs & Policies I
This course introduces students to policy practice and analysis through an exploration of the tradition of advocacy and social reform. Topics covered include historical and contemporary social welfare services, the political, economic, cultural and organizational systems influencing social policies, and social issues. Students study inequitable treatment of specific population groups and the social justice approach to meeting social needs.
Prerequisite of SOC 100 is required for SWK majors only. Open to all other majors without prerequiste.
Credits: 3
Every Spring

SWK 251 Social Welfare Programs & Policies II
SWK 251 teaches how social problems are defined and trigger social policy. Students analyze and design policies in terms of their responses to age, race, gender, culture and class issues of oppressed populations.
Open to Juniors or Seniors.
Credits: 3
Every Fall

SWK 260 Human Behavior in the Social Environment I
This course provides foundation knowledge of the theoretical perspectives informing individual behavior across the lifespan from conception through late childhood. Biological, psychological, social and spiritual factors that affect human growth and development are examined. Special topics covered include child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addiction and deviant behaviors.
Prerequisites of SOC 100, PSY 101, 102, (BIO 126 or BIO 137), SWK 201, and SWK 250 are required. SWK 201 and 250 can be taken as co-requisites if Junior transfer.
Credits: 3
Every Fall

SWK 261 Human Behavior in the Social Environment II
This writing intensive course is the second in the human development sequence and teaches human behavior from adolescence through late adulthood. Developmental stages are studied in the context of social systems including families, groups, organizations and communities. Students examine specific social problems such as addiction, domestic violence, mental illness and diversity variables.
Prerequisite of Junior status or greater is required.
Credits: 3
Every Spring

SWK 270 Social Work Practice I
The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field placement. This course teaches generalist practice with individuals and organizations.(Open to juniors only)
Prerequisite of SWK 201 and 250 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 279 is required. Social Work majors only.
Credits: 3
Every Fall

SWK 271 Social Work Practice II
The second of a two course sequence, this course teaches the helping process as identified in working with families, groups and communities. Students learn the generalist practice skills of engagement, assessment, and contracting.
Prerequisite of SWK 270 and a co requisite of SWK 280 is required
Credits: 3
Every Spring

SWK 275 Diversity-Sensitive Social Work Practice
This course studies the impact of ethnicity, social class and minority status on generalist social work practice. Students learn the skills to make ethnic-sensitive social work assessments and interventions. Emphasis is placed on understanding the complex problems that face diverse cultures and populations at risk for discrimination and oppression.
Prerequisite of SWK 271 is required. Open to students with Senior status only.
Credits: 3
Every Spring

SWK 279 Introduction to Field Instruction
This course provides an orientation for students to their field practicum. Class discussions include the role and responsibilities of student interns in field placements, the importance of supervision, the specific tasks and requirements of the field students, and navigating the learning experience as a student intern. Students are prepared for the challenges and opportunities that field experiences offer the social work student.
Social Work majors only
Open to Juniors only
Prerequisite of SWK 201 and 250 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 270 is required. Social Work majors only.
Credits: 1
Every Fall and Spring

SWK 280 Field Instruction I
Students are placed in a social work-related field setting for a total of 100 hours during the Spring semester of their junior year. This course accompanies the field assignment and supports the student's learning experience. Through journals, assignments and class discussions, students learn to problem solve situations at their agency and with their clients. Specific learning opportunities include understanding the agency mission, purpose and services; the supervisory process, diversity and ethical practices.
Open to Juniors only
Prerequisite of SWK 279 is required. Junior status or greater only.
Credits: 4
Every Spring

SWK 290 Field Instruction II
Taken during the senior year (approximately 200 hours), this course (along with SWK 291 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 280 is required.
Credits: 6
Every Fall

SWK 291 Field Instruction III
This course is taken along with the student's field placement requiring 200 hours at the field agency in the Spring semester. The class supports the field

learning and covers the theories and principles of social work practice that are applied to field practice. Students learn through assignments, class discussions and journals how to maximize the learning opportunities in field placement.
Prerequisite of SWK 290 is required.
Credits: 6
Every Spring

SWK 330 Interdisciplinary Helping Professions
This course teaches an introduction to relationship building as the conceptual and methodological framework for interdisciplinary collaborative care delivery. Students engage in dyadic and small group exercises that teach effective practice skills. Important course for health care professions including social work, speech therapy, physical therapy, nutrition, medicine and nursing.
Credits: 3
Annually

DEPARTMENT OF DIAGNOSTIC HEALTH PROFESSIONS

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

The Bachelor of Science in Clinical Laboratory Science (CLS) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This program prepares competent and knowledgeable generalists dedicated to the highest standards of science and health care. The B.S. in CLS is a generalist program that integrates student laboratory-based didactic courses with the six-month clinical practicum taught at NAACLS-approved clinical affiliate laboratories. University-based courses are reinforced in the professional laboratory setting. Students who are competitively selected to become CLS interns at the clinical affiliates are exposed to state-of-the-art instrumentation and are educated by certified and licensed clinical laboratory staff to become laboratory professionals with comprehensive skills in CLS.

Good health and nutrition are essential to an individual's quality of life. In fact, the importance of healthy eating, dietary planning, and disease prevention are issues that most people talk about daily. To meet the demand for qualified nutritionists and registered dietitians, the Department of Nutrition offers a full range of undergraduate and graduate degree programs in nutrition, including a Master of Science and Registered Dietitian Nutritionist (RDN) Professional Program leading to eligibility to take the national R.D.N. examination. Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Department of Diagnostic Health Professions academic programs in the field of nutrition include the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Bachelor of Science degree in Nutrition and Dietetics as a science-oriented, liberal arts foundation for understanding nutrition.

LIU Post and Nassau Community College Joint Nutrition Program:

Students who earn an Associate in Science degree in Food and Nutrition at Nassau Community College (NCC) can seamlessly transfer their credits to the Nutrition Program at LIU Post. An articulation agreement signed by both schools makes it possible for students to earn an Associate's degree from NCC and then complete their course work at LIU Post and receive a Bachelor's degree in Nutrition and Dietetics in four years. The Bachelor of Science in Nutrition and Dietetics program at the LIU Post is accredited by the ACEND.

B.S. Biomedical Sciences: Clinical Laboratory Science - Generalist

Clinical laboratory scientists are highly skilled laboratory professionals who are qualified to work in all areas of the clinical laboratory: hematology, microbiology, transfusion service, chemistry, immunology, and molecular diagnostics. They play a key role in the detection, diagnosis, and treatment of diseases and illnesses. Using sophisticated laboratory equipment, clinical laboratory scientists perform tests and analyze cells, blood, and other body fluids to detect abnormalities. They are a vital source of information to doctors who use the test results to determine a course of treatment for patients.

The 120 credit B.S. in BMS: CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 N. River Rd., Suite 720, Rosemont, IL, 60018-5119; 773.714.8880; info@naacls.org), which is the national accrediting body for CLS programs.The goals of the programs are to exceed the NAACLS specified benchmarks for certification exam pass rate, graduation rate and employment rate. This program integrates a complex level of didactic, theoretical and technical instruction.

Mission Statement

The mission of the CLS program at LIU Post is to prepare our graduates to be competent, knowledgeable and professional CLS generalists who possess the theoretical proficiency, practical expertise, critical thinking skills and communication abilities to contribute to the development and advancement of the clinical pipeline in NY state and nation-wide. The CLS Program will strive to exceed the program outcomes for student success as described by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Overview of the BS in BMS: CLS program

1. Complete 32 credits of liberal arts core in the first year and sophomore years.
2. Complete 36 credits of non-CLS science and math courses over first five semesters.
3. Apply to be admitted into the professional phase of the program in spring semester of sophomore year. Selection requires successful completion of pre-requisite courses and an interview with program director and faculty. Please review admissions requirements tab on BS in BMS:CLS webpage.
4. Complete 52 credits of CLS major courses in junior-senior years (professional phase). Please note there can be no changes made to the sequence or semester for these CLS specific courses.
5. Following successful completion of the CLS didactic courses, students are selected for the practicum by competitive placement into clinical sites contracted with LIU Post- a list of the sites is shown below.
6. Students successfully completing the practicum are eligible to take the ASCP (American Society of Clinical Pathologists) national certification examinations for a CLS generalist. Certification is necessary for employment nationwide and is required for licensure in New York State. Conferral of the B.S. in Clinical Laboratory Science degree is not contingent upon passing a certification or licensure exam.

Contracted Clinical Sites

- Northwell Health, Lake Success and affiliated sites;
- NYU-Langone, Mineola;
- Saint Francis Hospital, Port Washington;
- Good Samaritan Hospital, West Islip;
- Mount Sinai-South Nassau Communities Hospital, Oceanside;
- Sunrise Medical Laboratories, Hicksville,
- Mercy Hospital, Rockville Center

Practicum hours are six months from January-June of the senior year, five days/week in a day shift. Schedules for each department are set by the site.

If you have any questions about the admissions application process or requirements, please contact the director of the Clinical Laboratory Science program at 516-299-3039, or contact the LIU Post Office of Admissions at 516-299-2900 or e-mail post-enroll@liu.edu.

BS in BMS: CLS Degree Requirements

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits

ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological Literacies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Must receive a grade of C or better in all major courses

Required Basic Science Courses

BIO	137	Human Anatomy and Physiology I#	4.00
BIO	138	Human Anatomy and Physiology II	4.00
CHM	103	Principles of Chemistry I*	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	225	Basic Organic Chemistry	4.00
CHM	271	Basic Biochemistry	4.00
BMS	203	Immunology	3.00
BMS	205	Microbiology in the Health Sciences	4.00
VST	219	Outbreak! Veterinary and Human Disease Emergencies	3.00
MTH	119	Basic Statistics	3.00
MTH	107	Calculus and Analytical Geometry I#	4.00
CLA	306	Living in a Digital Age	3.00

*Note: CHM 103 has a pre-requisite of MTH 103 or a co-requisite of MTH 107.

Counts towards LIU Core curriculum

Required Clinical Laboratory Sciences Courses

BMS	201	Laboratory Operations	1.00
BMS	202	Clinical Chemistry I and Urinalysis	4.00
BMS	204	Clinical Immunology	3.00
BMS	263	Introduction to Hematology/Phlebotomy	3.00
BMS	247	Management, Supervision, Teaching and Professionalism Seminar	2.00
BMS	240	Clinical Chemistry II & Instrumentation	4.00
BMS	241	Hematology and Body Fluids	3.00
BMS	242	Coagulation	2.00
BMS	243	Immunohematology	4.00
BMS	246	Clinical Bacteriology	3.00
BMS	245	Mycology and Parasitology	3.00
BMS	255	Histopathology of Body Systems	3.00
BMS	256	CLS Review Seminar	1.00
FSC	256	Diagnostic Techniques in Molecular Pathology	4.00

Acceptance into the clinical rotations is competitive and based on GPA and an interview conducted by the Program Director. Students who are not accepted into the clinical rotations have the option of repeating courses in the major and re-applying the following year or switching their major to BS in Health Sciences which does not lead to certification and licensure for CLS.

Required Senior Year Practicum Courses

BMS	259	Practicum in Clinical Chemistry	3.00
BMS	269	Practicum in Hematology and Coagulation	3.00
BMS	289	Practicum in Immunohematology	3.00
BMS	299	Practicum in Microbiology	3.00

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Basic Science Courses: 36
Minimum Major Credits: 52

MEDICAL IMAGING PROGRAM

B.S. Radiologic Technology

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

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

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

ADMISSION REQUIREMENTS

General Program Requirement

If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program designed to meet ARRT certification requirements, you must check with the New York State Department of Health and the American Registry of Radiologic Technologists to verify that you satisfy the requirements for New York State Licensing and the National Registry.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site, if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

Admissions and Application

Application to the Medical Imaging Program is a two-step process.

The **first step** is acceptance to LIU Post. You can apply for admission to LIU Post at https://apply.liu.edu/quickapp/. For more information on the application process, visit the Admissions Office home page.

The **second step** requires a formal application to the Bachelor of Science in Medical Imaging Program. Upon acceptance to LIU Post, interested students may obtain an application packet for the Medical Imaging Program by calling 516-299-2743.

The program's admission procedure includes a separate application form, letters of reference, a personal statement, an entrance examination and an interview with members of the Medical Imaging Admissions Committee. All applicants must complete and submit written documentation of six hours of observation in a hospital or office setting. The Medical Imaging Admissions Committee will make the final selections of candidates who are admitted into the program.

Students enter the professional portion of the program the August prior to beginning their junior year. Freshmen and transfer students desiring to enter the program must have completed 56 academic credits of liberal arts and sciences coursework to be eligible for entrance to the

Medical Imaging Program. Students are advised to contact the program office starting in November prior to the fall semester in which they wish to enter.

Admission to the Medical Imaging Program is highly competitive. Students must have achieved a minimum grade point average (GPA) of 2.0 with a demonstrated interest in science and health and must complete one academic year of Anatomy and Physiology with lab, a basic math (1 semester of college algebra and trigonometry or higher), and a basic computer course prior to starting the program. LIU equivalency for BIO 237, BIO 238, MTH 103 and CLA 306.

B.S. Radiologic Technology

{Program Code: 07045} {HEGIS: 1225.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Courses

Must have grade of "C" or better in all major and co-related courses to fullfill requirement

RDT	210	Introduction to Medical Imaging	3.00
RDT	213	Methods Of Patient Care	3.00
RDT	213L	Venipuncture/Patient Care Lab	0.00
RDT	215	Principles Of Radiation Protection	3.00
RDT	226	Radiographic Pathology	3.00
RDT	228	Breast Imaging	1.00
RDT	230	Medical Language	3.00
RDT	231	Quality Assurance and Quality Control	2.00
RDT	235	Radiation Physics	3.00
RDT	238	Radiographic Cross Sectional Anatomy	3.00
RDT	239	Computed Tomography	3.00
RDT	245	Magnetic Resonance Imaging	3.00
RDT	247	Principles in Medical Imaging I	4.00
RDT	247L	Mathematical Recitation Laboratory	0.00
RDT	255	Medical Imaging Procedures I	4.00
RDT	255L	Medical Imaging Procedures I Laboratory	0.00
RDT	256	Medical Imaging Procedures II	4.00
RDT	256L	Medical Imaging Procedures II Laboratory	0.00
RDT	257	Medical Imaging Procedures III	4.00
RDT	270	Medical Imaging Capstone Seminar	3.00
RDT	280	Advanced Topics in Digital Imaging	3.00
RDT	290	Introduction to Clinical Practice	1.00
RDT	291	Medical Imaging Practicum I	1.00
RDT	292	Medical Imaging Practicum II	2.00
RDT	293	Medical Imaging Practicum III	3.00
RDT	294	Medical Imaging Practicum IV	3.00
HAD	211	Management of Healthcare Organizations	3.00

Required Prerequisite Courses

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
MTH	103	College Algebra & Trigonometry	3.00

Electives

Students should consult with the program director and academic advisor to determine the remaining number of elective credits* required to satisfy the degree plan and which courses are better suited to meet their professional or career plans.
Possible Recommended Electives:

HSC	201	Introduction to Health Professions	3.00
BIO	120	General Biology I	4.00
BMS	211	Pathophysiology I	3.00
CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
HPA	220	Computer-Based Management Systems	3.00
MTH	107	Calculus and Analytic Geometry I	4.00
MTH	208	Calculus and Analytic Geometry II	4.00
PHY	103	University Physics I	4.00
PHY	104	University Physics II	4.00
SOC	320	Sociology of Aging	3.00
SOC	148	Sociology of Health & Illness	3.00
SOC	372	People in Crisis	3.00

Students in the Medical Imaging program typically need a minimum of 2 elective credits

Credit Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 61
Minimum Overall GPA: 2.0
Minimum Major GPA: 2.0

B.S. Nutrition and Dietetics

The Bachelor of Science degree in Nutrition and Dietetics prepares graduates for rewarding careers as 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 and Master's degree or to obtain an entry-level position that does not require the Registered Dietitian Nutritionist (RDN) credential. Students must complete an ACEND-accredited degree and complete supervised practice hours 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 an ACEND accredited supervised practice program and the RDN examination qualifies individuals to be a New York State CDN.

Upon completion of the B.S. degree and the DPD, graduates are also eligible to write the Registration Examination for Dietetic Technicians. For information about this examination, visit the CDR website: www.cdrnet.org/programdirector/info.html.

To earn a verification statement a student must maintain a cumulative GPA of 3.0 and a major GPA of 3.3. Students who receive a grade of "B-" or below in a required NTR (nutrition) course may need to repeat the course and receive a grade of "B" or better unless their major GPA exceeds minimum requirements.

Admission Requirements

- **Incoming freshmen** must have a solid B average (3.0 or 82-85 grade point average) and an average SAT score of 1000 (Critical Reading and Math combined) or ACT Composite of 20 or above. High school chemistry and biological science courses are strongly recommended.
- **Transfer students** must have completed more than 24 college credits. A minimum college Grade Point Average (GPA) of 3.0 is required for application review. If students have completed fewer than 4 college credits, they must also submit high school transcripts and SAT/ACT scores. Students who have a baccalaureate degree in another field may obtain a second undergraduate degree, the B.S. in Nutrition and Dietetics. Applicants who have completed a previous baccalaureate degree with a GPA of at least 3.0.
- **DPD students** are required to acknowledge the following terms and conditions ***to earn a verification statement, and therefore are eligible for ACEND accredited programs***:
  - By the time of graduation, the student must obtain an ***overall GPA of 3.0 and a major (NTR) GPA of 3.3***
  - Courses may be repeated until the NTR GPA is at least 3.3; however, NTR courses may only be repeated once

B.S. in Nutrition and Dietetics

{Program Code: 86047} {1299.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Courses 1

NTR	216	Cultural & Social Aspects of Food	2.00
NTR	216L	Cultural and Social Aspects of Food Laboratory	1.00
NTR	217	Introductory Food Science	3.00
NTR	217L	Introductory Food Science Laboratory	1.00
NTR	223	Introduction to Food Hospitality	3.00
NTR	224	Food Hospitality Management	3.00
NTR	203	Concepts in Nutrition	3.00
NTR	205	Contemporary Nutrition Strategies	3.00
NTR	208	Introduction to Nutrition and Dietetics	1.00
NTR	204	Advanced Concepts in Nutrition	3.00
NTR	206	Nutrition Communication	3.00
NTR	210	Nutrition in the Community	2.00
NTR	251	Medical Nutrition Therapy I	3.00
NTR	252	Medical Nutrition Therapy II	3.00
NTR	252L	Medical Nutrition Therapy Laboratory	1.00
NTR	253	Energy and Exercise	3.00
NTR	221	Food in Contemporary Society	3.00

Required Courses 2

One of the following:

NTR	260	Research Methodology	4.00
NTR	385	Honors Tutorial	4.00
NTR	386	Honors Tutorial	4.00

Co-Related Courses

Co-Related List1

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
BMS	205	Microbiology in Health Sciences	4.00
CHM	103	Principles of Chemistry I	4.00
CHM	104	Principles of Chemistry II	4.00
CHM	225	Basic Organic Chemistry	4.00
CHM	271	Basic Biochemistry	4.00
PSY	103	General Psychology	3.00

Co-Related List2

One of the following:

Note: CHM 103 has a pre-requisite of MTH 103 or a co-requisite of MTH 107.

MTH	103	College Algebra and Trigonometry	4.00
MTH	107	Calculus and Analytic Geometry I	4.00

Co-Related List3

One of the following:

BIO	341	Biostatistics	3.00
ECO	272	Statistics	3.00
MTH	119	Basic Statistics	3.00
MTH	341	Biostatistics	3.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 42
Minimum Overall GPA: 3.0
Minimum Major GPA: 3.3

Biomedical Science Courses

BMS 201 Laboratory Operations
This course will cover the following sections of Laboratory Operations as specified by the ASCP Exam Content Guidelines for CLS Generalist Certification: QA/QC, Laboratory Mathematics, Instrumentation and General Lab Principles, Lab Logistics, Safety, Management, LIS and Education & Communication.
Prerequisite of BMS 40 or CLA 306 is required.
Credits: 1
Every Spring

BMS 202 Clinical Chemistry 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: CHM 221 or CHM 225 Co-requisite: BMS 202L
Credits: 3
Every Spring

BMS 202L Clinical Chemistry I and Urinalysis
Clin Chem I & Urinalysis Lab Component
Co-requisite: BMS 202
Credits: 1
Every Spring

BMS 203 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 for B.S. CLS Students: BIO 122 or 138
Corequisite for B.S. CLS Students: BMS 240 and BMS 255

Students excluding CMETBS plan of study
Prerequisite: BIO 122 or 138
Credits: 3
Every Fall

BMS 204 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 203 is required.
Credits: 3
Every Spring

BMS 205 Microbiology in Health Sciences
The course introduces the principles of medical microbiology and characteristics of microorganisms, host-parasite relationships, resistance, immunity, antibiotic resistance; includes clinical diagnostic methods such as culture, control, identification, sterilization, microbiological techniques and concepts; emphasizes those techniques specifically employed in the microbiological laboratory.
Prerequisite for B.S. CLS Students: BIO 120 or 137
Corequisite for B.S. CLS Students: BMS 240, BMS 255 and BMS 205L

Students excluding CMETBS plan of study
Prerequisite: BIO 120 or BIO 137
Corequisite: BMS 205L
Credits: 3
Every Fall and Spring

BMS 205L Microbiology in Health Sciences
Microbiology in Health Science Lab Component
BMS 205 & BMS 205L must be taken as co-requisites.
Credits: 1
Every Fall and Spring

BMS 211 Pathophysiology
The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified.
Credits: 3
Every Fall and Spring

BMS 212 Pathophysiology II
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.
Prerequisite of BMS 211 (previously BMS 20) is required.
Credits: 3
Every Spring

BMS 240 Clinical Chemistry & Instrumentation
This Clinical Chemistry course presents topics addressing endocrinology, electrolyte and acid/base balance, porphyrins, vitamins and nutrition status, therapeutic drug monitoring, toxicology and identification of tumor markers. The clinical correlations, analytical methods commonly performed on serum or urine are discussed with an emphasis on evaluating the patient's health care status. The principles of operating instrumentation used in clinical chemistry laboratories including point of care testing devices are also presented.
Prerequisite of BMS 202 is required.
Credits: 4
Every Fall

BMS 241 Hematology and Body Fluids
The formed elements of the peripheral blood, their precursors, function and structure including basic methodologies for quantitation of cells and cellular components are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the quantitative and qualitative assessment of disease in blood is also emphasized. Other body fluids are also addressed: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.
Prerequisite of BMS 63 is required.
Credits: 3
Every Fall

BMS 242 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 243 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 204 is required.
Credits: 4
Every Fall

BMS 245 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 205 is required.
Credits: 3
Every Spring

BMS 246 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 205 and BMS 97 are required.
Credits: 3
Every Fall

BMS 247 Management, Supervision, Teaching Seminar
This Management, Supervision and Teaching seminar identifies the five components of Management in Laboratory Medicine: duties and responsibilities including problem solving-decision-making processes; concepts of managerial leadership: communication skills; process of personnel administration: evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information about teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives: Educational Methodology. This course is typically taught off campus at a hospital affiliate.
Credits: 2
Every Spring

BMS 255 Histopathology of Body Systems
This course will teach the student the histologic and cellular composition of tissues in different disease states as compared to normal tissue. Emphasis is on major changes observed in tissues undergoing pathologic mechanisms such as: inflammation, mutations, necrosis and growth disorders. These abnormal changes influence the health and function of normal tissues within various body systems. Examination of ppt slides of histopathology photomicrographs as compared to normal histology photomicrographs are essential to understanding course material and concepts.
Prerequisites of BIO 137 & 138 are required.
Credits: 3
Every Fall

BMS 399 Independent Study
Junior and seniors can undertake this independent study under the direction of a faculty member in the area of the student's principles interest. Permission of the Department is required to register for this course.
Credits: 2
On Demand

BMS 451 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 222 or 271 is required.
Credits: 3
Every Spring

BMS 256 CLS Review
This student-centric review is designed to provide CLS majors currently in practicum with the opportunity to request faculty review of selected topics in the CLS curriculum and clinical practicum as per the ASCP Exam Content Guidelines. The review culminates in a mock ASCP Certification Exam proctored by the Program Director of CLS. The mock exam is populated by ASCP-style multiple choice questions which determines the final grade for the course.
Credits: 1
Every Spring

BMS 259 Practicum in Clinical Chemistry
The student works at the laboratory bench in clinical chemistry under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. The assessment of results obtained from clinical specimens and their diagnostic significance regarding the patient/client health status is determined. Maintenance and operation of relevant instrumentation in chemistry is also addressed. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 269 Practicum in Hematology and Coagulation
The student works at the laboratory bench in Hematology and Coagulation under the direct supervision of a certified clinical laboratory scientist and receives review of routine and specialized procedures. This course also reviews a routine urinalysis, other body fluid analyses, automated instrumentation in hematology and phlebotomy techniques. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 289 Practicum in Immunohematology
The student works at the laboratory bench in Immunohematology (Blood Banking) under the direct supervision of a certified clinical laboratory scientist and receives review of blood banking techniques/ procedures and serologic methods used for clinical diagnosis of principle disorders. This course also reviews routine instrumentation use and its standardization in performing blood banking methods. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 299 Practicum in Microbiology
The student works at the laboratory bench in Microbiology under the direct supervision of a certified clinical laboratory scientist and receives review of clinical bacteriology, clinical virology, mycology and parasitology techniques/ procedures used for the clinical specimen isolation, cultivation and identification for diagnosis of disease. Utilization of equipment and instrumentation used in Microbiology is also presented. (This course is eight hours/day, five days/week for six weeks=240 hrs. total practicum time).
Credits: 3
Every Spring

BMS 348 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

Nutrition Courses

NTR 203 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 138 and co-requisite of CHM 103 are required.
Credits: 3
Every Fall

NTR 204 Advanced Concepts in Nutrition
This course provides an in-depth examination of human nutrition and metabolism with emphasis on the interrelationships of nutrients and metabolism based on the principles of biochemistry. Current research issues will be discussed.
Pre-requisites: B.S. in Nutrition and Dietetics students only NTR 203 Co-requisite: CHM 271
Credits: 3
Every Spring

NTR 205 Contemporary Nutrition Strategies
The selection of an adequate diet using knowledge of a variety of dietary standards. These standards as well as nutrient needs will be incorporated into the planning of diets during the life cycle for pregnant women, infants, children, adolescents, the middle-aged and the elderly.
A pre-requisite of NTR 203 is required.
Credits: 3
Every Spring

NTR 206 Nutrition Communication
This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication with clients, employees, the general public and allied health professionals. A focus on skill-building in the use of motivational interviewing and cognitive behavioral therapy techniques that promote effective employee and client interactions will be provided.
B.S. in Nutrition and Dietetics students: Pre- or co-requisites of NTR 251 is required.
Credits: 3
Every Fall

NTR 207 Nutrition in Health and Disease
This 3-credit course (45 contact hours) is a required course in the "Nutrition, Health and Wellness" and "Nutrition and food Hospitality" concentrations. It examines nutrition screening and assessment techniques to understand the use of dietary, biochemical, and anthropometric data related to health and disease prevention. The pathophysiology, etiology, and prevention of certain medical conditions such as gastrointestinal disorders, diabetes mellitus, obesity, and cardiovascular disease will be examined. Other topics examined will include drug-nutrient/supplement interactions, complementary and alternative (CAM) therapies, and nutrigenomics.
A pre requisite of NTR 205 is required.
Credits: 3
On Demand

NTR 208 Introduction to Nutrition and Dietetics
This 1-credit course (15 contact hours) provides an overview of the profession of nutrition and dietetics, including standards of practice, standards of professional performance, code of ethics, educational and career opportunities, professional credentialing and dietetic internship application process. A review of the history, current practices and future trends in nutrition and dietetics will be covered.
Requisites: B.S. in Nutrition and Dietetics students only.
Co-requisites: NTR 210 and NTR 251.
Credits: 1
Every Fall

NTR 210 Nutrition in the Community
A look at Nutrition Monitoring in the U.S. and the integral components necessary to develop effective programs and services to improve the nutrition and health for all segments of society. Needs assessment, legislation, public policy, program development, monitoring and evaluation will be addressed.
B.S. in Nutrition and Dietetics students: Co-requisites of NTR 208 and NTR 251 are required.
Credits: 2
Every Fall

NTR 213 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 216 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 216L is required.
Credits: 2
Every Spring

NTR 216L 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 216 is required
Credits: 1
Every Spring

NTR 217 Introductory Food Science
A fundamental course about foods that concentrates on the chemical and physical properties affecting the handling, preparation and storage of food. Also includes the effect of microorganisms on the storage, preparation, preservation, processing and serving of food.
Co-requisite NTR 217L is required.
Credits: 3
Every Fall

NTR 217L Introductory Food Science Laboratory
NTR 217L is a laboratory course that accompanies the lecture course NTR 217. Lab exercises are completed in which students prepare foods and observe the chemical and physical properties that affect the product. Students gain experience in fundamental food preparation and critique foods using learned evaluation techniques.
Co-requisite of NTR 217 is required
Credits: 1
Every Fall

NTR 221 Food in Contemporary Society
An overview of food legislation, regulations and policies. Issues related to food production and sustainability of the food supply. A discussion of factors leading to the deterioration of food. Methods of food preservation including irradiation, canning, refrigeration, freezing, drying of foods and fermentation. Nutritional losses and nutrification of foods will be discussed. Other topics of current interest such as biotechnology, phytochemicals, functional foods, alternative sweeteners, fat substitutes, and food packaging will be included.
For Nutrition & Dietetics: a pre-requisite of NTR 217 is required.
Credits: 3
Every Spring

NTR 223 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 205 is required
Credits: 3
Every Fall

NTR 224 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 223 is required.
Credits: 3
Every Spring

NTR 251 Medical Nutrition Therapy I
This course is the first semester of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and anemias will be examined. Nutritional assessment techniques will be introduced to evaluate dietary, biochemical and anthropometric changes that relate to nutrition and disease processes. Case problems and studies are incorporated into the course to develop clinical practice skills.
'Requisites: B.S. in Nutrition and Dietetics students only. Pre-requisite of NTR 205 is required.'
Credits: 3
Every Fall

NTR 252 Medical Nutrition Therapy II
This course is the second part of a two-semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this second semester, the causes, prevention and treatment of certain medical conditions such as pulmonary disorders, kidney disease, cardiovascular disease, and cancer will be examined. Clinical skills related to interpreting laboratory values and to planning enteral/parenteral nutrition care will also

be addressed as will documentation in the medical record and the nutrition care process. Case problems and studies are incorporated into the course to develop clinical practice skills.
B.S. in Nutrition and Dietetics students only. Pre-requisite of NTR 251 and co-requisite of NTR 252L are required.
Credits: 3
Every Spring

NTR 252L 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 252 is required.
Credits: 1
Every Spring

NTR 253 Energy and Exercise
A discussion of energy needs and factors affecting energy requirements; development and treatment of obesity; characteristics and treatment of eating disorders; nutritional needs and recommendations during physical exercise.
For Nutrition & Dietetics: Pre-requisite NTR 203
Credits: 3
Every Fall

NTR 260 Research Methodology
Introduction to the scientific method of problem-solving. Identification of the research process in nutrition. Development of the practical tools for the interpretation and application of research findings. A research proposal will be completed.
B.S. in Nutrition and Dietetics students: Pre-requisite of MTH 119 or 40 or ECO 272 and co-requisite of NTR 251 are required. B.S. in Food, Nutrition and Wellness students: Pre-requisites of NTR 207 and MTH 119 or 40 or ECO 272 are required.
Credits: 4
Every Spring

NTR 301 Practicum in Nutrition
Based on a student's individual interests. For students in the Nutrition & Dietetics program, the practicum is 90 hours per semester. For students in the Food, Nutrition & Wellness Program, the practicum includes class meeting time and 30 hours practical experience in the field. A designated faculty member serves as the liaison between the field site and the student.
Credits: 1 to 3
On Demand

NTR 399 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 422 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 216 and NTR 217 Co requisite: NTR 207
Credits: 2
On Demand

Radiologic Technology Courses

RDT 213 Methods Of Patient Care
Designed to provide the basic concepts of the physical and emotional needs of the patient. Describes routine and emergency procedures, insertion and maintenance of an intravenous line, as well as infection control utilizing universal precautions and recognition and treatment of reactions to contrast media. The course educates students in obtaining vital signs and contrast media injection; identifies the importance of patient education; and includes medical ethics, law and cultural differences.
Co-requisite of RDT 213L is required.
Credits: 3
Every Fall

RDT 213L Venipuncture/Patient Care Lab
This lab is designed to educate the medical imaging student on how to obtain an accurate assessment of the patient including proper patient identification. The students will be educated in obtaining patient vital signs including blood pressure, pulse, temperature, pulse oximetry, and respirations. The students will also learn the proper methods for transferring a patient and taught the basics of venipuncture in order to perform contrast injections. The students will learn how to properly don (put on) and doff (take off) personal protective equipment (PPE). The student will also learn both sterile and medical aseptic technique and will be fit tested for a respirator N95 mask.
Credits: 1
Every Fall

RDT 215 Principles Of Radiation Protection
This course provides knowledge of radiation protection and radiation biology as related to the legal and ethical responsibilities of the radiographer. Review of Regulatory Agencies and their requirements. Cell radiosensitivity will be explored in great detail. Biological effects and response to radiation at the patient, personnel, and the public levels will be discussed.
Corequisites: RDT 213
Credits: 3
Every Fall

RDT 226 Radiographic Pathology
During this course, the student will be introduced to various pathological conditions occurring in the human body along with the radiographic findings associated with each condition. Each system of the human body will be examined, and topics will also include hereditary diseases, immune reactions, and acquired immunodeficiency syndrome.
Prerequisite of RDT 238 is required.
Credits: 3
Every Spring

RDT 228 Breast Imaging
This class is designed to provide the medical imaging student with an introduction to the field of Mammography. The class will be presented in a series of lectures. Breast cancer statistics, anatomy and physiology of the breast, mammographic positioning, interventional procedures, advanced technology and quality control of equipment will all be discussed.
Prerequisite of RDT 255 is required.
Credits: 1
Every Spring

RDT 230 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 231 Quality Assurance and Quality Control
This course is designed to provide the student with an introduction to the evaluation of radiographic systems to assure quality and consistency in the delivery of all aspects of radiological services, quality control of equipment, and image quality. State, federal, and professional impacts are discussed as well as identify agencies involved in regulating, inspecting, and enforcing guidelines.
A prerequisite of RDT 280 is required.
Credits: 2
Every Spring

RDT 235 Radiation Physics
An in-depth view of the characteristics and physical laws that apply to the production and use of radiation. This course provides the student with knowledge of fundamental principles of radiographic physics, basic physics, mechanics, structure of matter, basic electricity, magnetism, electromagnetism, electrical physics, radiation physics, and basic x-ray circuitry. Radiographic

equipment including the x-ray tube, and the imaging system as a whole will be discussed. Fundamentals of the circuitry which comprise medical imaging units will also be presented.
Prerequisites: RDT 215 and RDT 247
Credits: 3
Every Spring

RDT 238 Pathophysiology
This course introduces students to cross sectional anatomy using a state of the art Anatomage 3D anatomy visualization table. Students will study transaxial, sagittal and coronal images of the head, neck, extremities, thorax, abdomen, pelvis and spine. Both normal and cross sectional images with pathologies will be explored to give first hand insight into what to look for on these images in the clinical setting.
Prerequisites: BIO 137 and BIO 138
Credits: 3
Every Fall

RDT 239 Computed Tomography
An in-depth study of the physical principles and practical application of Computerized Axial Tomography. A presentation of protocol, positioning and the elements of room design and construction.
A co requisite of RDT 238 is required.
Credits: 3
Every Fall

RDT 245 Magnetic Resonance Imaging
The purpose of this class is to provide you with the knowledge to become an MRI specialist. The basic principles of MRI physics, scanning techniques, safety, and anatomy will give the tools to become an integral part of the MRI department. This class also gives students the concepts to pass the MRI registry. Each class will cover MRI safety, MRI physics, reviewing MRI scans with pertinent anatomy, and scanning techniques.
Prerequisite of RDT 238 is required.
Credits: 3
Every Spring

RDT 247 Principles in Medical Imaging I
Provides an introduction to the factors that govern and influence the production of a medical image. The principles of medical imaging to be discussed include: latent image, factors governing image quality, beam limiting devices, beam filtration, and technique formation. An in-depth study of medical imaging exposure factors will be covered.
Laboratory materials will be utilized to demonstrate the clinical applications of the theoretical principles and concepts. Special emphasis will be placed on radiation protection, equipment, and accessories. Article 35 of the New York State Public Health Law relating to medical imaging will also be covered.
Co-requisite: RDT 247L, 213 is required.
Credits: 3
Every Fall

RDT 247L Calculation Recitation Lab
The intent of this course is to review basic math skills including fractions, decimals, percentages, exponents, etc. these skills will be applied to various radiographic calculations. By the end of this course the student will be able to perform the following as applied to the Inverse Square Law, Grid Ratios, mAs conversions, Ohm,s & Transformer Laws, Power Rule.
Credits: 0
Every Fall

RDT 255 Medical Imaging Procedures I
Designed to provide the knowledge and skills necessary to perform standard medical imaging procedures of the chest, abdomen, upper and lower extremities. The production of images of optimal diagnostic quality will be stressed. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images.
Pre-requisites: BIO 137, BIO 138
Corequisites RDT 255L, RDT 213
Credits: 4
Every Fall

RDT 255L Medical Imaging Procedures I Laboratory
Students will simulate radiographic procedures and produce radiographic images using anatomically correct radiographic phantoms. Using state of the art digital equipment, information presented in RDT-255, Radiographic Procedures I, will be demonstrated in the laboratory setting.
Credits: 0
Every Fall

RDT 256 Medical Imaging Procedures II
A continuation of Medical Imaging Procedures l with an emphasis on standard imaging of the vertebral column, bony thorax and digestive system. The student will also be introduced to more advanced studies which involve the use of contrast material. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment.
Prerequisite of RDT 255 and Co-requisite of RDT 256L are required.
Credits: 4
Every Spring

RDT 256L Medical Imaging Procedures II Laboratory
Laboratory experience utilizing an anatomically correct radiographic phantom patient used to complement the classroom portion of the course A portfolio of medical images will be produced and evaluated for diagnostic value. This laboratory course is taken in conjunction with lecture course 256.
Prerequisite of RDT 255 and a co-requisite of RDT 256 are required.
Credits: 0
Every Spring

RDT 257 Medical Imaging Procedures III
A continuation of Medical Imaging Procedures II. Contrast studies of the Gastrointestinal, urinary, and biliary tracts will be covered. The skull will be presented in great detail to include facial, nasal, optic structures. Laboratory practice will be given to practice exams that are not frequently performed in the clinical setting.
Prerequisite of RDT 256 is required.
Credits: 4
Every Fall

RDT 270 Medical Imaging Capstone Seminar
This seminar provides the student with an opportunity to review the fundamental and advanced principles of medical imaging. The application of clinical imaging theory will be reinforced.
Prerequisites: RDT 257 and RDT 280
Credits: 3
Every Spring

RDT 280 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 247 is required.
Credits: 3
Every Fall

RDT 290 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.
Corequisites: RDT 213, RDT 215
Credits: 1
Every Fall

RDT 291 Medical Imaging Practicum I
An introduction to the clinical environment at an affiliated hospital. Students will be assigned to various work areas in the Department of Radiology to observe operations of the entire department. Students will assist in routine imaging and under close supervision of a registered licensed technologist, begin to acquire medical imaging skills with the emphasis on chest, abdomen, and extremities.
Corequisites: RDT 213, RDT 215
Credits: 1
Every Spring

RDT 292 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 involving the use of contrast material. (Ends Last Friday in July)
Prerequisites: RDT 291, RDT 256 and RDT 235
Credits: 2
Every Summer

RDT 293 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 292 is required.
Credits: 3
Every Fall

RDT 294 Medical Imaging Practicum IV
An opportunity for the student to improve skills in the areas of general, contrast, advanced and skull imaging at the assigned medical center under close supervision, An introduction to specialty areas such as Computed Tomography, Magnetic Resonance Imaging and Advanced Special and Angiographic Imaging
Prerequisites: RDT 293 and RDT 239
Credits: 3
Every Spring

DEPARTMENT OF THERAPEUTIC HEALTH PROFESSIONS

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

B.S. Speech-Language Pathology & Audiology

The 120-credit Bachelor of Science in Speech-Language Pathology and Audiology will prepare you for a career helping people of all ages overcome communication disorders—from young children who stutter to stroke victims struggling to speak again.

Along with a comprehensive liberal arts education, the curriculum offers coursework in normal and disordered communication. Students observe adults and children with speech and/or language disorders in community-based settings. A limited field-based experience may also be available to qualified students. Graduates of this program are ready to advance to master's-level study and work toward a Certificate of Clinical Competence from the American Speech-Language-Hearing-Association, as well as New York State licensure and certification as a Teacher of Students with Speech and Language Disabilities (TSSLD).

As a candidate for the B.S. in Speech-Language Pathology and Audiology, you will fulfill coursework in the Liberal Arts core, Education classes, English, as well as courses in the Speech-Language Pathology major in the Department of Communication Sciences and Disorders.

B.S. Speech-Language Pathology & Audiology

{Program Code: 07001} {HEGIS: 1220.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Courses

All courses listed must be completed

SPE	205	Voice and Diction	3.00
SPE	251	Phonetics of English	3.00
SPE	263	Introduction to Linguistics and Language Acquisition	3.00
SPE	265	Introduction to Diagnostic Procedures	3.00
SPE	267	Introduction to Language Disorders in Children	3.00
SPE	270	Professional and Scientific Writing in Speech-Language Pathology and Audiology	3.00
SPE	282	Introduction to Speech Science	3.00
SPE	284	Anatomy and Physiology of the Speech and Hearing Mechanism	3.00
SPE	285	Introduction to Articulation Disorders and Phonological	3.00
SPE	288	Introduction to Neuroanatomy for the Speech-Language Pathologist	3.00
SPE	290	Introduction to Audiology	3.00
SPE	291	Introduction to Aural Rehabilitation	3.00
SPE	293	Speech Pathology I: Introduction to Pediatric Communication Disorders	3.00
SPE	294	Speech Pathology II: Introduction to Adult Speech and Language Disorders	3.00
SPE	295	Introduction to Clinical Research in Communication Disorders	3.00

Electives

Choose one of the following:

SPE	86	Clinical Practicum in Speech Language Pathology	2.00
SPE	398	American Sign Language I	3.00
SPE	300	Improv & Creative Arts to Facilitate Social Communication in Persons with Limited Communication	3.00
SPE	385	Honors Tutorial	3.00
SPE	386	Honors Tutorial	3.00

Required Co-Related Education Courses

EDI	214	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	241A	Nurturing Young Children's Development	3.00
SPE	235	Methods and Materials: Applications for Speech-Language Therapy	3.00
SPE	235J	Methods and Materials for Speech-Language Therapy	3.00

Required Statistics:

MTH	119	Basic Statistics	3.00

Required Co-Related Workshops:

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

Credit and GPA Requirements

Minimum Total: 120 credits
Minimum Liberal Arts: 60 credits
Minimum Major: 63 credits
Minimum Major GPA: 2.75
Minimum Overall GPA: 2.75

B.S. Veterinary Technology

LIU VeterinaryTechnology is one of only a few programs in the country to offer an entry-level baccalaureate degree in the profession. A veterinary technologist's role is to provide excellent patient care, working with the veterinarian and other veterinary professionals to ensure good outcomes for our patients and our

clients. An interest in the natural sciences, good skills in mathematical computation, strong intellectual curiosity, and a desire to help others are the foundations of a good veterinary technologist. The US Department of Labor Statistics predicts a 20% increase in job opportunities for veterinary technologists by 2026, which translates to over 20,000 jobs nationwide. In addition to courses specifically aimed at the veterinary science (veterinary pharmacology, veterinary anatomy and physiology, etc.) students acquire over 500 hours of hands-on clinical experience, in everything from small hospitals to major multi-specialty practices. We also offer a specific plan of study for those interested in applying to veterinary medical school after undergraduate work. The amount of hands-on experience and veterinary science coursework available is invaluable for post-graduate education. In particular, these students get the same hours of hand-on clinical experience as other students. Clinical externship placements include some of the best veterinary facilities in the area - and some, the best in the country. Both large animal and small animal clinical skills will be taught.
The B.S. in Veterinary Technology Program is accredited by the American Veterinary Medical Association, and its graduates are entitled to sit for the national licensing examination.

B.S. Veterinary Technology

{Program Code: 39319} {HEGIS: 0104.0}
All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Major Requirements

Required Vet Tech Courses - minimum of C+ required in all courses

VST	219	Outbreak! Veterinary and Human Disease Emergencies	3.00
VST	221	Introduction to Veterinary Sciences	3.00
VST	222	Veterinary Hospital Procedures and Practices	2.00
VST	231	Anatomy and Physiology of Domestic Animals I	2.00
VST	231L	Anatomy and Physiology of Domestic Animals I Lab	1.00
VST	232	Veterinary Toxicology and Pharmacology	3.00
VST	233	Anatomy and Physiology of Domestic Animals II	2.00
VST	233L	Anatomy and Physiology of Domestic Animals II Lab	1.00
VST	234	Veterinary Nursing I	2.00
VST	234L	Veterinary Nursing I Lab	1.00
VST	271	Veterinary Clinical Laboratory Techniques	2.00
VST	271L	Veterinary Clinical Laboratory Techniques Lab	1.00
VST	272	Large Animal Health, Diseases and Nursing	2.00
VST	272P	Large Animal Health, Diseases and Nursing	1.00
VST	273	Veterinary Externship I	1.00
VST	273P	Veterinary Externship I - Practicum	2.00
VST	274	Veterinary Nursing II	2.00
VST	274L	Veterinary Nursing II Lab	1.00
VST	275	Veterinary Diseases and Parasitology	2.00
VST	275L	Veterinary Diseases and Parasitology Lab	1.00
VST	285	Rehabilitation and Wellness	3.00
VST	286	Special Topics: Fear Free, Basic and Advanced CPR Certification	1.00
VST	287	Animal Behavior	3.00
VST	291	Laboratory Animal/Non-traditional Pet Technology	2.00
VST	291L	Laboratory Animal/Non-traditional Pet Technology Lab	1.00
VST	292	Veterinary Externship II	1.00
VST	292P	Veterinary Externship II - Practicum	3.00
VST	293	Veterinary Nursing III	3.00
VST	293	Veterinary Nursing III Lab	1.00
VST	294	Veterinary Dentistry and Radiology	2.00
VST	295	Veterinary Externship III	1.00
VST	295P	Veterinary Externship III - Practicum	4.00
VST	296	Veterinary Capstone Course	2.00

Required Co-Related Courses - minimum of C required in all courses

BIO	120	General Biology I	4.00
BIO	122	General Biology II	4.00
CHM	103	Principles of Chemistry I with lab	4.00
CHM	104	Principles of Chemistry II with lab	4.00

One of the following (minimum of C required):

BIO	250	Microbiology	4.00
BMS	205	Microbiology in Health Sciences	4.00

One of the following:

MTH	103	Precalculus	4.00
MTH	107	Calculus I	4.00

Free Electives - Students may have liberal arts or recommended veterinary technology electives.

Pre-DVM Specialization Required Courses

Required Pre-DVM Courses - minimum of C+ required in all courses

BIO	221	Human Genetics in Health and Disease	3.00
CHM	221	Organic Chemistry I	4.00
CHM	222	Organic Chemistry II	4.00
CHM	271	Basic Biochemistry	4.00
PHY	131	College Physics I	4.00

Credit and GPA Requirements

Minimum Total Credits: 120
Minimum Liberal Arts Credits: 60
Minimum Major Credits: 59
Minimum Major GPA: 2.8

Communication Sciences and Disorders Courses

SPE 205 Voice and Diction
Communication is part of every aspect of our lives. In this course, students will explore the nature of a wide variety of communication forms and will acquire the skills to 1) formulate more effective verbal and non-verbal messages, 2) communicate more effectively in interpersonal relationships, 3) listen actively, and 4) manage interpersonal conflict. Students will also, learn to communicate more effectively during interviews and to construct and deliver effective public speeches.
Credits: 3
Every Spring

SPE 235 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.
Prerequisites: SPE 235J & SPE 267
Credits: 3
Every Spring

SPE 235J Methods and Materials for Speech-Language Therapy
This writing intensive course focuses on the basic considerations for speech-language therapy including the therapeutic process, basic principles of learning, the development of treatment plans and administration of treatment sessions. Students will learn to observe behavior, to target behaviors being learned or modified, to perform task analysis and to assess the effectiveness of procedures once implemented. Students will become conversant in the application of a model associated with evidence based practice.
Prerequisites: SPE 285 and SPE 293.
Credits: 3
Every Fall

SPE 251 Phonetics of English
This course is an introduction to phonetics and phonemic structure of American English: sound formulation and dialectic differences. Related acoustic, anatomical and physiological and linguistic factors are considered along with broad and narrow transcription using the International Phonetic Alphabet (IPA).
Credits: 3
Every Fall

SPE 263 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.
Credits: 3
Every Fall

SPE 265 Introduction to Diagnostic Procedures
Diagnostic methods in speech and language pathology are covered in this course. The interview, the case history, the oral facial, and clinical examinations are presented. Students become familiar with standardized and non-standardized tests. The importance of reliability and validity of testing is stressed. Fundamentals of professional report writing are also introduced.
Prerequisites: SPE 263, SPE 267, SPE 285, and SPE 293
Credits: 3
Every Spring

SPE 267 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 263, 284 and 293 are required.
Credits: 3
Every Fall

SPE 270 Professional and Scientific Writing in Speech-Language Pathology and Audiology
This course offers an introduction to syntactic analysis and professional and scientific writing and is specifically tailored to undergraduate students majoring in speech-language pathology and audiology. This course is designed to provide students with the foundations of grammatical analysis necessary to assess language disorders and the tools to become proficient at writing professional goals and objectives, clinical and scientific reports. The class will familiarize students with the analytical processes involved in syntax analysis and in proofreading clinical and scientific reports.
A pre requisite of SPE 263 is required.
Credits: 3
Every Spring

SPE 282 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.
Prerequisite of SPE 284 is required.
Credits: 3
Every Spring

SPE 284 Anatomy and Physiology of the Speech and Hearing Mechanism
This course is an comprehensive review of the anatomical and physiological aspects of speech, language, hearing and swallowing. These include the respiratory, laryngeal, articulatory and auditory systems.
Co requisite(s): SPE 263 & PHY 131
Credits: 3
Every Fall

SPE 285 Introduction to Speech Sound Disorders
This course focuses on the nature and treatment of articulation and phonological disorders in children. Course content includes a review of articulatory phonetics and the rule-governed system(s) underlying phonological development. Typical articulatory and phonological development is contrasted with disordered development. Evaluative and treatment procedures are presented.
Prerequisites: SPE 251, SPE 263
Credits: 3
Every Spring

SPE 288 Introduction to Neuroanatomy for the Speech-Language Pathologist
This required course provides working knowledge of anatomical landmarks of the central and peripheral nervous systems and their physiology. Focus is particularly on the neurological underpinnings of speech and language.
Prerequisite of SPE 284 is required.
Credits: 3
Every Spring

SPE 290 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 284, SPE 293
Credits: 3
Every Fall

SPE 291 Introduction to Aural Rehabilitation
This course is an introduction to hearing aid technology, auditory training and visual speech-reading training in the communicative rehabilitation of the hearing impaired. Hearing conservation and patient counseling procedures are discussed.
Pre requisites: SPE 290, SPE 293
Credits: 3
Every Spring

SPE 293 Speech Pathology I: Introduction to Pediatric Communication Disorders
The student will be provided with information basic to the understanding of childhood speech and language disorders. Both differences and delays, as compared to normal language development will be discussed. Assessment and intervention will be covered as they relate to each disorder.
Prerequisites: SPE 251, SPE 263 and SPE 284
Credits: 3
Every Spring

SPE 294 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.
A prerequisite of SPE 293 is required.
Credits: 3
Every Fall

SPE 295 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.
Prerequisites: SPE 293 & MTH 119
Credits: 3
Every Fall

SPE 300 Improv & Creative Arts to Facilitate Social Communication in Persons with Limited Communication
This interprofessional course will introduce and describe the use of improvisation, voice, body movement, facial/gestural communication and storytelling, as non-traditional, alternative means of facilitating social communication in persons with limited communication. A rationale for using these alternative techniques to train social/pragmatic skills through errorless learning and "Yes And¿ applications will be provided. In this course, students from different therapeutic, educational, performance and business disciplines will acquire knowledge of how persons communicate both verbally and nonverbally and apply learned skills through a variety of interactive exercises and games that can be used with persons with whom they work.
Credits: 3
Every Fall

SPE 398 American Sign Language I (Elective)
This course equips students to communicate with deaf, hard of hearing and seriously language-impaired (non-oral) individuals through basic-level fingerspelling, facial expressions and American Sign Language system.
Credits: 3
Every Spring

SPE 399 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

Veterinary Technology Courses

VST 218 Independent Study in Veterinary Science
TThis course is designed to give the upper level student the opportunity to pursue a topic of particular interest in greater depth. It is the student's responsibility to seek out the Program Director, who will assist the student in choosing a topic and a faculty member with whom to work. Existing courses cannot be taught as independent studies. Program Director consent is required.
A pre requisite of VST 221 is required.
Credits: 1 to 3
On Demand

VST 219 Outbreak! Veterinary and Human Disease Emergencies
There are many emerging diseases that can quickly become public health emergencies, severely threatening the health of animals and humans. This course will look at recent outbreaks and trace the path that "disease detectives" follow to identify, treat, and prevent further spread. This course will focus on epidemiology, the One Health initiative and food safety. Students will acquire an introduction to the science, problem-solving, and community efforts required to protect human and animal health.
Credits: 3
Every Fall

VST 221 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, the basic principles of normal and abnormal life processes, and 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 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 agriculture in general. The course is intended to be an overview of the entire veterinary science technology curriculum by providing a basic background and prerequisite knowledge that will be of benefit in other departmental course offerings.
Enrollment Limited to Students in the Vet Tech Major
Credits: 3
Every Fall

VST 222 Veterinary Hospital Procedures and Practices
This course will acquaint the student with the principles involved in operating a veterinary practice. The legal aspects of the practice will be discussed, as well as methods of managing the personnel, financial responsibilities, ordering drugs and supplies, keeping inventory, and bookkeeping. Illustrations from actual practices will be used. Students will become familiar with the forms currently in use. The computer and its impact and use in veterinary medicine will be discussed. Demonstration of a sample veterinary software management system will take place.
A pre requisite of VST 221 is required.
Credits: 2
Every Spring

VST 231 Anatomy and Physiology of Domestic Animals I
Basic principles of the structure and function of companion, food, laboratory, and exotic animals are discussed in depth for each of the organ systems. Physiology is presented from both a biochemical and organismal point of view. Basic understanding of chemistry, physics and mathematics is introduced where useful and necessary for understanding these biological phenomena. This course covers the comparative anatomy of and physiology of companion, food, laboratory and exotic animals in a systematic manner. The integumentary, cellular, 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).
Corequisites: BIO 120, BIO 120L, VST 221, VST 231L - Lab
Credits: 2
Every Fall

VST 231L Anatomy and Physiology of Domestic Animals I - Lab
Laboratory component to VST 231 Lecture
Corequisites: BIO 120, 120L, VST 221, VST 231 - Lecture
Credits: 1
Every Fall

VST 232 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.
Prerequisite(s): VST 222, VST 233, VST 233L, and BIO 122/122L
Credits: 3
Every Fall

VST 233 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 systemic 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 paired laboratories will involve dissection as well as use of models and online/software materials. This course is part of a two-semester sequence.
Prerequisites: VST 221, VST 231, VST 231L
Corequisites: VST 222, VST 233 L - Lab
Credits: 2
Every Spring

VST 233L Anatomy and Physiology of Domestic Animals II - Lab
Lab to VST 233 Lecture
Prerequisites: VST 221, VST 231, VST 231L
Corequisites: VST 222, VST 233
Credits: 1
Every Spring

VST 234 Veterinary Nursing I
Veterinary Nursing I is the first in a series of three veterinary nursing courses that will culminate in a broad knowledge and skill base when dealing with small animals, typically dogs and cats. Each course will build on the skills learned in the proceeding course. Topics covered will include handling and restraint of dogs and cats, the application of patient and personal safety measures, record keeping signs and characteristics of common small animal diseases, etc.
Prerequisites: VST 233, VST 233L
Corequisites: VST 232, VST 234L - Lab
Credits: 2
Every Fall

VST 234L Veterinary Nursing I - Lab
Lab to VST 234
Prerequisites: VST 233, VST 233L
Corequisites: VST 232, VST 234
Credits: 1
Every Fall

VST 271 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 and guide treatment protocols. Various aspects of veterinary hematology are important to LVTs. Veterinary hematology, urology, clinical chemistry, serology, digestive function tests, endocrine function, and laboratory cytology will be discussed. Laboratory sessions will be focused primarily on the
correct collection, storage, handling and analysis of blood and urine as well as other bodily secretions and excretions as they pertain to cytology.
Prerequisites: VST 232, VST 233, VST 233L, VST 234, VST 234L
Corequisite: VST 271L - Lab
Credits: 2
Every Spring

VST 271L Veterinary Clinical Laboratory Techniques - Lab
Lab to VST 271 Lecture
Prerequisites: VST 232, VST 233, VST 233L, VST 234, VST 234L
Corequisite: VST 271
Credits: 1
Every Spring

VST 272 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.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisites: VST 272P, VST 294
Credits: 2
Every Spring

VST 272P Large Animal Health, Diseases and Nursing Practicum
This is the practicum component of VST 272
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisites: VST 272, VST 294
Credits: 1
Every Spring

VST 273 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 150 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one¬ hour class held on campus each week. Performance in the clinic will be formally evaluated by a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off campus field experiences.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisite: VST 273P
Credits: 1
Every Spring

VST 273P 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 150 hours of supervised clinical experience. Through this supervised, applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one¬ hour class held on campus each week. Performance in the clinic will be formally evaluated by a program preceptor twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance through the college. Students are required to provide their own transportation to off campus field experiences.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisite: VST 273
Credits: 2
Every Spring

VST 274 Veterinary Nursing II
Veterinary Nursing II is the second in a series of three veterinary nursing courses culminating 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 instruments, clinical and post-surgical nursing, bandaging,suturing, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal and continued experience in well-care.
Prerequisite: VST 232, VST 234, VST 234L
Corequisite: VST 274L
Credits: 2
Every Spring

VST 274L Veterinary Nursing II - Lab
Lab to VST 274 Lecture
Prerequisite: VST 232, VST 234, VST 234L
Corequisite: VST 274
Credits: 1
Every Spring

VST 275 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.
Prerequisites: VST 271, VST 271L, VST 274, and VST 274L
Corequisites: VST 275 L - Lab, VST 293, VST 293L
Credits: 2
Every Fall

VST 275L Veterinary Diseases and Parasitology
Lab to VST 275 Lecture
Prerequisites: VST 271, VST 271L, VST 274, and VST 274L
Corequisites: VST 275, VST 293, VST 293L
Credits: 1
Every Fall

VST 285 Rehabilitation and Wellness
This course is intended for upper-level students. 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, biochemical 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 veterinary practice. Special attention will be given to adjunctive therapies, husbandry, and enrichment for the prevention of illness under multiple circumstances, as
well as client education and VCPR values.
Prerequisites: VST 293, 293L
Credits: 3
Every Spring

VST 286 Special Topics: Fear Free, Basic and Advanced CPR Certification
This course is meant for upper-level students. It is a lecture/discussion class centered around a current topic of interest in the practice of veterinary medicine and science. The topic may change with each semester, based on current events. Sample topics may include Fear Free, RECOVER, Basic and advanced CPR, One Health, corporate medicine, pandemics and animal health, or ethical considerations in everyday veterinary practice.
Prerequisites: VST 293 and VST 293L
Credits: 1
Every Spring

VST 287 Animal Behavior
This course is designed to give the student an appreciation of the typical behaviors that will be encountered in working with a variety of animal breeds and species. While there are some commonalities, responses to both positive and negative events can be quite specific to an individual animal, and an understanding of the cues that companion or domestic animals provide for us to interpret a given response to the environment is critical to safe and effective interaction with them. The nature of the human animal bond will be explored as well.
Prerequisites: VST 232, VST 233, VST 233L, VST 234, VST 234L
Credits: 3
Every Spring

VST 291 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.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisites: VST 291L
Credits: 2
Every Fall

VST 291L Laboratory Animal/Non-traditional Pet Technology
Lab to VST 291 Lecture.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisites: VST 291
Credits: 1
Every Fall

VST 292 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 185 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance.
Students are required to provide their own transportation to off-campus field experiences.
Prerequisites: VST 273, VST 273P, VST 275, VST 275L, VST 286, VST 293, VST 293L, VST 294
Corequisite: VST 292P
Credits: 1
Every Fall

VST 292P Veterinary Externship II - Practicum
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the second course in the sequence. Students will experience a minimum of 185 hours of supervised clinical experience. 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.
Prerequisites: VST 273, VST 273P, VST 275, VST 275L, VST 286, VST 293, VST 293L, VST 294
Corequisite: VST 292
Credits: 3
Every Fall

VST 293 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. The surgical veterinary nursing instruction prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery. Responsibilities include daily monitoring of patient, and pre-surgical assessments through post-surgical care. Different forms and levels of

anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. Topics covered will include patient positioning, knowledge of cardiology, surgical preparation, assisting in surgery, autoclaving and preparation of surgical packs, anesthesia monitoring, bandaging, continued handling and restraint, continued practice of injection techniques, continued practice of blood withdrawal, placement of catheters, and review of triage and emergent
Prerequisites: VST 274 and VST 274L
Corequisites: VST 275, VST 275L, 293L
Credits: 3
Every Fall

VST 293L Veterinary Nursing III - Lab
Lab to VST 293 Lecture
Prerequisites: VST 274 and VST 274L
Corequisites: VST 275, VST 275L, 293
Credits: 1
Every Fall

VST 294 Veterinary Dentistry and Radiology
This course is intended for upper-level students to provide knowledge in both radiology and dentistry. Dental disease is the leading cause of health problems in domestic and companion animals, and the technician plays a prominent role in the provision of care. A veterinary technician plays a crucial role in dentistry by performing thorough oral examinations, taking dental radiographs, cleaning teeth, assisting the veterinarian during dental procedures, educating clients on proper dental hygiene practices, and providing postoperative care for animals undergoing dental treatments; essentially acting as a vital support system to the veterinarian during all aspects of dental care, often including charting findings and administering local anesthesia when appropriate. Veterinary technicians also play a pivotal role in the radiographic process within veterinary practices. The fundamentals of basic radiology will be taught in this class to be inclusive of handling animals, positioning them correctly, and ensuring optimal image quality which are essential for accurate diagnoses. The fundamentals will be taught in two parts with the first part being radiographic theory and equipment and the second part being radiographic positioning. This course will be taught by two faculty members who are veterinarians with years of experience in this area. This class will include a hands-on laboratory lesson both taught in simulation labs and actual veterinary hospitals. During the semester there may be some field trips offsite and different onsite locations to facilitate your learning exposure to taking radiographs and doing dental procedures that may include alternate meeting times. Some of the hands-on skills may be taught using non-live mock “simulation” laboratories and others might be live animal experiences at a veterinary hospital.
Prerequisites: VST 275, VST 275L, VST 293, VST 293L
Corequisites: VST 272, VST 272P
Credits: 2
Every Spring

VST 295 Veterinary Externship III
A three-course externship sequence provides the student with supervised applied training in a veterinary hospital/facility. This is the third course in the sequence. Students will experience a minimum of 185 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.
Prerequisites: VST 286, VST 291, VST 291L, VST 292, VST 292P, VST 293, VST 293L
Corequisite: VST 295P
Credits: 1
Every Spring

VST 295P 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 185 hours of supervised clinical experience. Through this supervised applied training, the student will develop his/her skills as a veterinary technologist. In addition, there will be a one-hour class held on campus each week. Performance in the clinic will be formally evaluated twice a semester. The on-campus class will cover didactic material as well as reflections on clinical experiences. Registration in the course requires that the student purchase liability insurance. Students are required to provide their own transportation to off-campus field experiences.
Prerequisites: VST 286, VST 291, VST 291L, VST 292, VST 292P, VST 293, VST 293L
Corequisite: VST 295
Credits: 4
Every Spring

VST 296 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).
Prerequisites: VST 286, VST 291, VST 291L, VST 292, VST 292P, VST 293, VST 296L, VST 294
Corequisite: VST 295 and 295P
Credits: 2
Every Spring

Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The School of Health Professions (herein "SHP") strives to provide every student with a rewarding educational experience. If any SHP undergraduate or graduate student wishes to submit a grievance concerning an academic matter, they have the right to do so and must follow their department grievance policy first before proceeding to this policy. Appeals must be submitted in writing by the fourth week of the next regular semester (fall or spring) following the academic matter: a student appealing a grade received in spring or summer semesters will have until the fourth week of classes in the subsequent fall semester to submit the written appeal and a student appealing an academic matter from the fall or winter semesters will have until the fourth week of the spring semester to submit the written appeal. Academic matters include a re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHP, among other matters.

It is presumed that academic decisions by instructors/faculty members result from the consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean or Vice President for Academic Affairs must demonstrate that the standards and procedures were not clearly articulated or applied in a consistent, fair, and equitable manner. The burden of proof of an appeal is on the student.

A student who wishes to submit a grievance shall utilize the following procedures:

1. The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor/faculty member in writing within ten (10) business days of the grievance issue. The instructor/faculty member will schedule a time to meet with the student to discuss the grievance within five (5) business days of being contacted. If there is no resolution, the student may file a formal, **written** grievance using the SHP Grievance Form with the Chair/Program Director of the department within ten (10) business days after meeting with the instructor/faculty member. It is the student's responsibility to provide specific evidence to support their grievance.
2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of their receipt of the student's formal written grievance. At this time, the Chair/Director may also consult with the instructor/faculty member to discuss the grievance and attempt to resolve the matter. The Chair/Director may consult other members of the department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The Chair/Director must advise the student in writing of their findings within ten (10) business days of the meeting with the student.
3. A student may appeal the decision of a Chair/Director to the Dean of the SHP within ten (10) business days of the issuance of the Chair/Director's decision. The student must submit a formal, written appeal to the Dean using the SHP Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support their appeal.
4. The Dean will review the matter and, if they determine the appeal has merit, will refer the matter to the SHP Academic Standing Committee. A meeting of the SHP Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHP Academic Standing Committee will hear statements from both the student and instructor/faculty member and Chair/Director and will consider all evidence submitted regarding the grievance.
   - The hearing will have all parties present.
   - The hearing will be recorded.
   - The student will present their appeal including justifications, circumstances, and any other relevant information for consideration.
   - The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
   - The student and instructor will NOT engage in the debate of the circumstances with each other but will answer questions posed by the committee for clarification.
   - Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
   - The SHP Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHP Academic Standing Committee will make a recommendation to the Dean within five (5) business days of its meeting.
7. The student will be notified by the Dean, in writing, of the decision within ten (10) business days of the Dean receiving the recommendation from the SHP Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHP before an appeal to the Vice President for Academic Affairs.

SCHOOL OF NURSING

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

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

Applicants may be admitted as freshmen or transfer students. The School of Nursing admits students on a rolling basis. The baccalaureate degree program in nursing at LIU Post is accredited by the Commission on Collegiate Nursing Education ,655 K Street NW,Suite 750,Washington,DC 20001,202-887-6791. Graduates qualify to sit for the NCLEX-RN licensure examination.

DEPARTMENT OF NURSING

The School of Nursing offers 2 programs that are accredited by the Commission on Collegiate Nursing Education (CCNE). The Bachelor of Science in Nursing is a traditional, licensure-qualifying four-year program. Students integrate the LIU Post general education requirements in the liberal arts, sciences, and humanities, with nursing pre-requisite and co-requisite courses, as well as nursing specialty courses throughout the four years. This program qualifies graduates to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN)

The Baccalaureate degree in Nursing and Master's degree in Nursing at LIU Post is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202) 887-6791.

B.S. Nursing

The LIU Post School of Nursing offers a licensure-qualifying, four-year Bachelor of Science degree in Nursing intended for freshmen and transfer students. Students integrate the LIU Post general education requirements in the liberal arts, sciences, and humanities, with nursing pre-requisite and co-requisite courses, as well as nursing specialty courses throughout the four years. Students complete the program in eight full-time consecutive semesters, in four academic years. The 121-credit B.S. in Nursing is designed to prepare students to develop the competencies essential for entry-level professional nursing practice and to build a foundation for graduate study. This program, accredited by the Commission on Collegiate Nursing Education, prepares nurses to assume advanced clinical and management positions in a variety of health care settings, including hospitals, home health programs, and public health agencies.

Nursing courses, which are taught by professors who serve as both educators and mentors, include content related to evidence-based practice, health assessment, human growth and development, mental health, nutrition, pathophysiology, pharmacotherapeutics, public health, professional practice, research, and nursing throughout the various stages of a patient's life. Students take required liberal arts and sciences courses integrated with the nursing curriculum as they progress through the four-year program. All courses are "step-locked" and must meet the pre-requisite courses of all previous semesters according to the cohort course map. Co-requisite or pre-requisite courses may be taken before the required semester. Please consult with the program director for clarification.

ADMISSION REQUIREMENTS

The licensure-qualifying four-year Bachelor of Science in Nursing is open to both freshman and transfer students.

Applicants for admission to LIU Post as nursing majors are required to possess:

Incoming Freshman:

A B average (85-grade point average) and an average SAT score of 1050 (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 overall is required for application review with a minimum cumulative GPA of 3.0 in all pre-requisite coursework completed before admissions. Transfer students must submit official transcript(s) from all colleges and universities attended and two letters of recommendation preferably from former science professors. Transfer students must obtain a grade of C+ or higher in prerequisite/co-requisite course work and not have repeated a course more than once (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology).

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of up to 72 credits can be transferred to LIU Post from an associate degree program and up to 96 credits from baccalaureate programs. Nursing courses from other institutions do not transfer into the Bachelor of Science in Nursing. For students entering in Fall 2026 and beyond, 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 ten(10) years will not be accepted. If the transfer student has completed fewer than 24 credits, they must also submit high school transcripts and SAT/ACT scores.

General Program Requirement

If you have ever been convicted of a felony or misdemeanor, or have been subjected to a sanction as a result of a violation of an academic honor code or suspended or dismissed by an educational program, you must check with the New York State Department of Education to verify that you satisfy the requirements as a New York State Registered Professional Nurse.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or fieldwork will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification, or registration process.

RETENTION REQUIREMENTS

All students must maintain an overall GPA of 2.75 for successful progression in the Bachelor of Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) must achieve a minimum grade of C+. Students must achieve a minimum grade of C+ or better in all nursing courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course. Multiple deficiencies will result in permanent dismissal from the program.

UNDERGRADUATE PROGRAMS

PROGRESSION

Progression through each course/semester in the nursing program requires the following:

- A cumulative and major 2.75 GPA index.
  - Students who do not maintain an overall GPA of at least 2.75 will be placed on probation. The probation designation will remain on the record until graduation even if the student corrects the deficiency.
  - Students who do not raise their overall GPA to a 2.75, **after one semester** on probation, or any other subsequent semester, will be dismissed from the undergraduate BS in Nursing program.
- A minimum grade of a C+ (or better) in nursing and all pre-requisite and co-related sciences and

mathematics

- Nursing courses and pre-and co-requisite courses (i.e., anatomy & physiology, microbiology, genetics, chemistry, pathophysiology, general & developmental psychology, and statistics) in which students earn a grade of C, C-, D, F, W, INC or NC must be ***repeated/completed before the student's progression*** *to the next semester in the nursing sequence.*
- Nursing courses **must be** repeated in the next spring or fall semester that the course is offered.
- Students who fail a repeated nursing course, or a required pre-or co-requisite non-nursing course, with a grade of C, C-, D, F, W, will be permanently dismissed from the Nursing program.

- Any general education course in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.
- A PASS grade on ALL clinical course components is required.
  - The nursing courses that have a clinical component require that the student pass ***both the didactic and the clinical components*** for retention/ progression in the nursing major. If the student fails the clinical component they will fail the entire course regardless of the didactic grade.
- A student may repeat only *one* nursing or pre/co-requisite course throughout the curriculum.
  - Students who do not achieve a grade of C+ in any nursing course or pre/co-requisite course are permitted to repeat that course only *once*.
  - A second failure in that course and/or the first failure in any subsequent course will result in dismissal from the nursing program regardless of the repeated course grade earned.
  - Students may repeat only *one* nursing course (if eligible).
- Students in the pre-licensure BS in Nursing program are required to achieve a grade of 90% on Medication Calculation exams.

Students may repeat that exam once after documented remediation.

- Failure to achieve 90% on the second attempt will result in a clinical failure and the student will be unable to administer medication in the clinical setting until competency is achieved within one week. Failure to achieve remediated competencies will result in a second clinical failure and a failure of the entire course with the inability to progress in the nursing program.

TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS V)

All students admitted to the Bachelor of Science in Nursing will sit for the Test of Essential Academic Skills (TEAS V) administered through the Assessment Technology Institute (ATI). The TEAS V will serve as a predictor for nursing students' academic success. The required passing level for the TEAS V exam is "Proficiency."

Students are required to demonstrate "Proficiency" in the TEAS V in the first nursing semester in course NRS 250.. TEAS test scores are a statistically significant predictor of early nursing program success (Bremner, Blake, Long & Yanosky, 2014; McCarthy, Harris & Tracz, 2014). Students who fall below this level are encouraged to remediate prior to the start of the following semester and meet with remediation specialist on a regular basis.

GRIEVANCE POLICY

School of Nursing retention and progression policy and grievance policy is located in the Nursing Handbook supersedes LIU Post campus policy. A student may only appeal an academic decision of the School of Nursing Chairperson to the Dean of the School of Nursing following the Undergraduate and Graduate Student Academic Grievance Procedure found in the LIU Post Bulletin. The student must submit a formal, written appeal to the Dean using the School of Nursing Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support their appeal.

B.S. in Nursing

(Program Code: 37706) {HEGIS: 1203.0}

All undergraduate students must complete a core curriculum of 31–32 credits that encompass the University's institutional learning outcomes (ILO's) and student learning objectives. Specific course options for the core are outlined in the Core Curriculum section of the catalog:

Core Curriculum Requirements

ILO 1: Creative and Reflective Capacities	3 credits
ILO 2: Historical and Intercultural Awareness	6 credits
ILO 3: Quantitative and Scientific Reasoning	7-8 credits
ILO 4: Oral and Written Communication	6 credits
ILO 5: Information and Technological LIteracies	3 credits
ILO 6: Critical Inquiry and Analysis	3 credits
ILO 7: Ethical Reasoning and Civic Engagement	3 credits

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

Required Co-Related Courses

BIO	137	Human Anatomy and Physiology I	4.00
BIO	138	Human Anatomy and Physiology II	4.00
CHM	206	Chemistry of Life	4.00
BMS	211	Intro to Disease Processes	3.00
MTH	119	Basic Statistics	3.00
PSY	103	General Psychology	3.00
PSY	203	Human Growth and Development	3.00

Choose one of the following:

BIO	221	Human Genetics in Health and Disease	3.00
HSC	221	Topics in Human Genetics	3.00

Choose one of the following:

BMS	205	Microbiology in Health Sciences	4.00
BIO	250	Microbiology	4.00

Major Requirements: 4-Year Nursing (pre-licensure)

Required Courses

NRS	250	Introduction to Professional Nursing	3.00
NRS	251	Nursing Informatics	3.00
NRS	252	Fundamentals of Nursing	4.00
NRS	252C	Fundamentals of Nursing Clinical	1.00
NRS	253	Nutrition in Nursing	3.00
NRS	254	Pharmacotherapeutics	3.00
NRS	255	Health Assessment	5.00
NRS	255C	Health Assessment Clinical	0.00
NRS	270	Adult and Gerontological Nursing I	7.00
NRS	270C	Adult and Gerontological Nursing I Clinical	0.00
NRS	271	Psychiatric-Mental Health Nursing	4.00
NRS	271C	Psychiatric-Mental Health Nursing Clinical	0.00
NRS	272	Adult and Gerontological Nursing II	7.00
NRS	272C	Adult and Gerontological Nursing II Clinical	0.00
NRS	273	Public Health Nursing	4.00
NRS	273C	Public Health Nursing	0.00
NRS	274	Obstetrical and Pediatric Nursing	7.00

NRS	274C	Obstetrical and Pediatric Nursing Clinical	0.00
NRS	280	Nursing Research & Evidence-Based Practice	3.00
NRS	281	Nursing Transition into Professional Practice	7.00
NRS	281C	Nursing Transition into Professional Practice Clinical	0.00

Nursing students are required to enroll in recitation courses (NRS 252R, NRS 255R, NRS 270R, NRS 272R) 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 Overall GPA = 2.75

Nursing Courses

NRS 250 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. An introduction to medication calculations will be included in this course.
Prerequisite: Open to students in the Nursing B.S. plan Co-requisite(s): PSY 101; BIO 137; ENG 110
Credits: 3
Every Fall, Spring and Summer

NRS 251 Nursing Management, Leadership & Informatics
This course introduces the student nurse to current leadership, management and organizational theories. Using a seminar model the students investigate and discuss unique issues associated with nursing, health care management and leadership principles. Topics include ethical, political, legal, economic and biophysical aspects of nursing leadership and management. This is an integrative course that also explores advances in healthcare information technology and various electronic management strategies that support patient care systems.
Pre requisites:: NRS272, 272C, 272R, NRS273, 273C & MTH 119
Co requisites: NRS 274
Credits: 3
Every Fall

NRS 252 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, 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. Integrating knowledge from multiple sources that may include quality care, safety, policy, finance, effective communication, clinical prevention, health promotion, health restoration and professional values to guide nursing care will be covered.
Pre requisites:NRS250, NRS253, BIO 137, BIO 138, CHM 206, PSY 103, ENG 110, ENG 111
Co requisites: NRS252, NRS252C, NRS252R, BMS211, and PSY203
Credits: 4
Every Fall

NRS 252C 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 and equitable and timely care. Clinical laboratory discussions and hands-on activities will focus on acquiring a knowledge base essential to developing beginner level competencies of the nurse generalist. Integrating knowledge from multiple sources that may include quality care, safety, policy, finance, effective communication, clinical prevention, health promotion, health restoration and professional values to guide nursing care will be covered in the lab setting.
Pre requisites:NRS250, NRS253, BIO 137, BIO 138, CHM 206, PSY 103, ENG 110, ENG 111
Co requisites: NRS252, NRS252R, BMS211, and PSY203
Credits: 1
Every Fall

NRS 252R Fundamentals of Nursing Care Recitation
This recitation course allows students to analyze unique and foundational patient scenarios through case studies, concept maps, nursing care plans, simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner in the laboratory setting.
Pre requisites:NRS250, NRS253, BIO 137, BIO 138, CHM 206, PSY 103, ENG 110, ENG 111
Co requisites: NRS252, 252C, BMS211, and PSY203
Credits: 0
Every Fall

NRS 253 Nutrition in Nursing
This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will be discussed.
Pre requisites: NRS 250, BIO 137, PSY 103, ENG 110
Co requisites: BIO 138, CHM 206, ENG 111
Credits: 3
Every Spring and Summer

NRS 254 Pharmacotherapeutics
Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient- centered, and timely nursing care across the lifespan in different health care environments. Legal, ethical principles , regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies.
Prerequisites: NRS252, 252C, 252R, BMS211, PSY203
Corequisites: BMS 205, NRS 255C, NRS 255R
Credits: 3
Every Spring

NRS 255 Health Assessment
This course presents the didactic theory with laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
Pre requisites: NRS252, 252C, 252R, BMS211, PSY203
Co requisites: BMS 205, NRS254, NRS255C, and NRS255R
Credits: 5
Every Spring

NRS 255C Health Assessment
This course presents the didactic theory with laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds in laboratory the setting.
Pre requisites: NRS252, 252C, 252R, BMS211, PSY203
Co requisites: BMS 205, NRS254, NRS255, and NRS255R
Credits: 0
Every Spring

NRS 255R Health Assessment Nursing Care Recitation
This recitation course allows students to analyze unique and foundational patient scenarios through clinical skill development correlating knowledge of human physiology, disease pathology through simulation and laboratory experiences. Emphasis is placed on the role of the registered professional nurse as a safe and ethical practitioner promoting health and wellness in the laboratory setting.
Pre requisites: NRS252, 252C, 252R, BMS211, PSY203
Co requisites: BMS 205, NRS254, NRS255, and NRS255C
Credits: 0
Every Spring

NRS 270 Adult and Gerontological Nursing I
This is the first of two adult 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, employing critical thinking skills. There will be an emphasis on nursing management and interventions with multiple physiological alterations with a focus on prioritization and delegation of nursing care.
Prerequisites: BMS 205, NRS 254, NRS 255, NRS 255C, and NRS 255R
Corequisites: BIO 221 or HSC 221, NRS 271 and NRS 270R
Credits: 7
Every Fall

NRS 270C Adult and Gerontological Nursing I
This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination of adults within the context of the nursing process, in the clinical/simulation arena. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.
Pre requisites: BMS 205, NRS 254, NRS 255, NRS 255C, and NRS 255R
Co requisites: BIO 221 or HSC 221, NRS 270, NRS 271 and NRS 270R
Credits: 0
Every Fall

NRS 271 Psychiatric-Mental Health Nursing
Students explore the promotion, maintenance and restoration of mental health across the lifespan. Key factors in mental health care for patients, families and vulnerable groups cared for in varied community settings are reviewed. Emphasis is placed on therapeutic communication, critical thinking, professional standards, therapeutic modalities and an understanding of psychopathology.
Pre requisites: BMS 205, NRS 254, NRS 255, NRS 255C, NRS 255R
Co requisites: BIO 221 or HSC 221, and NRS 270, NRS 270R
Credits: 4
Every Fall

NRS 271C Psychiatric-Mental Health Nursing
Students explore the promotion, maintenance and restoration of mental health across the lifespan in the clinical/simulation arena. Key factors in mental health care for patients, families and vulnerable groups cared for in varied community settings are reviewed. Emphasis is placed on therapeutic communication, critical thinking, professional standards, therapeutic modalities and an understanding of psychopathology.
Pre requisites: BMS 205, NRS 254, NRS 255, NRS 255C, NRS 255R
Co requisites: BIO 221 or HSC 221, and NRS 270, NRS 270R
Credits: 0
Every Fall

NRS 272 Adult and Gerontological Nursing II
This is the second of the two adult and gerontological medical-surgical nursing courses. Students will continue to examine theoretical and evidence-based practice related to the planning, implementation and evaluation of health promotion, risk reduction/prevention, and disease management strategies employing critical thinking skills. There will be an emphasis on nursing management and interventions of patients with multiple physiological alterations with a focus on prioritization and delegation of nursing care.
Pre requisites: BIO 221 or HSC221 and NRS 270, 270C, 270R, NRS 271
Co requisites: NRS 273 and MTH 119
Credits: 7
Every Spring

NRS 272C Adult and Gerontological Nursing II
This is the second of the two adult and gerontological medical-surgical nursing courses. Students will continue to examine theoretical and evidence-based practice related to the planning, implementation and evaluation of health promotion, risk reduction/prevention, and disease management strategies employing critical thinking skills in the clinical and simulation arena. There will be an emphasis on nursing management and interventions of patients with multiple physiological alterations with a focus on prioritization and delegation of nursing care.
Pre requisites: BIO 221 or HSC221 and NRS 270, 270C, 270R, NRS 271 Co requisites: NRS 272, NRS 272R, NRS 273, and MTH 119
Credits: 0
Every Spring

NRS 272R Adult and Gerontological Nursing II Recitation
This recitation course allows students to continue to analyze unique and complex patient scenarios through case studies, simulation and laboratory experiences. Case studies draw upon previous learning, experiences and knowledge, linking theory to practice. The focus is on safe nursing care, communication within the health care team, delegation of care, and cultural, legal and ethical implications. Emphasis is placed on the role of the registered professional nurse as leader in the management of patient care.
Pre requisites: BIO 221 or HSC221 and NRS 270, 270R, NRS 271
Co requisites: NRS 272, NRS 273, and MTH 119
Credits: 0
Every Spring

NRS 273 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. Students will learn how to apply this knowledge in planning and implementing care for clients in public and community settings.
Pre requisites: BIO 221 or HSC221 and NRS 270, 270C, 270R, NRS 271, NRS 271C Co requisites: NRS272, NRS272R, NRS273C, and MTH 119
Credits: 4
Every Spring

NRS 273C Public Health Nursing
This clinical component is taking concurrently with its theoretical component. Students participate in clinical/simulation experiences that focus on the nursing process, assessment, planning , implementation and evaluation of clients and communities with selected identified needs. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues. Students will use practice experiences to build competence in the clinical site while caring for families and communities across the lifespan. Emphasis will be placed on integrating knowledge, skills and attitudes from multiple sources that support health promotion and disease prevention.
Pre requisites: BIO 221 or HSC221 and NRS 270, 270C, 270R, NRS 271, NRS 271C
Co requisites: NRS272, NRS272R, NRS273, and MTH 119
Credits: 0
Every Spring

NRS 274 Obstetrical and Pediatric Nursing
Using a family-centered approach, students will examine theoretical and evidence-based practice related to planning, implementing, and evaluating health promotion, risk reduction/prevention, and disease management strategies when caring for the pediatric patient and childbearing family across the continuum, in acute, non- acute, and chronic health environments. This includes the assessment and care of the infant during the immediate post-partum period, and issues of women's health.
Pre requisites: NRS 272, NRS 272C, NRS 272R, NRS 273, NRS 273C, and MTH 119
Co requisite: NRS 251, and NRS 274C
Credits: 7
Every Fall

NRS 274C Obstetrical and Pediatric Nursing
Using a family-centered approach, students will examine theoretical and evidence-based practice related to planning, implementing, and evaluating health promotion, risk reduction/prevention, and disease management strategies when caring for the pediatric patient and childbearing family across the continuum, in acute, non- acute, and chronic health environments. This includes the assessment and care of the infant during the immediate post-partum period, and issues of women's health.
Pre requisites: NRS 272, NRS 272C, NRS 272R,

NRS 273, NRS 273C, and MTH 119
Co requisite: NRS 251, and NRS 274
Credits: 0
Every Fall

NRS 280 Nursing Research & Evidence-Based Practice

This course addresses scientific methodology of the research process and the application to the nursing practice. Emphasis is based on theory, methods of scholarly inquiry, the key components of quantitative an qualitative and critical evaluation of public nursing research. The importance of evidence based practice in nursing is explored.
Pre requisites: NRS 251, 274 and 274C
Co requisites: NRS 281 and 281C
Credits: 3
Every Spring

NRS 281 Nursing Transition into Professional Practice

In the capstone course, students evaluate how socio-political, economic issues, ethics and culture influence nursing practice in the 21st century. Concepts of leadership and effective management are emphasized. Critical thinking skills and decision-making strategies that promote health and disease prevention within individuals, families, groups and communities are examined. A required preceptored clinical experience provides for integration of concepts, application of critical thinking, clinical judgement and evidence-based practice.
Pre requisites: NRS 251, 274
Co requisites: NRS 280
Credits: 7
Every Spring

NRS 281C Nursing Transition into Professional Practice

In the capstone course, students evaluate how socio-political, economic issues, ethics and culture influence nursing practice in the 21st century in the clinical arena. Concepts of leadership and effective management are emphasized. Critical thinking skills and decision-making strategies that promote health and disease prevention within individuals, families, groups and communities are examined. A required preceptored clinical experience provides for integration of concepts, application of critical thinking, clinical judgement and evidence-based practice.
Pre requisites: NRS 251, 274 and 274C
Co requisite: NRS 280, NRS 281
Credits: 0
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 in the laboratory setting.
Pre requisites:NRS250, NRS253, BIO 137, BIO 138, CHM 206, PSY 103, ENG 110, ENG 111
Co requisites: NRS252, 252C, BMS211, and PSY203
Credits: 0
Every Fall

SCHOOL OF VISUAL ARTS

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

Today's creatives must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service. From concept to completion, our students engage in making high-quality content every day. It is a creative act that also requires technical skill, collaboration, organization, communication, critical analysis, and a healthy dose of problem-solving. These skills, alongside and in concert with specific disciplinary expertise, allow students to develop the professional content that we all want, need, and expect today and for years to come.

DEPARTMENT OF ART, DESIGN AND GAME DEVELOPMENT

The Department of Art, Design and Game Development offers the M.A. in Clinical Art Therapy and Counseling. The graduate art program is conceived and structured to provide students with rigorous preparation and the opportfunity to qualify for licensure as an Art Therapist.

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

M.A. in Clinical Art Therapy and Counseling

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

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

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

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

Send application materials to:

Graduate Admissions
LIU Post
720 Northern Blvd.
Brookville, NY 11548-1300
post-admissions@liu.edu

Clinical Art Therapy and Counseling M.A. Requirements

[Program Code: 36442]

Required Art Therapy Courses

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

Required Counseling Courses

EDC	601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC	608	Assessment and Intervention Strategies in Clinical Mental Health Counseling	3.00
EDC	676	Career Development	3.00
EDC	611	Evidence Based Treatments in Mental Health Counseling	3.00

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

ARTH	617	Art Therapy International Social Action	3.00

or ARTH elective

Or One of the following EDC courses:

EDC	612	Trauma Counseling	3.00
EDC	614	Human Growth and Development Over the Lifespan	3.00
EDC	616	Family Counseling	3.00
EDC	617	Principles of Couple Counseling	3.00
EDC	652	Counselor's Approaches to Human Sexuality	3.00
EDC	654	Counselor Examines Alcoholism and Substance Abuse	3.00
EDC	657	Treating and Counseling Families with Alcoholism and Substance Abuse	3.00
EDC	658	Critical Treatment Issues Confronting Professional Counselors	3.00
EDC	750	Special Topics in Counseling	3.00

Required Thesis Courses

ARTH	707	Thesis Research	3.00
ARTH	708	Thesis	3.00

Art Electives- 3 credits

Courses that are being used to satisfy major.

Credit Requirements

Minimum Required Credits: 60

Art Department Courses

ART 590 Graduate Projects
This course is comprised of advanced projects in art in an area of special interest to the student which is not available in existing courses or goes beyond the current art offerings. The project is chosen after consultation with the major professor. Approval by the art chairperson or graduate art advisor is required prior to registration. The student works independently under the guidance of the professor in the area of specialization.
Credits: 3
Every Semester

ART 591 Graduate Projects
This course is comprised of advanced projects in art in an area of special interest to the student which is not available in existing courses or goes beyond the current art offerings. The project is chosen after consultation with the major professor. Approval by the art chairperson or graduate art advisor is required prior to registration. The student works independently under the guidance of the professor in the area of specialization.
Credits: 3
Every Fall and Spring

ART 598A Figure Painting with Mixed Media
This open-ended workshop is designed for the advanced painter as well as the less-experienced artist, designer, illustrator, printmaker or educator. Students will have opportunities to pursue their personal approaches to the figure while experimenting with a wide variety of media. Emphasis will be on each individual's personal artistic development. Slide talks, media demonstrations and critiques will enhance this expressive figure-study workshop.
Credits: 3
Every Summer

ART 600J Raku Ceramics
This workshop will explore a range of firing methods to broaden the artist's or teacher's creative expression in clay. Students will be encouraged to create works that embraces an aesthetic of simplicity, spontaneity and raw beauty. Raku firings and guest artists will contribute to a sense of community and creative exchange.
Credits: 3
Every Summer

ART 642 New Media In Art
This course introduces students to the use of electronic media in studio arts. Through both a hands-on and an analytical approach, students create works using video, computer, sound and light as tools. These media are developed in conjunction with the student's prior interest (photo, sculpture, installation and performance art). The critical dialogue surrounding the use of various media are addressed through readings and the viewing of films and videos. Emphasis is placed on the relationship between individual art practice and its implications for social and aesthetic issues.
Credits: 3
Every Fall

ARTH 600 Theories in Art Therapy & Counseling
This course covers diverse psychological theories as they relate to the field of art therapy. Students will develop skills to identify and describe how important characteristics of art therapy and counseling theories inform clinical practice within the field, including symbolism, creativity and metaphor. This course will help students gain an awareness of the cultural and social implications of applying theoretical foundations to therapeutic practice.
Credits: 3
Every Fall

ARTH 602 Drawing, Painting and Sculpture for the Art Therapist - Studio
This course covers a variety of art therapy materials for drawing, painting and sculpture with an emphasis upon the clinical properties of each media. Students will develop skills to apply knowledge of art therapy techniques and media to art therapy practice, including understanding of safety, psychological properties, materials selection, appropriate strategies and interventions.This course will help students gain awareness of the social and cultural impacts of art therapy materials and media.
Credits: 3
Every Spring

ARTH 603 Multicultural Art Therapy & Counseling
This course covers the theoretical and clinical issues related to art therapy and diverse populations. Students will develop skills to apply principles of intercultural competencies to develop effective and appropriate therapeutic relationships with clients. The course will help students gain awareness of the impacts of racial, ethical and political biases inherent in society at large and, more specifically, in the mental health field.
Prerequisites: ARTH 607 and ARTH 609
Credits: 3
Every Summer

ARTH 605 History and Philosophy of Art Therapy
This course covers the historical evolution of the art therapy profession, from its roots in psychoanalytic practice to its present-day applications. Students will develop skills to identify major contributors and contributions that shaped the field of art therapy. This course will help students gain an understanding of how to apply the historical antecedents in the context of the ongoing conceptual development of the art therapy profession.
Credits: 3
Every Fall

ARTH 607 Group Techniques in Art Therapy & Counseling
This course covers principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches, selection criteria, art-based communication, lifespan development, short- and long-term group processes. These topics will be taught through theoretical and experiential learning. Students will develop skills to become effective art therapy group leaders in a variety of settings.
Prerequisites of ARTH 600 and 605 are required.
Credits: 3
Every Spring

ARTH 609 Theories in Child/Adolescent Art Therapy & Counseling
This course is an overview of the theories of artistic development, lifespan development, principles and practices of art therapy as an assessment, as well as learning and treatment modalities for children and adolescents. These topics will be taught through a variety of clinical case examples, reflective readings and writings, research project, art experientials and presentation. This course will help students practice cultural and social sensitivity to each client's unique background as well as individualized intervention.
Prerequisites of ARTH 600 and 605 are required.
Credits: 3
Every Spring

ARTH 611 Family Art Therapy & Family Counseling
This course covers major family systems theories and their applications to family art therapy treatment. Students will develop skills to identify the differences in varied theoretical approaches to family system theory and also to create artistic interventions that embrace the family art therapy evaluative process. This course will help students gain awareness of their own personal, cultural background and how that affects their value systems, behavior, art making, artistic values and personal biases within their own family.
Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.
Credits: 3
Every Fall

ARTH 614 Internship I: Supervision Seminar
This course consists of in-depth field experience under direct supervision. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation, understand technologically mediated practices, and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.
Pre requisites: ARTH 600, 605, 607, 609, and 616
Credits: 3

Every Semester

ARTH 615 Internship II: Supervision Seminar
This consists of in-depth field experience under the direct supervision of a registered art therapist. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation, understand technologically mediated practices, and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.
Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.
Credits: 3
Every Semester

ARTH 616 Clinical Projectives and Art-Based Assessments
This course covers a variety of art-based assessments with in-depth exploration of drawing, painting and sculpture for their diagnostic and clinical value. Students will develop skills to administer and analyze clinical projective art therapy assessments. This course will help students to gain awareness of ethical, cultural and legal considerations when selecting, conducting and interpreting art therapy assessments.
Prerequisites of ARTH 600 and 605 are required.
Credits: 3
Every Spring

ARTH 699 Independent Study
Through independent study, this course will address topics that are mutually agreed upon by students and faculty. Topics may include those in the current program or may expand upon areas in the field that are of particular interest to the student.
Credits: 3
All Sessions

ARTH 706 Research Methods
This course is an overview of research paradigms and different research frameworks within the field of clinical art therapy. Students will develop skills to formulate a thesis research topic, formulate an effective research design and conduct a clinically-based research study. This course will help students gain understanding of important ethical, legal and cultural considerations in art therapy research.
Prerequisites: ARTH 607, ARTH 609, and ARTH 616
Credits: 3
Every Summer

ARTH 707 Thesis I
This course covers the following topics: conducting effective and ethical research, researching and writing a literature review, and designing and implementing research methods. Students will develop skills to conduct effective and ethical research, present a topic for art therapy research study, submit a proposal for approval of their research, and write the first half of their thesis paper, including the Literature Review.
Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.
Credits: 3
Every Semester

ARTH 708 Thesis II
This course covers the following topics: collecting data, analyzing data, and identifying research findings and implications. Students will develop skills to design, conduct, and present an effective and ethical art therapy research project. Students will write the second half of their thesis paper, including supporting methodology and results.
Prerequisite of ARTH707 is required.
Credits: 3
Every Semester

COLLEGE OF EDUCATION, INFORMATION, AND TECHNOLOGY

The College of Education, Information and Technology (CEIT) offers undergraduate and graduate degrees, including doctoral programs, in teacher education (early childhood education, elementary education, adolescent education, special education and health and physical education), educational administration and leadership, mental health counseling, school counseling, and library and information science. In addition, the CEIT offers graduate-level advanced certificates in such specialties as archives and records management, public library administration, digital fluency educatyion, and school district leadership. Programs in the CEIT are nationally accredited by ALA, CACREP, and AAQEP, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching and internship opportunities, and a distinguished faculty of experienced professionals combine for 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 CEIT is dedicated to preparing students for leading roles in some of the world’s fastest-growing and most rewarding fields.

DEPARTMENT OF COUNSELING AND DEVELOPMENT

Our mission is to prepare ethical, professional, and competent counseling professionals in the areas of clinical mental health and school counseling. They will be equipped to work in our increasingly diverse and multicultural society. We provide our students with the educational and experiential tools to implement best practices and to acquire positions in a wide variety of mental health and school settings. We are committed to the university's larger mission to provide excellence and access in private higher education to those who seek a professional life that is meaningful, and a career to promote the best interest of clients, and communities, as well as, service to the profession. The program's curricula is built on the eight core areas of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards listed below:

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

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

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

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

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

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

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

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

Clinical Mental Health Counseling

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

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

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

School Counseling

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

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

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

M.S. in School Counselor

The Master of Science in School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
"The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted Re-accreditation to the following programs in the Department of Counseling and Development at Long Island University: Clinical Mental Health Counseling (M.S.), School Counseling (M.S.)."
The program prepares students to work with young people from a developmental perspective to clarify goals, overcome behavioral and social obstacles, and enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle, and high school). This 60-credit program leads to Provisional (initial) New York State certification as a school counselor.

ADMISSION REQUIREMENTS

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

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor’s degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master’s degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor’s degree and have at least 10 years of work-related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the Chair of the Department of Counseling and Development, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in

this area of study.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 80 Internet-based or minimum IELTS score: 7.0.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:
- August 20 for fall admission
- January 10 for spring admission

M.S. School Counselor

{Program Code: 07004}

Degree Requirements: (60 credits)

EDC	610	Psychopathology for the Professional Counselor	3.00
EDC	613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC	614	Human Growth and Development Over the Lifespan	3.00
EDC	615	Theories Of Counseling	3.00
EDC	616	Family Counseling	3.00
EDC	668	Counseling Pre-Practicum	3.00
EDC	669	Counseling Practicum	6.00
EDC	676	Career Development	3.00
EDC	687	Group Counseling:Theory and Practice	3.00
EDC	702	Research Methods In Counseling	3.00

Specialization Requirements

EDC	602	Introduction to School Counseling and Ethics	3.00
EDC	604	Leadership, Advocacy, Collaboration and Systemic Change	3.00
EDC	653	Evidenced-Based School Counseling	3.00
EDC	654	Introduction to Addiction Counseling	3.00
EDC	659	College Admissions and Educational Planning	3.00
EDC	670	Educational Tests and Measurements	3.00
EDC	690	School Counseling Internship I (300 hrs.)	3.00
EDC	691	School Counseling Internship II (300 hrs.)	3.00

ELECTIVE

(Elective may be any related course offered in the Department. This should be approved by the academic advisor or the Department Chair.)

TOTAL 60 credits

Culminating Experience - All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by completing the online registration form. Student advisors can provide the link. Students must register for the exam three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics. Students who fail the Comprehensive examination twice will be required to complete remediation developed by the Department that is based on the CACREP eight-common core subject areas. Failure to pass the Comprehensive examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Major GPA: 3.00

M.S. in Clinical Mental Health Counseling

The 60-credit Master of Science in Clinical Mental Health Counseling is a "licensure qualifying" program with the New York State Education Department, Office of the Professions which prepares students for a career as a mental health counselor. Upon completion of the master's degree, graduates of the clinical mental health counseling program meet the educational requirements for licensure as a mental health counselor in New York State. The M.S. in Clinical Mental Health Counseling will provide counselors with the preparation and support they need to help others experience healthy, fulfilled lives. As a leader in preparing students for careers in counseling and development, LIU Post provides an educational environment that fosters the personal and professional growth of future counselors and related professionals while upholding the highest ethical standards and respect for individual differences. Our faculty members are actively engaged in mental health counseling and frequently contribute to publications and conferences.

The program integrates mental health counseling theories and approaches with carefully supervised practical experiences in state-of-the-art appropriate field settings. The training comprises individual counseling as well as group and other systemic modalities within the developmental model and brief therapy framework. This is an individualized program emphasizing self-development and the integration of individual and group counseling theories and techniques, with a strong emphasis on carefully supervised clinical experiences. Each degree candidate will be required to complete 100 hours of counseling practicum (EDC 669) and 600 hours of internship experience (EDC 683, EDC 684).

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

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Clinical Mental Health Counseling must meet the following requirements for admission.
- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor’s degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master’s degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor’s degree and have at least 10 years of work-related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the Chair, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at the admissions interview.
- Students for whom English is a second

language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

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

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

M.S. Clinical Mental Health Counseling

{Program Code: 79433}

Degree Requirements: (60 Credits)

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

Specialization Requirements

EDC	601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC	608	Diagnostic Interviewing and Assessment in Clinical Mental Healthy Counseling	3.00
EDC	611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00
EDC	616	Family Counseling	3.00
EDC	660	Practicum In Psychological Testing for Counselors	3.00
EDC	683	Clinical Mental Hlth Coun Intrnship I	3.00
EDC	684	Clinical Mental Hlth Coun Intrnship II	3.00

Electives- 3 Electives

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

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

Culminating Experience - Students will take the Counselor Education Comprehensive Examination (CECE). Students must take the exam the semester before they graduate. Students who fail the Comprehensive examination twice will be required to complete remediation developed by the Department that is based on the CACREP eight-common core subject areas. Failure to pass the Comprehensive examination will delay graduation. Students must take the Child Abuse Workshop.

Course Format: The overwhelming majority of courses within both the clinical mental health counseling and school counseling programs are taught in a face-to-face classroom format. There are some courses that are offered in blended format. For those courses offered in a blended format, five (5) class sessions are conducted online using Brightspace. Courses offered in the blended format are identifed on LIU's schedule of classes, which is posted prior to registration. Thus, students will know which courses are utilizing a blended format when registering for coursework. The syllabi for blended courses are identified as such and include a course calendar informing students when they will be meeting face-to-face and when Brightspace will be utilized.

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

Advanced Certificate in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a "licensure qualifying" bridge program approved by the New York State Education Department (NYSED), Office of the Professions which allows individuals with a master's degree in school counseling or another related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 18-credit advanced certificate is predicated upon the individual having completed a master's degree in school counseling with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of fewer than 48 credits will be required to take additional coursework above the 18 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

The Advanced Certificate in Clinical Mental Health Counseling requires each candidate to take the following courses at a minimum:

- EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
- EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling
- EDC 611 Evidence-Based Treatment Planning in Clinical Mental Health Counseling
- EDC 616 Family Counseling
- EDC 683 Clinical Mental Health Counseling Internship I (300 hours)
- EDC 684 Clinical Mental Health Counseling Internship II (300 hours)

Upon completion of the advanced certificate, the individual will meet the educational requirements for licensure as a mental health counselor in New York State. They will then be eligible to file for a "limited permit" and begin accruing the 3000 post master's experiential hours required for licensure. They will also be eligible to file to take the National Clinical Mental Health Counselor Examination (NCMHCE) which is the licensure examination designated by the State. There is also the possibility that the Office of the Professions may accept experiential hours gained after the receipt of the individual's master's degree if the experience was in an approved setting under the supervision of a recognized licensed mental health professional.

Advanced Certificate: Clinical Mental Health Counseling

{Program Code: 35256}

Requirements: (18 credits)

EDC	601	Foundations of Clinical Mental Health Counseling and Ethics	3.00

EDC	608	Diagnostic Interviewing and Assessement in Clinical Mental Health Counseling	3.00
EDC	611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00
EDC	616	Family Counseling	3.00
EDC	683	Clinical Mental Health Counseling Internship I	3.00
EDC	684	Clinical Mental Health Counseling Internship II	3.00

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Major GPA: 3.00

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

Counseling and Development Courses

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
To be taken as the first course in the Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work on counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. Students will also be exposed to the ethical and legal responsibilities of a clinical mental health counselor. The ACA and AMHCA Code of Ethics will be extensively covered. The Graduate Handbook is required reading for the course.
Credits: 3
Every Fall and Spring

EDC 602 Introduction to School Counseling and Ethics
This is the basic introductory course that exposes the student to the world of professional counseling with an emphasis on school counseling. It also provides the students with training in ethics within the counseling profession with specific attention given to the American Counseling Association (ACA) Code of Ethics and the Code of Ethics of the American School Counselors Association (ASCAS). This foundation course prepares students to apply basic counseling skills in the elementary, middle and high school settings. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation, as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles of the school counselor, tools and strategies appropriate in the school setting, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors in helping students reach their academic, career, social, and personal potential. The course will also explore job opportunities on Long Island, New York City, upstate New York and nationally. The Graduate Handbook is required reading for the course.
Credits: 3
Every Fall and Spring

EDC 608 Diagnostic Interviewing and Assessement in Clinical Mental Health Counseling
This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of mental disorders through the utilization of current diagnostic assessment tools, including the Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD); psychological assessment, case conceptualization, psychopathology, diagnostic intake interviewing, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management guidelines.
Prerequisite of EDC 610 & 615 is required.
Credits: 3
Every Fall

EDC 610 Psychopathology for the Professional Counselor
This course provides an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course will provide the student with a solid foundation in psychopathology and enhance the student's mastery in understanding the pathogenesis of the various mental disorders.
Credits: 3
Every Fall and Spring

EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling
Evidence-based practice (EBP) has steadily become the standard care in the mental health field. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments (EST) are treatments whose efficacy has been demonstrated through clinical research. The course will cover: psychopharmacology; cognitive behavior therapy; rational emotive cognitive behavior therapy; behavior therapy; eye movement desensitization reprocessing dialectical behavior therapy; acceptance and commitment therapy; motivational interviewing; exposure therapies; interpersonal psychotherapy; and other empirically supported treatment approaches as necessary.
A pre requisite of EDC 608 is required.
Credits: 3
Every Spring

EDC 612 Trauma Counseling
This course validates and addresses the emergent new field of trauma studies and the growing body of trauma-related best practices. It provides mental health counselor, and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences across the life span, and the intersections among trauma, crisis and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma-related resources which include websites, films, manuals and a variety of other useful tools.
Credits: 3
Rotating Basis

EDC 613 Diversity and Socio-Cultural Issues in Counseling
Major 21st century contributions of sociology and anthropology are examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course also examines the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.
Credits: 3
Every Fall and Spring

EDC 614 Human Growth and Development Over the Lifespan
This course focuses on understanding the principles and rationale of developmental counseling over the lifespan from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will examine the developmental theories of Piaget, Erikson, Vygosky and others. They will examine the cognitive, physical, social and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years.
A pre requisite or co requisite of EDC 601 or EDC 602 is required.
Credits: 3
Every Fall and Spring

EDC 615 Theories Of Counseling

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy (e.g., psychoanalytic, existential, person centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.
A pre requisite or co requisite of EDC 601 or EDC 602 is required.
Credits: 3
Every Fall and Spring

EDC 616 Family Counseling
This course offers a consideration of theories, practices, and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations, and other reactions within family and social settings.
Credits: 3
Alternate Semesters

EDC 617 Principles of Couple Counseling
A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.
Credits: 3
Rotating Basis

EDC 652 Counselor's Approach to Human Sexuality
A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.
Credits: 3
Rotating Basis

EDC 653 Evidence Based Practices for School Counselors
This course offers a preparatory to evidenced-based school counseling practice and provides students with information and skills to identify, track, and analyze data through the examination of case examples and scenarios. In addition, students will be able to develop a basic knowledge on how to use and evaluate data and promote evidenced-based interventions.
A pre requisite of EDC 602 is required.
Credits: 3
Every Fall and Summer

EDC 654 Introduction to Addictions Counseling
Alcoholism, addiction, and substance abuse as behavioral psychological problems are analyzed to enable professional counselors to integrate current theories of abuse and addiction and etiological models into their work with individuals manifesting problems with abuse and dependence on alcohol or other substances. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed, and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. Ethical guidelines for addiction counseling will be addressed as detailed in the ethical guidelines of the National Association for Alcoholism and Drug Abuse Counselors (NAADAC).
Credits: 3
Every Fall

EDC 657 Treatment Approaches in Addictions Counseling
Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBTIA+? population. Co-occurring disorders to addiction treatment will also be reviewed.
Prerequisite of EDC 654 is required.
Credits: 3
Every Spring

EDC 658 Critical Treatment Issues Confronting Professional Counselors
Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual preference issues. This course will provide the counselor trainee with essential information on these critical issues so that they will develop a solid foundation from which to develop competencies and skills necessary to treat clients manifesting these issues. This course is intended to enhance awareness, promote professional competence and provide sufficient basic information about treatment options available and resources to consult for further information.
Credits: 3
Rotating Basis

EDC 659 Counseling for the College Admission and Selection Process
This advanced course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards.
A pre requisite of EDC 602 is required.
Credits: 3
Every Spring

EDC 660 Practicum In Psychological Testing for Counselors
This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories.
A pre requisite of EDC 601 is required.
Credits: 3
Every Spring

EDC 668 Counseling Pre-Practicum
This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students must have three actual tape-recorded role playing sessions with an individual who will act as the "practice" client. Interview summaries, detailed analyses and other relevant counseling experiences are part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed.
A pre or co requisite of EDC 601 or EDC 602 and EDC 615 is required
Credits: 3
Every Fall and Spring

EDC 669 Counseling Practicum
This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of to with: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analysis and other relevant counseling experiences

are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With onsite clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e. professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683,Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students.Student liability insurance required.
Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.
Credits: 6
Every Fall and Spring

EDC 670 Educational Tests and Measurements
This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards and the assessments which will accompany the higher graduation requirements.
Credits: 3
Every Fall

EDC 676 Career Development
This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed.
Credits: 3
Every Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I
This course is designed for students in the latter part of the graduate program after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings and to prepare weekly logs directed toward observation, insight and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings and schedule a weekly meeting with the field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health Insurance is required for Mental Health Counseling students. Liability insurance is required. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.
Prerequisite of EDC 669 and Pre or Co-requisite of EDC 601, 608, & 687 are required.
Credits: 3
Every Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II
A second semester internship required for mental health counseling students. Course content and time requirements are the same as for EDC 683. A minimum of 300 hours in a mental health setting, approved by the department, is required. Health insurance is required for Mental Health counseling students. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling & Development. Liability insurance is required.
Prerequisite of EDC 683 is required.
Credits: 3
Every Fall, Spring and Summer

EDC 685 Clinical Mental Health Counseling Internship III - Advanced Certificate only
This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance is required for Mental Health Counseling Students. Liability insurance is required. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.
Credits: 3
On Occasion

EDC 686 Clinical Mental Health Counseling Internship IV - Advanced Certificate only
This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance is required for Mental Health Counseling students.Liability insurance is required. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.
Prerequisites of EDC 685 is required.
Credits: 3
On Occasion

EDC 687 Group Counseling:Theory and Practice
This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored. This course will also provide students with a practical application of group counseling skills through participation in a group experience.
Credits: 3
Every Fall and Spring

EDC 690 School Counseling Internship I
This course is designed for students in the school counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and coursework in the counseling process and its application within a

school setting. The student is required to attend weekly seminar meetings, and to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the cooperating counselor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required.Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development. Liability insurance is required.
Pre requisite of EDC 669 and a pre or corequisite of EDC 687 is required.
Credits: 3
Every Fall and Spring

EDC 691 School Counseling Internship II
This course consists of a supervised experience involving 300 hours in a school setting. Course content and time requirements are the same as 690. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development. Liability insurance is required.
Prerequisite of EDC 690 is required.
Credits: 3
Every Fall and Spring

EDC 702 Research Methods In Counseling
This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant and practical.
Credits: 3
Every Fall and Spring

EDC 750 Special Topics in Counseling
Summer Session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional and career advancement. All courses are open to visiting students and working professionals.

ROTATING TOPICS FOR EDC 750

* The Adolescent in Crisis: Detection, Intervention and Referral
* Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
* Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss
* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support
Personnel
Credits: 3
Rotating Basis

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning offers master's degree teacher preparation programs that focus on the different stages of child development. Programs offered are Early Childhood/Childhood Education (Birth-Grade 6), Childhood/Students with Disabilities (All Grades), Adolescence Education (Grades 7-12), Literacy (All Grades), and Students with Disabilities (All Grades). Successful completion of the teacher education programs qualifies a prospective educator for New York State (NYS) teacher certification.

The programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

All programs of study require fieldwork hours in formal or informal educational settings. Depending on which degree teacher candidates are seeking (e.g., initial certification, dual certification) the number of fieldwork hours required will differ. Please direct questions on fieldwork to the department chairperson.

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

After teacher candidates complete all degree requirements (including coursework, field experiences, and student teaching), successfully pass New York State Licensure tests (Educating All Students (EAS), Content Specialty Test(s) (CST) in their chosen areas of specialization) and have completed all required teacher certification workshops, the LIU Post Office of Clinical and Professional Certification will help teacher candidates to process their application for certification.

The New York State Education Department (NYSED) sometimes makes changes to degree requirements that could impact current students. Refer to the NYSED website for the most up-to-date information regarding certification requirements. Information will be communicated through the College of Education, Information and Technology through academic advising.

ADMISSION REQUIREMENTS

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

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

* GPA under 3.0 will be reviewed/considered on a case-by-case basis.
Some programs may have additional admissions requirements.

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

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

Teacher candidates are trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers, and other programs related to the care and education of children through grade 6. The program is designed for individuals who have earned a bachelor's degree from an accredited university or college and who wish to begin a new career as a certified school teacher. Upon successful completion of all program requirements, teacher candidates will be eligible for initial teaching certification from New York State. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 13 education courses (39 credits) as well as Practicum in Early Childhood in a Preschool Context (3 credits), and Supervised Student Teaching and Seminar in Childhood (6 credits) for a total of 48 credits. 150 hours of field experience are required in this program.

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

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

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

M.S. in Early Childhood Education/Childhood Education

Dual Certification Leading to NYS Initial Certification:

(Program Code: 36054} (HEGIS: 0823.0}

Requirements (51 Credits)

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

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	604	Child Development: Birth to Grade 2	3.00
EDI	643	Education for Cultural Diversity	3.00

EDI	700	Introduction to Educational Research	3.00
EDI	677	Curriculum Development for Classroom Teachers	3.00

Co-Related Content (9 credits)**

EDS	605	Beginning Reading and Writing: Emergent Literacy	3.00
EDS	610	Literacy Teaching and Learning	3.00
EDS	600	Introduction Into the Study of the Exceptional Child/ Adolescent	3.00

Pedagogical Core (15 credits)**

EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	615	Early Childhood Curriculum: Birth to Preschool	3.00
EDI	639	Play in the Curriculum	3.00

Required Student Teaching Courses

EDI	721	Practicum Early Childhood Education	3.00
EDI	710A	Supervised Student Teaching and Seminar in Childhood Education (K-2) & (1-6)	6.00

A grade of B- 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

Culminating Experience (0-3 Credits):

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

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

Credit and GPA Requirements

Minimum Total Credits: 51

Minimum Major GPA: 3.00

M.S. in Childhood Education/Students with Disabilities (All Grades)

This 48-credit Master of Science program prepares teacher candidates for New York State certification in both Childhood Education and Students with Disabilities (All Grades). Teacher candidates learn to develop and teach innovative curricula for children in first through sixth grades and to teach students with intellectual disabilities, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities from pre-K through grade 12. A minimum of 150 hours of fieldwork are required in the program. The program culminates in a semester-long student teaching experience that allows teacher candidates to practice new skills in general education and special education classroom settings.

Foundational courses examine theories of child development, motivation and learning for children in Grades 1-6 and ability diverse students in pre-k through grade 12. Courses will help teacher candidates master the skills needed to encourage students to learn new material in literacy, math, science, and social studies and to create an inclusive environment. Throughout their coursework, teacher candidates 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. The program focuses on a variety of educational approaches for students with special needs, as well as practical applications across different educational settings. Candidates learn to identify the characteristics of students with disabilities and adapt instructional strategies and materials to fit their needs. In addition, courses explore the historical, social and legal foundations of special education. Teacher candidates receive extensive clinical experience by working with children with special needs in integrated co-teaching (ICT) and self-contained classroom settings.

This program qualifies teacher candidates to pursue two NYS initial teaching certifications. After completing all degree requirements, successfully passing New York State Licensure tests, and completing all required teacher certification workshops, teacher candidates will apply for and be awarded initial teaching certification by the New York State Education Department in both Childhood Education (Grades 1-6) and Students with Disabilities (All Grades). A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

M.S. in Childhood Education/Students with Disabilities (All Grades)

Dual Certification, Leading to NYS Initial Certification - Grades 1 - 6

{Program Code: 26176} {HEGIS: 0808.0}

(48 Credits)

Required General Education Courses

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	643	Education for Cultural Diversity	
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Reqiored Special Education Course Requirements:

EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	610	Literacy Teaching and Learning	3.00
EDS	617	Literacy for Students with Disabilities	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings	3.00

EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00
EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Required Teacher Certification Worksops

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

Culminating Experience

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

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

Credit and GPA Requirements

Minimum Total Credits: 48

Minimum Major GPA: 3.00

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

This program prepares teacher candidates to teach academic disciplines in middle and high school settings. Typically, students pursuing the M.S. in Adolescence Education (Grades 7-12) degree have previously earned an undergraduate degree in the discipline (e.g., English, Biology, Mathematics, Social Science, Chemistry, Physics, Earth Science) or they have completed an undergraduate degree in which they have taken 30 credits in one of these disciplines. For applicants pursuing a Social Science certification, they will need to have completed a minimum of 18 credits in History and a combination of 12 credits of content in Economics, Geography, Political Science, or Sociology. Grades of C or higher in the academic discipline coursework previously taken will be necessary in order for the course to count towards this total required 30 credits.

Applicants who do not have the requisite criteria of 30 credits of coursework in the desired discipline and wish to pursue a teaching certification in Adolescent Education must meet with the Department Chairperson who will refer the applicant to an academic advisor to design a plan for completing the liberal arts coursework in the chosen discipline. This coursework must be completed either prior to beginning the M.S. in Adolescence Education (Grades 7-12) or while pursuing the degree. Such coursework can be taken at LIU Post or other institutions, and they can be taken as undergraduate or graduate courses.

After teacher candidates complete all degree requirements, successfully pass NYS licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in Adolescence Education (Grades 7-12) in their academic discipline area. A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

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

{Program Code: 27268} {HEGIS: 0803.0}

Program Requirements (36 Credits)

Required Adolescence Education Core Coures**

EDI	551	Psychology of the Adolescent Student	3.00
EDI	555	Organizational and Social Foundation of the High School	3.00
EDI	610	General Methods of Teaching in Middle and High School	3.00
EDI	643	Education for Cultural Diversity	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	700	Introduction to Educational Research	3.00
EDS	612	Literacy Teaching & Learning: Gr 5-12	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

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

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

and Student Teaching**

EDI	712	Supervised Student Teaching and Seminar Grades 7-12	6.00

****A grade of "B-" or higher is required in all education classes**

Required Teacher Certification Workshops

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

Culminating Experience

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

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

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

M.S.Ed. in Students with Disabilities (All Grades)

The M.S. Ed. in Students with Disabilities (All Grades) prepares both pre-service and in-service teachers to become knowledgeable, caring and inclusive teachers of students with disabilities in prekindergarten through 12th grade. This 30-credit degree prepares teacher candidates to create effective learning environments for students with a variety of disabilities and exceptionalities. In this program, teacher candidates will learn various strategies and approaches designed to implement Individualized Education Programs (IEPs) for students with special needs, both in inclusive and self-contained classrooms. Course content will focus on the thirteen disability classifications as determined by Federal and State legislation. A minimum of 150 hours of field experiences, supervised student teaching (as applicable) and practicum opportunities will give teacher candidates real-world experience working with students who have learning exceptionalities. Teacher candidates are required to have 24 credits of liberal arts and sciences courses, which will be verified via a transcript review prior to being admitted to the program. These include the following: 6 credits of english, 6 credits of social studies (any ECO, POL, GGR, HIS), a minimum of 6 credits of science, and a minimum of 6 credits of mathematics.

In pursuing this degree, candidates will examine theories of child and adolescent development, motivation and learning of neurotypical, non-neurotypical and neurodivergent students. They will master the skills needed to encourage students with disabilities to learn new material and to take responsibility for themselves and one another. Candidates will also acquire techniques to assess and evaluate students' academic performance, as well as their cognitive, socioemotional, and motor development. They will learn principles of classroom management and inclusive approaches to student learning. The program culminates in a semester-long practicum experience that will allow candidates to practice their new skills in special education classroom settings. During their practicum, candidates have the option of completing their hours in a special education setting including self-contained classroom settings. During the practicum, pre-service and in-service teachers are expected to use evidence-based practices in working with ability-diverse students in these settings. Thus, for the M.S. Education Students with Disabilities (All Grades) degree, teacher candidates take complete a practicum for not less than 100 hours of direct experience. For candidates who have earned initial certification, 50 hours of practicum is required. Candidates who have earned initial certificaton will need 100 practicum hours. During the practicum, pre-service and in-service teachers are expected to use evidence-based practices in working with students in special education settings.

The M.S. Ed. SWD (All Grades) degree requires a professional portfolio which is finalized during the practicum experience. The professional portfolio project requires CEIT teacher candidates to demonstrate evidence of their knowledge, skills, and dispositions relative to the InTASC standards for teachers. The professional portfolio should contain an individual research project from EDS 624 Contemporary Issues and Research in Special Education in the Classroom; if desired, students will also provide evidence of their knowledge of Council for Exceptional Children standards.

Applicants to the M.S. Education Students with Disabilities (All Grades) should refer to the description under the Department of Teaching and Learning for admission requirements.

Students with Disabilities (all grades)

M.S.Ed - Major Requirements

Special Education Core -
All of the following:

EDI	643	Education for Cultural Diversity	3.00
EDI	680	Bilingual Education , Students with Disabilities, and English as a New Language: Theory and Practice	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	617	Literacy for Students with Disabilities	3.00
EDS	624	Contemporary Issues and Research in Special Education in the Classroom (PK-Grade 12)	3.00
EDS	630	Curr-based Assess and Instr of Students with Mild Disabilities (PK-Grade 12)	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities (PK-Grade 12)	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (PK-Grade 12)	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications (PK-Grade 12)	3.00

Culminating Experience -
One of the following:

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

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

Credit and GPA Requirements
Minimum Total Credits: 30
Minimum Major GPA: 3.00

M.S.Ed. in Literacy (All Grades)

The 30-credit Master of Science in Education (M.S. Ed.) program leads to New York State certification as a Literacy Teacher for children and adolescents from Birth to Grade 12 and prepares teacher candidates to work in schools and clinical settings as a Reading Specialist and a Literacy Coach and Non-administratively Certified Literacy Curriculum leader. The curriculum prepares teacher candidates to teach and lead others through the 6 Pillars of Literacy and learn to apply the Science of Reading Instruction for literacy curricula, evaluating student progress, and identifying students in need of corrective and remedial instruction. Participants develop skills through classroom and clinical experiences and learn to expertly communicate with parents and such public groups as the Board of Education and Parent/Teacher organizations. Students will gain clinical experience through 2 practica that can be conducted in their own school district or with an approved child or adolescent of their choice. The program is fully online.

Admission Requirements
Bachelor's Degree in Teacher Educaton
Applicants to the M.S. Ed. in Literacy program must meet the following requirements for admission.
Application for admission.
Application fee (non-refundable).
Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
Students for whom English is a second language must submit official score results from the Test of English as a Foreign Language (TOEFL).
Proof of initial teacher certification..

Send application materials to:
Graduate Admissions Office, LIU Post, 720 Northern Boulevard, Brookville, N.Y. 11548-1300

M.S. Ed. in Literacy (All Grades)

{Program Code: 27541}

(30 credits)

Required Literacy Foundation Courses

EDS	605	Beginning Reading and Writing: Emergent Literacy	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	612	Literacy Teaching and Learning: Grades 5-12	3.00
EDS	617	Literacy for Students with Disabilities	3.00
EDS	641	Literacy in the Content Areas	3.00
LIS	728	K-12 Literature	3.00
EDI	643	Education for Cultural Diversity	3.00

Required Literacy Practicum Courses

EDS	615	Practicum I. Literacy Assessment and Intervention: Birth-Grade 12	3.00
EDS	616	Practicum II. Literacy Intervention: Birth-Grade 12	3.00

Required Culminating Experience Course

EDS	643	The Reading Specialist: Organizing, Enhancing, and Communicating about Curriculum and Assessment	3.00

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

Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00

Education Courses

EDI 600 Psychological Foundations of Education
This course is designed to introduce students to psychological theories and principles which affect teaching and learning. Teacher candidates study theories of cognitive development, socio-emotional development, intelligence, motivation, and learning with attention to how individuals develop in these areas throughout childhood. Candidates explore behavioral, cognitive, and constructivist theories of learning and discuss how these theories inform classroom practice (planning for instruction, instructional delivery, classroom management, and assessment of learning). Candidates analyze instructional strategies presented in empirical research and practitioner journals. Candidates observe student and teacher behavior and analyze classroom environments to identify operative psychological theories and principles.
Fieldwork Hours: 10
Credits: 3
Every Fall and Spring

EDI 601 Social Foundations of American Education
This course addresses the historical, social, legislative, economic, and philosophical dimensions of American education with particular emphasis on the intersectionality of race, class, gender, linguistic, and cultural diversity and students with disabilities. Focus is given to developing productive relationships among the school, home, and community for enhancing student learning. It is intended to provide future educators with the knowledge of and appreciation for engaging in continuous professional growth in response to changing policies and legal mandates. This course emphasizes implications of research-based modern educational principles and practices for meeting the needs of the multiple populations with whom candidates will interact in their professional lives. Class discussions are based on primary and secondary sources.
Fieldwork Hours: 10
Credits: 3
Every Fall and Spring

EDI 604 Early Child Development: Birth to Grade 6
Taking a broad ecological approach, this course integrates the use of observation, documentation, and assessment in understanding children's developmental, familial, cultural, educational, historical, sociological, and political contexts. Scientific findings on the physical, cognitive, emotional, and social development of children in prenatal, infancy, preschool and middle childhood are examined. The integration of perception, cognition and growth in nurturing young children's linguistic and cultural identity is stressed, and their significance for culturally responsive practice and equity literacy, emphasized. Emphasis is likewise given to understanding the development of children from diverse backgrounds, with particular emphasis on race, class, gender, language, cultural diversity and students with disabilities.
Fieldwork Hours: 10
Prerequisites: EDI 600 or 551 and EDI 601 or 555
Credits: 3
Every Summer

EDI 610 General Methods of Teaching in Middle and High School
This course is a study of general instructional and assessment techniques in which the student begins to explore the development of a repertoire of methodologies and materials to match instructional purposes and develop appropriate assessments for any content area taught in grades 7-12. By engaging in course discussions, required readings, and independent reading of practitioner-based and empirical journals, teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Candidates investigate how to engage students with disabilities, ELs, and diverse student populations using these methods as they design lesson and unit plans directed at addressing state standards. The importance of goals, instructional methods, activities, and assessments is addressed.
Fieldwork Hours: 20
Prerequisites: EDI 600 or 551 and EDI 601 or 555
Credits: 3
Every Spring

EDI 612 Teaching Social Studies in Grades 1-6
This course examines social studies curriculum development through examination of theory and current practices in the school. Inquiry approaches, model development, organizational patterns and teaching strategies are examined through current research.
Fieldwork Hours: 10
Prerequisites: EDI 600 or 551 and EDI 601 or 555
Credits: 3
Every Spring

EDI 613 Teaching Mathematics in Grades 1-6
Educational and psychological dimensions of learning and teaching mathematics in grades 1-6 are examined within the context of current trends and educational policy as it relates to mathematics education. Mathematics instruction will be explicitly discussed, and systematic approaches analyzed. The development of mathematics concepts and understandings is explored through relevant activities and materials. Model programs and teaching approaches are discussed considering current recommendations for mathematics education.
Fieldwork Hours: 10
Prerequisites: EDI 600 or 551 and EDI 601 or 555
Credits: 3
Every Fall

EDI 614 Teaching Science in Grades 1-6
This course is an examination of existing programs, materials, and problems of science education considering current psychological and philosophical theories. Development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered.
Fieldwork Hours: 10
Prerequisite of EDI 600 and 601 are required.
Credits: 3
Every Spring and Summer

EDI 615 Early Childhood Curriculum: Birth to Second Grade
This course is an examination of models, principles, curriculum and practices of developmentally appropriate caregiving and classroom teaching with an emphasis on knowledge, skills and dispositions necessary to plan and facilitate development young children from birth through 2nd grade. Emphasis is given to engaging children from diverse backgrounds, with particular emphasis on race, class, gender, linguistic and cultural diversity, and students with disabilities.
Fieldwork Hours: 15
Prerequisites: EDI 600 or 551 and EDI 601 or 555 and EDI 604
Credits: 3
Every Fall

EDI 625 Observation and Assessment in Early Childhood (Birth-Grade 2)
Developmental perspective on measurement and evaluation in early childhood years. Considers standardized tests, observations, checklists, rating scales, portfolios and teacher-designed tests and rubrics; their advantages and disadvantages for use with young children; and professional ethical issues pertaining to evaluating young children. Emphasis is given to authentic assessment and investigating modifications and accommodations, as well as differential assessment, for diverse student populations.
Fieldwork Hours: 15
Prerequisite: Graduate level - EDI 600 or 551 and EDI 601 or 655
Prerequisite: Undergrad level - PSY 111 and EDI 214
Credits: 3
Alternate Spring

EDI 639 Play In the Curriculum
Students will gain an understanding of the direct link between play and early childhood development. The course will explore the connection between how play supports the curriculum and how the curriculum supports play. The focus will be on theories of play with the goal of developing the whole child. Emphasis is given to engaging children from diverse backgrounds, with particular emphasis on race, class, gender, linguistic and cultural diversity, and students with disabilities.
Fieldwork Hours: 15

Prerequisites: EDI 600 or 551 and EDI 601 or 555 and EDI 604
Credits: 3
Every Summer

EDI 643 Culturally Responsive and Sustaining Education (CR-SE)
This course addresses the principles and practices of culturally responsive and sustaining education. Drawing on the New York State CR-SE framework, the course explores how educators develop their knowledge, skills, and disposition to work with diverse cultures, represented not only in classroom but also in the world, as assets in designing and implementing student-centered learning environments including curriculum, pedagogy, and assessment. Approaching culture as the multiple components of one's intersectional identity such as race, class, gender, language, sexual orientation, ability, nationality, religion etc., the course explores socio-emotional and cultural aspects of preK-12 grade students' growth and development in the context of families and local and global communities. The course provides a critical self-reflexive lens through which educators challenge inequitable systems of access, power, and privilege.
Fieldwork Hours: 15
Pre or Co requisite(s): EDI 601 or 655 and EDI 600 or 551
Credits: 3
Every Fall and Spring

EDI 655 Methods and Materials of Teaching Science in Secondary Schools
The course examines the scope and sequence of instruction in secondary Science. Teacher candidates investigate a variety of methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the ELA curriculum. By engaging in course discussions, required readings, and independent reading of practitioner-based and empirical journals, teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisites: EDI 551 or 600, EDI 555 or 601, EDI 643, EDI 677
Credits: 3
Every Spring

EDI 658 Methods and Materials of Teaching English in Secondary Schools
The course examines the scope and sequence of instruction in secondary English Language Arts. Teacher candidates investigate a variety of methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the ELA curriculum. By engaging in course discussions, required readings, and independent reading of practitioner-based and empirical journals, teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisites: EDI 551 or 600, EDI 555 or 601, EDI 643, EDI 677
Credits: 3
Every Spring

EDI 659 Methods and Materials of Teaching Mathematics in Secondary Schools
The course examines the scope and sequence of instruction in secondary Mathematics. Teacher candidates investigate a variety of methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the ELA curriculum. By engaging in course discussions, required readings, and independent reading of practitioner-based and empirical journals, teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
Fieldwork Hours: 20
Prerequisites: EDI 551 or 600, EDI 555 or 601, EDI 643, EDI 677
Credits: 3
Every Spring

EDI 660 Methods and Materials of Teaching Social Studies in Secondary Schools
This course examines the scope and sequence of instruction in secondary Social Studies. Teacher candidates investigate a variety of methods and strategies to design, develop, and deliver instructional lessons that will engage diverse learners in the Social Studies curriculum. By engaging in course discussions, required readings, and independent reading of practitioner-based and empirical journals, teacher candidates demonstrate mastery in a variety of evidence-based teaching methods. Assessment techniques and strategies appropriate for a variety of purposes are addressed. Candidates discuss the use of assessment data for instructional decision making. Demonstration lessons are taught and critiqued by members of the class.
FIeldwork Hours: 20
Prerequisites: EDI 551, 555, 643, 677
Credits: 3
Every Spring

EDI 677 Curriculum Development for the Classroom Teacher
This course explores issues relevant to developing developmentally appropriate curricula and building instructional frameworks for designing lessons and units for PK-12 classrooms. Candidates will explore state and national learning standards, making connections between theory and practice in designing instruction and teaching in small and whole group settings. The course also addresses principles of test construction, modes of authentic assessment (portfolio and performance), aspects of classroom management, design of positive learning environments, and addresses motivation techniques to support the diversity of learners in NY general education classrooms.
Fieldwork Hours: 10
Prerequisites: EDI 600, EDI 601, EDS 600, EDI 643
Credits: 3
Every Spring

EDI 680 Bilingual Education , Students with Disabilities, and English as a New Language: Theory and Practice
This course examines the history, policies, and practices in bilingual education and English as a new language (ENL)?and applies it to the teaching of multilingual learners with, or at risk for having, disabilities.?Students will become?knowledgeable about current educational policies and reform and apply?them to the identification and teaching of culturally and linguistically diverse learners with special needs.? To ensure accurate placement, the course closely examines the referral, evaluation, and placement processes, with an emphasis on supporting culturally and linguistically diverse learners with disabilities using evidence-based practices.
Fieldwork Hours: 10
Credits: 3
Every Fall and Spring

EDI 700 Introduction to Educational Research
This course is designed to provide a broad understanding of the theories and practices of teacher action research both in general and special education. Teacher candidates will be introduced to the theoretical background underlying teacher action research and engage in analytic and practical activities designed to demonstrate a systematic and reflexive inquiry focusing on inclusivity, and academic, behavioral, and social-emotional needs of all students. The research process includes: (1) developing research questions; (2) designing and planning a research study; (3) collecting and analyzing data in ethical ways; (4) presenting findings; and (5) incorporating the findings into practice. By the end of the course, candidates will be able to use action research in their educational practice aiming to meet the needs of all candidates through collaboration between special and general educators, other school personnel, parents, and guardians. Depending on their area of study, candidates will write a research proposal on a topic

related to either special education or general education; engage in action research focusing on academic, behavioral, and social-emotional components of classroom practice; and write analytical and reflective essays on inclusivity.
Fieldwork Hours: 10
Prerequisite: 12 credits of EDI/EDS required
Credits: 3
Every Fall

EDI 706 Independent Study
The course, Independent Study, involves in-depth development of a project idea as a result of study in a previous course. Permission to take this course would be based on particular criteria: (1) merit of proposed study; (2) needs and area of study of the teacher candidate; i.e., ability to carry out such a study. Permission to take this independent course would necessitate the signature of the faculty member conducting the study and the department chairperson and Dean of the School of Education. It is understood that the faculty member who would direct the project would be qualified in the area designated by the student and that the choice of faculty (with the previous stipulation) would be made by the student. Curriculum and Instruction Hours arranged with approval of instructor.
Credits: 1 to 3
On Demand

EDI 709 Supervised Student Teaching and Seminar in the Elementary School
This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisites: EDI 600 or 551, and EDI 601 or 555, and EDI 612, EDI 613, EDI 614, EDI 643, EDI 677, EDI 700, EDS 610, EDS 600
Credits: 6
Every Fall and Spring

EDI 710 Supervised Student Teaching and Seminar for Childhood/SWD or Childhood/Literacy
This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisites: EDI 600 or 551, and EDI 601 or 555, and EDI 612, EDI 613, EDI 614, EDI 643, EDI 677, EDI 700, EDS 610, EDS 600, EDS 617, EDS 624, EDS 630, EDS 631, EDS 635
Credits: 3
Every Fall and Spring

EDI 711 Supervised Student Teaching and Seminar in the Middle School
Teacher candidates preparing to qualify as school teachers are required to spend half of their student teaching experience in grades five to six, and the other half in grades seven to nine. Candidates are expected to participate in conferences, meetings, and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is from 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisites: EDI 600 or 551, and EDI 601 or 555, and EDI 610, EDI 643, EDI 700, EDS 612, EDS 633, EDS 641, and any one of the following: EDI 655, 658, 659, 660
Credits: 6
Every Fall and Spring

EDI 712 Supervised Student Teaching and Seminar Grades 7-12
Teacher candidates preparing to qualify as adolescence school teachers are required to spend half of their student teaching experience in grades seven to nine, and the other half in grades 10-12. Candidates are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is for 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Prerequisites include all other courses in the program, namely EDI 643, EDI 680 EDS, 600, EDS 617, EDS 624, EDS 630, EDS 631, EDS 633, and EDS 635. This class should be taken during the last semester before the candidate graduates.
Credits: 6
Every Fall and Spring

EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education
The one semester student teaching experience provides an opportunity for the teacher candidate to integrate theory and practice through development and implementation of learning experiences for young children from birth to grade 2 in two settings. The teacher candidate will integrate theories of child development, family systems, theories of learning, content knowledge, and early childhood curriculum and pedagogy. The student teaching experience also provides the teacher candidate with opportunities to learn how to work in collaboration with field-site staff, to work as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Credits: 6
Every Fall and Spring

EDI 721 Practicum in Early Childhood Education
Designed to give teacher candidates a deeper understanding of the aspects of quality early childhood programs. With the support of an early childhood mentor, candidates will observe and engage in meaningful interactions with preschoolers, as well as participate in the life of a preschool community. Candidates will prepare and implement activities that support the physical, Intellectual, sensory, creative, emotional, and spiritual needs of preschool children in general education and/or inclusion settings.
Credits: 3
Every Summer

Special Education and Literacy Courses

EDS 600 Introduction to the Study of the Exceptional Child/Adolescent (Pre-K-Grade 12)
This course provides a basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality is included in course content. Specific reference will be given to an overview of various disabilities and to a system of classification and criteria of classification. Neurotypical cognitive and physical development are addressed as a basis of comparison.
Fieldwork Hours: 15*

*Field experience: Early Childhood/Childhood candidates must complete at least 5 fieldwork hours working with students with disabilities in Grades 7-12. Adolescent Education candidates must complete at least 5 fieldwork hours working with students with disabilities in Pre-K to Grade 6.
Prerequisites: PSY 111 and PSY 202 is required for undergraduate students. EDI 600 for graduate students.
Credits: 3
Every Fall, Spring and Summer

EDS 605 Beginning Reading & Writing: Emergent Literacy
This course is designed for teachers who will learn about the teaching of language arts - reading,

writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing young children's literacy development and determining appropriate approaches to literacy instruction.
Fieldwork Hours: 10
Credits: 3
Every Summer

EDS 610 Literacy Teaching and Learning
The course introduces a study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children, specifically attending to the diverse population of students served in NY public schools. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.
Fieldwork hours: 10
Prerequisites: EDI 600/551 and EDI 601/555, EDI 613, EDI 614 and EDI 677
Credits: 3
Every Spring

EDS 612 Literacy Teaching & Learning: Grades 5-12
This course is designed to introduce the content and methods of literacy instruction for adolescent students in NY public schools. Prevailing beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.
Fieldwork Hours: 10
Prerequisites: EDI 600/551, EDI 601/555 and EDI 677
Credits: 3
Cross-Listings: EDS 612, EDS 612
Every Fall

EDS 615 Practicum I. Literacy Assessment and Intervention: All Grades
The course will stress diagnostic procedures for literacy disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing; and assessment based materials to be used for instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Students will develop case studies with individual clients.
Practicum Hours: 50
Prerequisistes of EDS 610, 613, 619, 640, 642 and co-requisite of EDS 610, 619, 640 ,642 are required.
Credits: 3
On Demand

EDS 616 Practicum II. Literacy Intervention:Birth-Grade 6
The course will stress corrective procedures, planning, and management for children and teenagers with literacy disabilities. Culturally responsive techniques and clinical remedial procedures will be included. Students will work with individual clients for a minimum of 25 hours at each developmental level, under clinical supervision.
Practicum Hours: 50
Prerequisite: EDS 615
Credits: 3
On Demand

EDS 617 Literacy for Students with Disabilities: All Grades
This course covers theory, research, and effective practices for teaching students with significant literacy challenges. Specifically, teacher candidates will become immersed in the assessment of literacy problems and the use of these assessments to provide effective instruction. Both formal and informal instruments will be discussed for determining individual strengths and needs. A variety of instructional approaches will be considered for developing literacy strategies and skills in students with disabilities, dual-language learners, and any student with literacy challenges.
Fieldwork hours: 15
Prerequisite of EDS 600 is required.
Credits: 3
Every Fall and Spring

EDS 624 Contemporary Issues and Research in Special Education in the Classroom (PK-Grade 12)
This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.
Fieldwork Hours: 0
Pre requisites: EDS 600 and EDS 629 or 631 and EDS 632 or 635 and 18 credits of graduate coursework must be completed before taking this course
Credits: 3
Every Fall and Spring

EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities (PK-Grade 12)
This course will examine the complexity of the issues inherent in the teaching and learning process with reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning intended to reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as literacy, writing, and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed.
Fieldwork hours: 15*

*Field experience: Early Childhood/Childhood candidates must complete at least 5 fieldwork hours working with students with disabilities in Grades 7-12. Adolescent Education candidates must complete at least 5 fieldwork hours working with students with disabilities in Pre-K to Grade 6.
Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities (PK-Grade 12)
This course focuses on methodologies of: (1) assessment; (2) curriculum development; 3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities. Specific attention will be paid to typical language development for discussions of early interventions. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skills in task analysis, IEP preparation, and lesson planning. Case presentations will be used to highlight team building and interdisciplinary collaboration in educating children with severe disabilities.
Fieldwork hours: 15
Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (PK-Grade 12)
Placement in the least restrictive environment, such that students with disabilities have access to typical peers, is a fundamental right under IDEA. In this course, students will learn strategies to support learners with disabilities within the general education setting. While content will address inclusive settings for all students with disabilities, the focus will be on instruction and assessment for students with mild disabilities. Included will be discussions of historical perspectives, collaboration among families and professionals, instructional accommodations, and assistive technology. Social development of students with disabilities is also emphasized.
Fieldwork hours: 15*

*Field experience: Early Childhood/Childhood candidates must complete at least 5 fieldwork hours working with students with disabilities in Grades 7-12. Adolescent Education candidates must complete at least 5 fieldwork hours working with students with disabilities in Pre-K to Grade 6.
Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 635 Behavior Assessment and Management for Learners with Disability Classifications (PK-Grade 12)
This course provides an extension of the principles of applied behavior analysis and their relationship to instructional practices. Teacher candidates will identify, specify, and measure specific behaviors that interfere with a student's ability to be successful in a school or clinical setting with respect to both learning and socioemotional development The focus will include a variety of assessments such as the multiple elements required to conduct a Functional Behavior Assessment (FBA), directly observe students in situ, and use assessment tools to measure functional repertoires for individual students. Once these assessments have been explored and practiced, students are expected to identify the function of the interfering behaviors, to identify specific skill deficits, and then design intervention strategies via a Behavior Intervention Plan (BIP) that is to be evaluated using on-going student-designed data collection protocols, graphing, and analysis. This course covers 35 hours of behavior assessment and 10 hours of behavior change procedures including selecting and implementing interventions.
Fieldwork hours: 15*

*Field experience: Early Childhood/Childhood candidates must complete at least 5 fieldwork hours working with students with disabilities in Grades 7-12. Adolescent Education candidates must complete at least 5 fieldwork hours working with students with disabilities in Pre-K to Grade 6.
Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 641 Literacy In Content Area 5-12
In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content literacy for adolescents.
Fieldwork hours: 10
Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.
Credits: 3
Annually

EDS 643 The Reading Specialist: Organizing, Enhancing, and Communicating about Curriculum and Assessment
This course will enable diagnostically/prescriptively trained reading and writing teachers to expand their role to that of a literacy coach and/or a literacy curriculum leader. Students will become proficient at organizing and enhancing literacy programs. They will also learn how to communicate information about literacy and assessment results to such groups as parents, caregivers, the PTA, and the Board of Education. Developing Teacher Improvement Plans (TIP plans) will also be a component of this course.
Fieldwork Hours: 0
Prerequisites include all other courses in the program (including EDS 615 and EDS 616). This class should be taken during the last semester before the candidate graduates.
Credits: 3
On Demand

EDS 702 Supervised Practicum in Special Education
This course is designed for teacher candidates to gain practical experience in teaching in a school setting, to include attending annual review meetings for students with IEPs, interact with administration and related service providers, and develop parent partnerships. Candidates who have earned initial certification in teaching will complete 50 hours in direct contact with students with disabilities. Candidates who have not earned certification will spend at least 100 hours in direct contact with students with disabilities.
Prerequisites include all other courses in the program, namely EDI 643, EDI 680 EDS, 600, EDS 617, EDS 624, EDS 630, EDS 631, EDS 633, and EDS 635. This class should be taken during the last semester before the candidate graduates.
Credits: 3
Every Fall, Spring and Summer

EDS 704 Supervised Practicum In Special Education - Autism
This course is designed for students to gain practical experience in the selection, design, and implementation of behavioral programs for individuals with autism and developmental disabilities. All students are expected to work in school or agency settings, attend and complete required orientations, meet school or agency guidelines, and be supervised by BCBAs or BCBA-Ds. Students will spend at least 100 hours (150 hours for students pursuing the NYS LBA credential) in situations to design and implement instruction and behavior treatment plans and collect and graph data using techniques consistent with the empirical basis of Applied Behavior Analysis. This course includes 15 hours of concepts and principles in behavior analysis.
Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.
Credits: 3
Every Fall

EDS 713 Supervised Student Teaching and Seminar in Special Education
Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education or Literacy that will cover content and current issues addressing preparation to enter into the profession. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the Chairperson to take a course concurrently with student teaching.
Credits: 3
Every Fall and Spring

DEPARTMENT OF EDUCATIONAL LEADERSHIP, TECHNOLOGY AND ADMINISTRATION

The Department of Educational Leadership, Technology and Administration (DELTA) offers graduate degrees in Educational Leadership. Educational Leadership offers master's degrees and advanced certificates that enable talented educators and newcomers to the field to achieve positions of leadership in public and private school districts. DELTA's academic programs address the issues facing modern elementary and secondary education including: decision-making; curriculum-writing; human relations; adapting programs to keep up with emerging knowledge and changing social circumstances; the influence of politics and public policy on education; education law; and school business. The full-time and adjunct faculty of the Department includes experienced school leaders such as administrators, principals, chief financial officers and superintendents of schools. All DELTA programs are approved by the New York State Education Department for distance learning. The Educational Leadership program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

The Ed.D. in Transformational Leadership is an inter-disciplinary, research-based doctoral program designed to prepare students for leadership roles in public and private schools as well as in related fields: kindergarten through high school, colleges and universities. The cohort model used in the program fosters interdisciplinary thinking by bringing together students with backgrounds in a variety of different fields ranging from education to health sciences, law, and technology. The coursework provides expertise in a variety of perspectives, including organizational leadership and human relations, teaching and learning, professional learning and development, educational technology, policy analysis, and data-informed decision making. The program is built on the premise that research should be conducted in the "laboratory of every day" – in classrooms, schools, and communities. Graduates of the program will produce research that addresses identified needs in their particular community of learners.

M.S.Ed. in Educational Leadership

The 36-credit Master of Science in Educational Leadership equips today's educators with the skills they need to effectively balance six essential components of successful school district administration: human relations, leadership, school-community relations, research, school business, and technology. In addition to coursework in subject areas ranging from curricular concerns to supervision to school law, you will gain valuable insight from our outstanding team of professors; all of whom are active in their specialized fields.
This program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Under the mentorship of a school administrator, students will complete a 400-hour, hands-on administrative internship. Upon completion of this program, and successful passage of the New York State School Leadership Assessment, students will be eligible for New York State certification as a School Building Leader and School District Leader. Candidates for this program are encouraged to have a bachelor's degree, permanent or professional state certification in teaching or an educational specialty, and satisfactory completion of three years of teaching.

ADMISSION REQUIREMENTS
Applicants to the M.S.Ed. must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Resume (up-to-date).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification is preferred.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

M.S. in Educational Leadership

{Program Code: 28579}

(36 Credits)

Required Administration Core Coures

EDL	630	Administrative Core I	6.00
EDL	631	Administrative Core II	3.00

Required School Building Leader Courses

EDL	632	Curricular Concerns in Public School Administration	3.00
EDL	635	School Law	3.00
EDL	637	Supervisor In School Setting	3.00

Elective School District Leader Courses
Any four of the following courses:

EDL	633	School Business Administration	3.00
EDL	634	School Personnel Administration	3.00
EDL	636	Public School Finance	3.00
EDL	640	Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3.00
EDL	641	School District Administration: Problems and Issues	3.00
EDL	643	School Plant Planning	3.00
EDL	644	Collective Negotiations In Education	3.00
EDL	646	Special Education Law For School Administrators	3.00
EDL	647	Administration of Educational Programs for Exceptional Children	3.00
EDL	648	School Organization, Programming and Scheduling	3.00
EDL	649	Leadership and Administration in Multicultural School Settings	3.00
EDL	652	Seminar In School Business Office	3.00
EDL	653	Administration and Leadership at the Middle School Level	3.00
EDL	704	Degree Synthesis	3.00
EDL	705	Thesis Seminar	3.00

Required School Building Leader Internship Course

EDL	650	Internship in School Administration-Master's Level	6.00

Required Culminating Experience
Portfolio within Internship

Credit and GPA Requirements
Minimum Total Credits: 36
Minimum Major GPA: 3.00

M.S. Ed in School District

Business Leader

The 36-credit Master of Science in Education (M.S.Ed.) in School District Business Leader prepares graduates for the positions of assistant, associate or deputy superintendent for business. Course work includes 30 hours in school administration as well as a 400-hour supervised internship in a school business office. Courses include issues involving school finance, school business administration, the school budget process and school district administration. Students without teaching experience may qualify for New York State certification as a School District Business Leader.

Candidates for this program must have a bachelor's degree, an appropriate career background and prior graduate work or anticipation of further graduate work. Upon completion of their coursework students must pass the New York State School Leadership Assessment in order to be certified as a school district business leader.

Note: New York State certification as a School District Business Leader requires a total of 60 graduate credits, including the master's degree. Consult the State Education Department for more information.

This program is fully online with synchronous classes.

ADMISSION REQUIREMENTS

Applicants to the M.S.Ed. must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Resume (up-to-date).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Advanced Certificate in School District Business Leader

This 30-credit program prepares graduates for the positions of assistant, associate, or deputy superintendent for business. Coursework includes 24 core credits in educational administration and a 400-hour, hands-on internship in a school business office, enabling students to hone their business acumen. Courses explore public school finance, the school budget process, and school district administration. Students without teaching experience may qualify for New York State certification as a School District Business Leader.

Candidates for this program must possess a master's degree and have an appropriate career background and aspirations. Upon completion of their coursework students must pass the New York State School Leadership Assessment.

ADMISSION REQUIREMENTS

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Resume (up-to-date).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Advanced Certificate School District Business Leader

{Program Code: 28582}

(30 Credits)

Administration Courses

EDL	630	Administrative Core I	6.00
EDL	631	Administrative Core II	3.00

School District Business Leadership Courses

EDL	633	School Business Administration	3.00
EDL	636	Public School Finance	3.00
EDL	641	School District Administration: Problems and Issues	3.00
EDL	651	Internship in School Administration-Advanced Certificate Level	6.00
EDL	652	Seminar In School Business Office	3.00

One of the following Elective Courses

EDL	632	Curricular Concerns in Public School Administration	3.00
EDL	634	School Personnel Administration	3.00
EDL	635	School Law	3.00
EDL	637	Supervisor In School Setting	3.00
EDL	640	Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3.00
EDL	643	School Plant Planning	3.00
EDL	644	Collective Negotiations In Education	3.00
EDL	646	Special Education Law For School Administrators	3.00
EDL	647	Administration of Educational Programs for Exceptional Children	3.00
EDL	648	School Organization, Programming and Scheduling	3.00
EDL	649	Leadership and Administration in Multicultural School Settings	3.00
EDL	653	Administration and Leadership at the Middle School Level	3.00
EDL	704	Degree Synthesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00

Advanced Certificate in Educational Leadership

This 30-credit program prepares candidates for administrative posts in K-12 public and private school systems. Through an advanced curriculum, students will receive the training and credentials needed to qualify for New York State certification as both a school building leader and a school district leader. Upon completion of the coursework, students must pass the New York State School Leadership Assessment.

Course offerings include topics in leadership, supervision, law, and curricular concerns in public school administration, as well as district administrative problems and solutions. Under the mentorship of a school administrator, students will

complete a 400-hour, hands-on administrative internship. Candidates for this program are encouraged to have a master's degree, permanent teaching certificate, and three years of teaching under such certification.

Admission Requirements

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Resume (up-to-date).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification is preferred.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Educational Leadership Advanced Certificate Requirements

{Program Code: 28581}

(30 Credits)

Required Administration Core Courses

EDL	630	Administrative Core I	6.00
EDL	631	Administrative Core II	3.00

Required Educational Leadership Courses

EDL	632	Curricular Concerns in Public School Administration	3.00
EDL	635	School Law	3.00
EDL	636	Public School Finance	3.00
EDL	637	Supervisor In School Setting	3.00
EDL	641	School District Administration: Problems and Issues	3.00

Required Educational Leadership Internship Course

EDL	651	Internship in School Administration-Advanced Certificate Level	6.00

Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.00

DOCTORAL PROGRAM IN TRANSFORMATIONAL LEADERSHIP

Program Overview

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

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

Program Philosophy

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

Admission Requirements

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

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

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

Residency and Registration Requirements

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

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

Academic Policies

The academic policies are available on the university website.

Candidacy for the Degree

Upon admission to the program, students become "doctoral students" or doctorants and remain in

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

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

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

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

- The first component is a preliminary literature review related to the student's proposed area of dissertation research and should reflect both an understanding of research and of the student's field of expertise [about 10 double-spaced pages plus references].
- The second component is a discussion of the proposed research methodology (including philosophical perspectives, analytic methods, sample, instruments, and measures) and its strengths and limitations [about five to seven pages plus references].
- The third component is a statement describing the interdisciplinary nature of the proposed research and of its benefits (about two to three pages).

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

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

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

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

1. Required doctoral-level core courses (24 credits)
2. Required doctoral-level field courses (18 credits)
3. Development and presentation of a working portfolio
4. Written comprehensive examination
5. Oral comprehensive examination
6. Dissertation proposal preparation
7. Dissertation proposal defense
8. IRB submission and approval
9. Dissertation research
10. Dissertation defense
11. Graduation

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

Doctoral Program Requirements

Doctoral Program (Ed.D.) in Transformational Leadership

{Program Code: 32295}

Program Requirement Core

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

Field Courses from the Following:

EDD	1002	Organizational Theory: Approaches to Studying and Analyzing School Organizations	3.00
EDD	1004	School and Community: Policy and Practices	3.00
EDD	1101	Collaborative Team Models in Edcuation	3.00
EDD	1102	Facilitating Transitions Throughout the Educational Process	3.00
EDD	1104	Bilingual Second Language Acquisition	3.00
EDD	1105	Contemporay Issues in Assessement and Evaluation	3.00
EDD	1106	Technology-Enhanced Teaching & Learning	3.00
EDD	1201	Educational Reform: An Interdisciplinary Theoretical Perspective	3.00
EDD	1202	Perspectives on Leadership, Restructuring and Teacher Empowerment	3.00
EDD	1203	Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform	3.00
EDD	1204	Public and Community Relations: Creating an Environment Conducive to Educational Reform	3.00

EDD	1206	School Reform: Instructional Leadership in Pre-K - 16 Settings	3.00

Dissertation Courses (9 credits minimum)

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

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

Credit and GPA Requirements

Minimum Total Credits: 51
Minimum Major GPA: 3.00

Doctoral Education Courses

EDD 1000 Philosophy of Science & Interdisciplinary Approach to Educational Studies
This foundational seminar must be taken in the first year of the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem-solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts, and norms that strongly influence how they perceive and structure their educational experience. With this as a backdrop, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education.
Credits: 3
Annually

EDD 1001 Multiple Perspectives on Educational Policy Analysis and the History of Education
This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.
Credits: 3
Annually

EDD 1002 Organizational Theory: Approaches to Studying and Analyzing School Organizations
This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, know what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space, and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles, and to improve school effectiveness.
Credits: 3
Annually

EDD 1003 Psychological, Sociological, and Cultural Aspects of Human Development
The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the way in which psychological, social, and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.
Credits: 3
Annually

EDD 1004 School and Community: Policy and Practices
This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects¿ influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state, and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community.
Credits: 3
Annually

EDD 1005 Educational Research Methods I
Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion, participants will be able to demonstrate the ability to plan, carry out, and analyze a qualitative research project.
Credits: 3
Every Fall and Spring

EDD 1006 Educational Research Methods II
Building upon the perspectives and skills developed in Research Methods for Educational Research Methods I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects.
Credits: 3
Every Fall and Spring

EDD 1007 Applied Research Design in Educational Studies
This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework, and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues.
Prerequisite of EDD 1006 or permission of instructor is required.
Credits: 3
Every Fall and Spring

EDD 1103 Sociopolitical Contexts of Multicultural Education
This course will explore the constant and complex interplay and interactions among personal, social, political, and education factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students¿ achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language, and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, and community experiences of successful

students from various backgrounds, and come to understand how these factors influenced school achievement.
Credits: 3
Every Fall and Spring

EDD 1105 Contemporary Issues in Assessment and Evaluation
This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and State curricula, standards, and testing programs.
Credits: 3
Annually

EDD 1106 Technology-Enhanced Teaching and Learning
This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory, and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.
Credits: 3
Annually

EDD 1205 Critical Issues and Trends in Pre-K - 16 Education
This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and politics, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice; and the interplay between federal, state, and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning. As a culminating project, all students will conduct a research project which makes extensive use of a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses.
Credits: 3
Annually

EDD 1206 School Reform: Instructional Leadership in Pre-K - 16 Settings
This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre - k - 16 context. It will include a study of the tasks, functions, and roles of the principal, assistant principal, department head, building coordinator, and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore the educational, political, economic, and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students, and community in the era of rapid change.
Credits: 3
Annually

Dissertation Courses

EDD 1008 Dissertation Seminar
This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review, and develop a pre-proposal.
Credits: 3
Annually

EDD 1009 Dissertation Advsiement I
This course provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review, and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which this course is taken or in the semester immediately following enrollment in this course. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process. Students must have secured a Dissertation Chairperson in order to register for this course.
Credits: 3
Every Fall, Spring and Summer

EDD 1010 Dissertation Advisement II
In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals.
Credits: 3
Every Fall, Spring and Summer

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

Educational Leadership and Administration Courses

EDL 630 Administrative Core I
This course presents a balanced viewpoint of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration. They are: human relations, leadership and school-community relations.
Credits: 6
All Sessions

EDL 631 Administrative Core II
The goals of this course are to have students become wise consumers of educational research and

develop the skills, knowledge, and abilities to understand data, incorporate analytical evidence in executive decisions, and communicate decisions to stakeholders.
Pre requisites: EDL 630 or permission from Dept. Chair
Credits: 3
All Sessions

EDL 632 Curricular Concerns in Public School Administration
This course is a study of curricular concerns and administrator decision-making. Major topics include administering programmatic change, understanding theories of curriculum and instruction and addressing current curriculum issues related to regional, state and federal policy.
Credits: 3
All Sessions

EDL 633 School Business Administration
This course is a study of the basic areas of responsibility of the school business administrator. Major topics include the role of the school business administrator; budgeting; accounting; purchasing; insurance; operation and maintenance; transportation and food service.
Credits: 3
All Sessions

EDL 634 School Personnel Administration
This is a study of the skills, attitudes and knowledge essential for effective school personnel administration. Areas of concentration for the school personnel administrator include recruitment; certification; selection; assignment; load and transfer; orientation; salaries and scheduling; leaves of absence; tenure; in-service education; personnel records; morale; retirement; professional associations and collective bargaining.
Credits: 3
All Sessions

EDL 635 School Law
This course is a study of the major topics of law related to public schools. Areas of concentration include sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board; and personal liability of school employees.
Credits: 3
All Sessions

EDL 636 Public School Finance
This course is a study of public school finance. Major topics include: the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; fiscal control; and school support formulas.
Prerequisite of EDL 631 is required.
Credits: 3
All Sessions

EDL 637 Supervisor In School Setting
This course is a study of the major components of school supervision. Areas of concentration include: the nature of the supervisory process; functions of the supervisor; principles of supervision; leadership styles of supervisors; procedures used by the supervisor; the supervision of teachers; and the evaluation of the supervisor.
Credits: 3
All Sessions

EDL 641 School District Administration: Problems and Issues
This course is a study of the role and responsibilities of the school district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision- making; emerging responsibilities in working relationships among school district administrators and the board and community; critical economic, political and social issues confronting educational leadership.
Credits: 3
All Sessions

EDL 643 School Plant Planning
This course is an analysis of needs and program determination for educational facilities. The course includes: the planning of functional and environmental aspects of school building design and utilization; demographic studies; and financing of school building construction and school building renovations. Also included is the use of abandoned school buildings and the implementation or development of reduction programs.
Credits: 3
Every Summer

EDL 650 Internship in School Administration-Master's Level
During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school building level.
Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.
Credits: 6
Every Fall and Spring

EDL 651 Internship in School Administration-Advanced Certificate Level
During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school district level. Permission of the Chairperson of the Department of Educational Leadership and Administration is required to enroll in this course.
Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.
Credits: 6
All Sessions

EDL 652 Seminar In School Business Office
This course provides the student with an in-depth knowledge and understanding of the roles and responsibilities of the district school business official. Topics include an overview of the school business office and responsibilities of the internal and external auditors and the district treasurer. In addition, the course focuses on fund accounting principles, the uniform system of accounts, fund balance management, extra classroom activity funds, tax rates and the budget process.
Credits: 3
Every Summer

EDL 706 Independent Study
Independent Study
Credits: 3
All Sessions

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

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

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

M.S. in Library and Information Science

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

Students choose various areas of study, including Archives and Records Management (certificate program), School Library Media Specialist (certification program), Youth Librarianship: Children's and Young Adult Services, Public Librarianship, Rare Books and Special Collections, Academic and Special Librarianship, Digital Librarianship and Technical Service/Knowledge Organization.

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

INTERNSHIP PROGRAM

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

CAREER OPPORTUNITIES

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

ADMISSION REQUIREMENTS

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

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

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

LIMITED ADMISSION

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

the level of maturity and dedication necessary to pursue study at the master's level are some of the possible proofs of eligibility.

REQUIRED TECHNOLOGY SKILLS

Applicants to the program should have general capabilities in technology. Students should be comfortable with the following skills:

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

M.S. Library & Information Science

{Program Code: 26161}

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

General Concentration

Required Library and Information Science Courses

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00
LIS	690	Internship/ LIS 691: Internship, School Library Media/ LIS 693: Gardiner Internship in Local History; LIS 695 Master Project	3.00

And one (1) of the following management courses is required:

LIS	513	Management of Libraries & Information Centers	3.00
LIS	622	School Library Media Center Management	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Records Management	3.00
LIS	741	Public Libraries	3.00
LIS	744	Academic and Special Libraries	3.00

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

LIS	508	Technology for Information Management	3.00
LIS	513	Management of Libraries and Information Centers	3.00
LIS	632	Collection Department	3.00
LIS	633	Emerging Web Technologies	3.00
LIS	634	Great Collections of New York City	3.00
LIS	723	Records Management	3.00
LIS	606	Information Literacy and Library Instruction	3.00
LIS	610	Readers Advisory	3.00
LIS	618	Online Information Retrieval Techniques	3.00
LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	624	Introduction to Online Teaching	3.00
LIS	626	Teaching Methodologies for the K-16 Librarians	3.00
LIS	628	Collection Development for K-12 Library	3.00
LIS	725	Instructional Technologies, Applications and Media Literacy	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	657	Introduction to Preservation	3.00
LIS	732	History of The Book	3.00
LIS	734	Government Information Resources	3.00
LIS	695	Master's Project	3.00
LIS	697	Master's Thesis	3.00
LIS	699	Independent Study	3.00
LIS	705	Principles and Practices in Archival Description: DACS/EAD	3.00
LIS	706	Digital Preservation	3.00
LIS	707	User Experience	3.00
LIS	709	Principles and Practices of Rare Book Cataloging and Descriptive Bibliography	3.00
LIS	710	Rare Books School	3.00
LIS	712	Literacy for the K-12 Librarian	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	721	Appraisal of Archives and Manuscripts	3.00
LIS	728	K-12 Literature	3.00
LIS	729	Young Adults Sources and Services	3.00
LIS	733	Early Childhood and Children's Literature Sources and Services	3.00
LIS	735	Storytelling & Folk Literature	3.00
LIS	737	Serving Diverse Populations	3.00
LIS	740	Copyright Law and Information Policy	3.00
LIS	741	Public Libraries	3.00
LIS	744	Academic and Speical Libraries	3.00
LIS	755	Information Technologies and Society	3.00
LIS	763	Metadata for Digital Libraries	3.00
LIS	770	Information Representation & Retrieval	3.00
LIS	774	Information Seeking Behavior	3.00
LIS	775	Technical Services Operations & Systems	3.00
LIS	785	Mentoring Experience	4.00
LIS	901	Special Topics	3.00

Capstone Courses: LIS 690; LIS 693 or LIS 695

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

Rare Books and Special Collections Area of Study

Required Library and Information Science Courses

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

Rare Books and Special Collections Required Courses

LIS	732	History of The Book (or other course designated as a history of the book)	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00

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

LIS	634	Great Collections of NYC	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	657	Introduction to Preservation	3.00
LIS	709	Rare Book Cataloging and Descriptive Bibliography	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	901	Special Topics	3.00

Must take 3 General Elective Courses and 1 Capstone Course

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

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

Overview

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

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

The average length of time to complete the master's degree depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend part-time (6 credits) usually complete the degree in two or two and a half years. Most school library candidates can complete the course requirements in 6 semesters.

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

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

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

Also one (1) of the following:

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

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

To qualify for initial New York State Certification as a School Library Media Specialist, students must also complete or obtain the following:
1. A two-hour child abuse seminar
2. Violence prevention workshop
3. DASA
4. Qualifying scores on NYS certification exams: EAS (Educating All Students test) and the CST in Library Media (Content Specialist Test)
5. New York State fingerprint clearance

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

Internship Program

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market. The LIS 691 internship is a student teaching experience in a K-12 school setting.

Admission Criteria and Procedures

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

Academic Policies

A student must maintain a minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Director of the School Library Program, issued a letter of warning, and placed on probation. A student on probation who fails to bring their average up to 3.00 in the succeeding semester may be dropped

from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program. The Director of the Palmer School will make this determination based on this information and student's personal circumstance.

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

{Program Code: 26160}

Initial Certification

Required Courses (18 credits)

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

School Library Media Required Courses

LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	626	Teaching Methodologies for K-16 Librarians	3.00
LIS	725	Instruct Tech,Applications&Media Literacy	3.00

**Special Education Requirement:*

EDS	600	or EDS 633 or LIS 627

***Special Education Requirement:**

EDS 600 or EDS 633 or LIS 627

Elective Courses: Choose one of the following (3 credits)

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

Capstone (3 credits)

LIS	691	Internship - School Media Specialist	3.00

Required Teacher Certification Worksops

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

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

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

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

The Program

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

The Training

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

Career Opportunities

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

Curriculum

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

Admission Requirements

Students interested in the Dual Degree Program at NYU and LIU apply separately for admission to each school. A student must be admitted to both NYU and LIU's Palmer School before being considered for the dual degree program. Please consult the NYU website (www.nyu.edu) for admission requirements. NYU departments each have individual admission applications deadlines. The Palmer School admits throughout the year. For admission requirements to the Palmer School's M.S. in Library and Information Science degree program, visit http://www.liu.edu/CWPost/Admissions/Graduate.

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

Orientation

Dual Degree Program students must participate in an intensive orientation to the program. This orientation is offered only at the start of the fall semester. Incoming dual degree students are interviewed by a committee of NYU librarians and assigned a mentor. Students work with their

mentors throughout the course of the degree program to gain valuable work experience in areas of their professional interests. NYU's thesis and internship requirements vary by department. For the LIU program, it is strongly encouraged that students have a library or archives internship (LIS 690 or LIS 693).

Location and Class Schedules

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

Graduation

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

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

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

Official transcripts from each school must be submitted for the course transfer. Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at either institution, but certainly before the graduation semester. Contact the Director of the Palmer School before you begin this process.

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

Advanced Certificate in Archives and Records Management

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

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

CAREER OPPORTUNITIES

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

ADMISSION REQUIREMENTS

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

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

- LIU Application for Admission
- Official transcript indicating completion of a master's program
- Two letters of recommendation

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

Advanced Certificate in Archives and Records Management

{Program Code: 22418}

Required Courses

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

Elective Courses

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

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

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

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Major GPA: 3.00

Advanced Certificate in Computer Science and Digital Fluency Education

The Advanced Certificate in Computer Science and Digital Fluency Education is an extension certificate for in-service teachers and library media specialists, designed to satisfy the 12 credit requirement for the New York State teacher certification in Computer Science and Digital Fluency. Previously certified classroom teachers and school library media specialists are invited to apply. The certificate is offered as an online program for those teachers and school librarians who wish to teach computer science, digital fluency, and digital citizenship in K-12 school settings.

This program is a collaboration between the Palmer School's Master of Science in Library and Information Science, School Library Program, and the School of Engineering, Computer Science and Artificial Intelligence, College of Science. The certificate is meant to expose students to the most current technology and computing concepts, such as solving computational problems in various domains, learning computational reasoning techniques, developing a portfolio of design projects, as well as delving into the ethical and safety considerations in computing and Artificial Intelligence.

The certificate is distinct because of the nature of the collaboration between two colleges of Long Island University. Each college offers its unique strengths. This is the only School Library Media

Specialist program in New York State that offers an Advanced Certificate in Computer Science and Digital Fluency Education.

As designed, the Advanced Certificate also provides students a lead into an additional Master of Science degree, either the Master of Science in Library and Information Science or the Master of Science in Computer Science. The 12 credits required in this program may be able to be transferred into either of those degrees.
Curriculum:
The Advanced Certificate in Computer Science and Digital Fluency Education encompasses four (4) required courses (12 credits):

- LIS 508: Computer Systems and Networking
- LIS 707: User Experience
- AI 602: Programming in Python
- AI 680: Introduction to Artificial Intelligence: Present and Future

Admission:
Entry into the Advanced Certificate in Computer Science and Digital Fluency is subject to the general guidelines for entry into LIU for Graduate Admissions, including a résumé/CV noting prior teaching certification.

Computer Science/Digital Fluency Education Advanced Certificate - Major Requirements

Advanced Certificate in Computer Science/Digital Fluency Education

Required Courses -

All of the following:

AI	602	Programming in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
LIS	508	Technology for Information Management	3.00
LIS	707	User Experience	3.00

Advanced Certificate in Public Library Administration

The challenges faced by today's public library administrators require a solid foundation of training and experience. The Palmer School's post-master's Certificate of Advanced Studies in Public Library Administration is designed to develop and enhance the management skills and credentials of professional librarians working within the public library sector and to train the leaders of tomorrow.

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

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

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

CAREER OPPORTUNITIES

The growing complexity of public institutions has forced governing boards to become far more selective in choosing their administrators. A working understanding of the law, human resources, finance, and facilities is now a fundamental requirement for public library administrators as directors or middle managers. The certificate program of the Palmer School Certificate of Advanced Studies in Public Library Administration covers all content areas required in the New York State Public Library Director civil service examination series. The program has been recognized by the New York State Education Department as a formally approved N.Y.S. Certificate of Advanced Studies.

CURRICULUM

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

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

ADMISSION

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

PROGRAM SITES

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

Advanced Certificate in Public Library Administration

{Program Code: 29149}

Required Courses

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

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Major GPA: 3.00

Ph.D. in Information Studies

The Doctor of Philosophy in Information Studies – the only one of its kind in the New York metropolitan area – prepares individuals to assume leadership positions in research, teaching, and practice. Graduates of the program contribute to theoretical and operational research in existing and new fields and are equipped to fill the expanding need for information managers, researchers, and faculty members in the broad, interdisciplinary field of information studies. Taught by faculty of the prestigious Palmer School of Library and Information Science, the 51-credit Ph.D. in Information Studies utilizes a strong interdisciplinary approach because solutions to the problems of organizing, storing, and retrieving vast amounts of information require the combined

knowledge of computer scientists, management specialists, educators, psychologists, librarians, and others. Approximately 15 students are admitted each year; current students in the program hold master's degrees in 17 different disciplines.

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

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

INFORMATION ACCESS AND SYSTEMS
Principles of information organization and retrieval as well as the information systems that support both activities.

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

INFORMATION STUDIES AND SERVICES
The relationship of information technologies to individuals, organizations, and society in general.

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

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

- Represent information and organize knowledge for efficient, timely access and effective use
- Design, test, and evaluate information retrieval systems and methodologies
- Improve human-computer interaction as the basis for designing ever more usable, effective information systems and environments
- Investigate and understand information needs and information-seeking behaviors of individuals, groups, and organizations in a variety of task and technology environments
- Investigate the effectiveness, relevance, and evolution of societies' information provision agencies and organizations such as libraries, museums, publishers, and the media
- Analyze information policy and ethics in national and international contexts

ADMISSIONS REQUIREMENTS
Incoming students are admitted to the Ph.D. in Information Studies at LIU Post each fall semester, generally, with a maximum of 15 students accepted. Applicants must hold a master's degree which can be in any discipline. Work experience is an asset but is not required. The program is structured to accommodate those who are already working in the information field or related professions.
Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. Applicants whose master's degrees are not from English-language institutions must provide proof of a TOEFL examination score based on LIU requirements.
This deadline for receipt of completed application forms is March 1. All of the following application materials must be received by the deadline date. However, students may submit materials for consideration at any time prior to the semester:

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

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

Ph.D. Info Studies Required Courses

{Program Code: 20857}

Area/Content Courses

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

Research Method Courses

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

Elective Courses (36 credits total)
Students will choose electives in conjunction with the major advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies or in co-related areas. Students complete 18 credits of elective doctoral courses; 9 credits of advanced master's level courses, independent study credits, or additional doctoral level electives.

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

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

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

b. Electives from related master's level courses, doctoral level electives, or Independent Study (9 credits)
Advanced master's courses at the 700 level in the Palmer School may be used as electives.
LIS 901, Special Topics, may be used as an elective in the Ph.D. Program with prior written approval from the faculty advisor or Director of the Palmer School.
DIS 899, Independent Study, requires the student to complete an application that is approved by the major advisor, the faculty member who will supervise the independent study, the director of the doctoral program, and the director of the Palmer School. Up to 9 credits may be taken as independent study.
In addition, there are master's-level courses available in the School of Education, College of Management and School of Health Professions that may be used as related electives by doctoral students in information studies. Permission must be obtained from the major advisor or the Director of the Palmer School.

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

RESIDENCY AND REGISTRATION

REQUIREMENTS

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

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

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

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

Credits & GPA Requirements

Minimum Total Credits: 51

Minimum Major GPA: 3.00

Library and Information Science Courses

LIS 508 Computer Systems & Networking
Elective for Computer Science/Digital Fluency Education Advanced Certificate. Course is a comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. Emphasis is placed on the work requirements underlying the management and operation of information systems and related security and risk concerns. Coursework includes basic operational theories that focus on hardware, software, operating systems, Internet communication, and ethical concerns.
Credits: 3
Every Fall

LIS 510 Introduction to Information Science and Technology
Overview of the library and information science (LIS) field. Introduction to the history, functions, and processes of library and information science along with a description of major information technologies applied in libraries and information centers. Discussion of LIS institutions' place in society, practice of the profession in various types of settings, and current issues and trends.
Credits: 3
Every Fall and Spring

LIS 511 Information Sources and Services
Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.
Credits: 3
Every Fall and Spring

LIS 512 Introduction to Knowledge Organization
Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA,FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.
Credits: 3
Every Fall and Spring

LIS 513 Management of Libraries and Information Centers
Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services. (Palmer School Management Requirement: students must choose one of the following management-focused courses: LIS 513 for general MSLIS students; LIS 622 for school library students; LIS 785 satisfies the management requirement for Dual Degree students)
Credits: 3
Every Spring

LIS 514 Introduction to Research in Library and Information Science
Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.
Credits: 3
Every Fall and Spring

LIS 606 Information Literacy and Library Instruction
This course will introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.
Credits: 3
On Occasion

LIS 610 Reader's Advisory
This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. This course will enhance the skills needed to match the book with the reader. Databases such as Ebsco's Novelist, social cataloging tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.
Credits: 3
Annually

LIS 618 Online Information Retrieval Techniques
A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.
Credits: 3
On Occasion

LIS 620 Instructional Leadership & Design
Examines the curriculum partner and instructional leadership roles of the school media specialist. Opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy/inquiry objectives and staff development strategies. Collaborative, interdisciplinary approaches to learning are emphasized. NOTE: There will be 25 hours of field experiences(observation)related to coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.
Credits: 3
Every Spring

LIS 622 School Library Media Center Management
An examination of developments in the principles and strategies for managing school library media centers and K - 12 libraries. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.
Credits: 3
Every Fall

LIS 626 Teaching Methodologies for K-16 Librarians
This course will present teaching strategies important for school media specialists in school library information center "classrooms" as well as instructional librarians in K-16 settings. Students will learn and practice direct instruction techniques, including lesson planning, questioning strategies, classroom management strategies, and other lesson elements. Hands on practice is a key component for this course.
Credits: 3
On Occasion

LIS 628 Collection Development for the K-12 Library
This course provides an overview of collection development and collection management issues and strategies for the K-12 library, including strategies to deal with resource challenges. The course includes a survey of nonfiction materials in support of subject content areas, and an emphasis on policies related to selection and deselection of print, non-print, and digital library materials.
Credits: 3
Annually

LIS 632 Collection Development
Students will examine the principles, issues and best practices related to the development of a

library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.
Credits: 3
Rotating Basis

LIS 633 Emerging Technologies
With the advent of new technologies, an explosion of new tools has emerged enabling users to create, organize, share and collaborate in an online space. This course will explore the features and functionality of emerging technologies, including how libraries and other online environments are implementing these various tools as well as their potential uses.
Credits: 3
On Occasion

LIS 634 Great Collections of New York City
Introduces students to issues surrounding the management and curation of special collections and rare books libraries through guided visits to significant cultural institutions in New York City. Students meet with the institutions' curators and librarians, examine and discuss examples of unique materials in these collections, and develop an understanding and appreciation of the diversity of approaches to collection care, preservation, and services in rare book and special collections settings. This course was previously LIS 519.
Credits: 3
On Occasion

LIS 652 Exhibitions and Catalogs: Library meets Museum
Considers theoretical issues of conceptualization and criticism and provides practical, hands-on, experience with the steps necessary to create a successful exhibition of rare book and special collections material. Major topics include exhibition planning, implementation, evaluation, and documentation. The course is appropriate for students preparing for careers in rare books and special collections libraries.
Credits: 3
On Occasion

LIS 657 Introduction to Preservation
An introduction to the principles and practices of library and archives preservation. Topics include: the composition of paper, books, and non-book materials; current preservation methods; disaster planning and recovery; reformatting and digitization; collection maintenance and re-housing; management of preservation efforts; and standards and professional ethics.
Credits: 3
Annually

LIS 690 Internship
Students "work" in a library, information center, or archive 120 hours during a semester at an approved site, under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objective, and enhance their skills, competencies, and abilities.
Prerequisite:Students should have completed core class requirements and most electives before enrolling; students should have completed at least 27 credits.
Credits: 3
Every Semester

LIS 691 Internship/Student Teaching (for School Library certification candidates)
Student teaching requirements vary depending on the educational and teaching experience background of the student. Students who are currently certified as teachers of another discipline need 50 hours of student teaching in a school library; students who do not have current teaching certification must student teach for 70 days. "Teachers assigned to the library" may use working hours/days after approval from the Director.
It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and, if not a currently certified teacher, must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.
Prerequisites: LIS 510, LIS 511, LIS 620, LIS 622 or permission of the Director of the School Library program; students should have completed 27 credits.
Credits: 3
Every Semester

LIS 693 Gardiner Foundation Fellows Internship
Master's Fellows will spend 120 hours gaining experience in digitizing historical images, editing images, creating metadata for the images and adding the images to a digital archive. Students will receive a fellowship which will defray part of the tuition for the course.
Presidential Grant students will also use this course (different section) for their internship activities, supervised by LIU's Archivists and the Director of the Palmer School.
Credits: 3
Every Fall, Spring and Summer

LIS 695 Master's Project
Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor and the Director. Required: Palmer School Director's approval
Credits: 3
Every Semester

LIS 697 Master's Thesis
Only for candidates with extensive library or information center experience. Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Director. Required: Palmer School Director's approval
Credits: 3
On Demand

LIS 699 Independent Study
Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information, contact the Palmer School Director. Required: Palmer School Directors approval
Credits: 3
Every Semester

LIS 700 Principles of Public Library Organization & Management
For Public Library Administration program candidates ONLY. This seminar explores public library organization and management. Topics include principles of management and organization; the planning process, policy, decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.
Prerequisite of Public Library Certificate majors only.
Credits: 3
Rotating Basis

LIS 701 Legal Issues in Public Library Administration
For Public Library Administration program candidates ONLY. This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, and national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.

Prerequisite of Public Library Certificate majors only.
Credits: 3
Rotating Basis

LIS 702 Human Resources Administration in the Public Library
For Public Library Administration program candidates ONLY. This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation, job descriptions, salary administration, fringe benefits, human resources policies, contract and collective bargaining negotiations, recruitment and interviewing techniques, civil service issues, and all legal aspects of personnel supervision and administration.
Prerequisite of Public Library Certificate majors only.
Credits: 3
Rotating Basis

LIS 703 Financial Management of Public Libraries
For Public Library Administration program candidates ONLY. This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.
Prerequisite of Public Library Certificate majors only.
Credits: 3
Rotating Basis

LIS 704 Administration of Public Library Facilities and Technology
For Public Library Administration ONLY. This seminar is designed to prepare the public library administrator to deal with the process and problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager and building contractor.
Prerequisite of Public Library Certificate majors only.
Credits: 3
Rotating Basis

LIS 705 Archival Description: DACS/EAD
Explores the principles of archival description as expressed in Describing Archives: A Content Standard and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Topics include: the history and development of archival description, authority and subject analysis, related standards, and description for special formats.
Credits: 3
On Occasion

LIS 706 Digital Preservation
An introduction to the theoretical and practical aspects of the preservation of digital records. Topics include: issues facing institutions trying to preserve digital records, storage media and file formats, preservation initiatives underway worldwide, and practical considerations in implementing a digital preservation program.
Credits: 3
Rotating Basis

LIS 707 User Experience
Overview of foundations, interaction design and evaluation techniques in User Experience (UX), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. Topics include: the psychological and social aspects of users, the impact of user characteristics on design decisions, user requirements, design approaches and usability evaluation methods. Focusing on library systems and services as examples for evaluation, students acquire practical skills in collecting patron/user needs, prototype design, and evaluating website and information system. [Computer Science/Digital Fluency Education elective]
Credits: 3
Annually

LIS 709 Rare Book Cataloging and Descriptive Bibliography: Principles and Practices
Explores the principles of rare book cataloging as expressed in current rare book cataloging guidelines and related cataloging descriptive standards, thesauri, and controlled vocabularies. Other practices will include authority control, subject analysis, and form/genre headings relevant to rare books and related special collections material. Emphasis will be placed on the fundamentals of descriptive bibliography as it relates to rare book cataloging, to the history and development of bibliographic description, and to the mastery of technical vocabulary for describing printed books.
Credits: 3
On Occasion

LIS 710 Rare Books School
Intensive week-long courses taught by internationally renowned experts at the University of Virginia's Rare Books School (RBS). Students may take up to two (2) courses towards their MSLIS degree (not in the same semester) and the Palmer Rare Books Concentration. Option must be approved before the student enrolls in the RBS course. See the RBS website www.rarebookschool.org for course selections. Students must enroll in LIS 710 and the course chosen at RBS. Permission required: Palmer School Director
Credits: 3
Every Summer

LIS 712 Literacy & Special Needs Students in K 12 Libraries
This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure),cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction and working with special needs students. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.
Credits: 3
On Occasion

LIS 713 Rare Books and Special Collections Librarianship
Examines the current issues, standards, and best practices in managing collections of rare books and other unique printed material. Topics covered include: the unique research value of printed materials, definitions of rarity, collection development, description and access, preservation and conservation, security, and outreach and promotion.
Credits: 3
Rotating Basis

LIS 714 Archives and Manuscripts
An introduction to the identification, preservation, and use of archival materials. Topics include surveys and starting an archive; appraisal and accessioning; arrangement and description; reference and access; security and disaster protection; and audiovisual and digital records.
Credits: 3
Annually

LIS 717 Reference and Instruction in Special Collections
An exploration of the skills and issues related to reference work in rare book libraries, archival repositories, and special collection settings. Also explores instruction and instructional techniques in special collections.
Credits: 3
On Occasion

LIS 721 Appraisal of Archives and Manuscripts
An in-depth examination of appraisal, which has been called the archivist's "first responsibility." Topics include: classic archival appraisal theory, recent refinements to appraisal theory, international perspectives on appraisal, collecting manuscripts, and appraisal of audiovisual and digital records.

Credits: 3
Every Summer

LIS 722 Digital Curation
Examination of the fundamental concepts, practices, procedures, processes, and vocabulary for the entire curation lifecycle of digital materials: creation, appraisal, ingest, storage, access, and reuse.
Credits: 3
Annually

LIS 723 Records Management and Information Governance
An introduction to the systematic management of business records. Topics include: inventorying records, preparation of retention schedules, records storage and retrieval; inactive records management; vital records protection; and information governance initiatives. Formerly LIS 520.
Credits: 3
Annually

LIS 724 Introduction to Online Teaching
Students will learn historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management in an online environment.
Credits: 3
On Demand

LIS 725 Instructional Technologies, Applications and Media Literacy
Students will examine applications and web sites to explore technologies that can facilitate learning in K-12 libraries and classrooms, including applications that can be integrated into the curriculum; important principles and processes of media and digital literacy. Course also explores the use of adaptive technology. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship. [Computer Science/Digital Fluency Education elective]
Credits: 3
Every Fall

LIS 728 K-12 Literature
A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school or K -12 library. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and ways in which the titles can be integrated as the content and vehicle to master curriculum standards. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.
Credits: 3
Annually

LIS 729 Young Adult Sources and Services
A survey of adolescents and their reading with special emphasis on books written especially for 12-18 years old. The readings will include material emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Topics include: programming, applying new technology, advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. Students will attain skills in providing library services for the young adult population, including information and referral.
Credits: 3
Annually

LIS 732 History of The Book
Current theoretical and historical approaches to understanding the impact of printing and the book in western culture. Students gain first-hand experience with the intellectual tools of the book historian's trade, including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.
Credits: 3
Rotating Basis

LIS 733 Early Childhood and Children's Sources and Services
A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and challenges of bringing books to children are also discussed.
Credits: 3
Rotating Basis

LIS 734 Government Information Resources
Study and evaluation of information products, services, and sources available at all levels of government. Topics include: the Depository Library Program, the Government Printing Office, Superintendent of Documents, and the operations of these services. Government information access at the federal, state, regional, and local levels will be examined, with discussion focusing on access protocol, privacy, and public policy. Intensive practice in searching, retrieving, organizing, and analyzing government documents will be provided.
Credits: 3
On Occasion

LIS 735 Storytelling & Folk Literature
Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.
Credits: 3
Rotating Basis

LIS 737 Serving Diverse Populations
Services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.
Credits: 3
Rotating Basis

LIS 741 Public Libraries
A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.
Credits: 3
Annually

LIS 744 Academic & Special Libraries
Overview of the working, organization, operation, and management of both academic and special libraries, with emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services, personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.
Credits: 3
Rotating Basis

LIS 755 Information Technologies and Society
A study of information technologies and their impact on society. Topics include: the historical development of information technologies; the perspectives of different disciplines; and the social, economic, political and cultural effects of contemporary information technologies.
Credits: 3
On Occasion

LIS 763 Metadata For Digital Libraries
Application of standards and rules for the construction of cataloging and classification tools and records, especially in digital environments. Overview of the concepts of knowledge organization, with special focus on challenging online environments, such as archival and special collections and digital collections on the Internet.

Additional topics include: metadata formats, descriptive details for different forms of materials, entry and access points, and authority control functions.
Credits: 3
Annually

LIS 770 Information Representation & Retrieval
Fundamentals of information representation and retrieval (IRR) with an initial focus on the principles, concepts and techniques of information representation for the purpose of information retrieval in the digital environment. After the structure and components of information retrieval (IR) systems are introduced, discussions and hands-on sessions will be conducted on IR language, techniques and approaches. The human dimension in and evaluation of IRR systems are also examined. A brief overview of artificial intelligence (AI) in IRR concludes this course.
Credits: 3
On Occasion

LIS 774 Information Seeking Behavior
An examination of the psychological factors influencing people and their use of information. Students will study the social, behavioral, and interaction components that exist between people and the information systems and services they access and use. Students will analyze established theory in the field via scholarly reading and case studies, and will examine empirical data on information seeking behavior. Students will also observe information use in the field to develop a better understanding of the factors influencing information seeking.
Credits: 3
On Occasion

LIS 775 Technical Services Operations and Systems
An examination of library systems in terms of their strategic support of both public and technical services. Topics include acquisition systems, online collection building, bibliographic control, serials management, vendor contracts and licenses, and integrated library systems. Students will have the opportunity to examine back end aspects of library information systems from both a management and implementation perspective.
Credits: 3
Rotating Basis

LIS 785 Mentoring Experience (Dual Degree candidates)
For Dual Degree candidates only. Mentees are assigned a mentor from the NYU Libraries when they are accepted into the dual degree program. Mentors and mentees work together to develop an initial learning contract which is reviewed each semester. A management module is included as part of the mentorship. This class takes place over the first 2 semesters of the Dual Degree experience.
Credits: 4
Every Fall

LIS 901 Special Topics
A special topic not covered in the regular curriculum is explored in-depth. Students are limited to 6 credits of 901 courses.
Credits: 3
Rotating Basis

Palmer School Ph.D. Courses

DIS 801 Information Access and Systems
Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information storage and retrieval, systems analysis and design, and human computer interaction.
Credits: 3
Annually

DIS 803 Information Studies and Services
This course is an overview of the foundations, topics and issues in information studies and services including current research in information and society, information policy, information services and organizational information management.
Credits: 3
Annually

DIS 805 Research Methods I
Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.
Credits: 3
Annually

DIS 807 Research Methods II
Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.
Credits: 3
Annually

DIS 810 Seminar in Knowledge Organization
This course is the identification and study of problems in knowledge organization, with close attention to theory building through research. The emphasis in the course is on autonomous student investigation, writing and discussion. Students conduct original research and report the results in the class. The course also includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and the design of bibliographic retrieval systems.
Credits: 3
Rotating Basis

DIS 812 Seminar on Information Retrieval
Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR and evaluation. Research in the field, with an emphasis on identifying additional topics for further study.
Credits: 3
Rotating Basis

DIS 815 Seminar in Information Systems: Theories, Paradigms, and Method
Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.
Credits: 3
Rotating Basis

DIS 816 Seminar in Human-Computer Interaction
Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development of information systems. Emphasis will be on various theoretical paradigms and cognitive frameworks assumed in HCI studies, as well as usability design and evaluation studies. Research in the field is discussed with an emphasis on identifying additional topics for further study.
Credits: 3
Rotating Basis

DIS 820 Seminar in Information Policy and Services
This course is an investigation of historical context and current policy agenda with attention to social, political, and economic issues along with the policy implications of the electronic environment particularly the Internet, the World Wide Web and development of the National Information Infrastructure. In this course, the focus is on stakeholders in policy development and implementation; the economics of information and the valuing of information; new information technologies; the role of the legal system; federal, state, and municipal roles and responsibilities; and the international arena for information policy.
Credits: 3
Rotating Basis

DIS 822 Information and Society
The course covers the complexity of the

interrelationship between information and information technologies and society. By utilizing the work of several of the classic thinkers of the 1930s, 40s and 50s (Mumford, Ellul and Gideon)and moving to more modern approaches such as the social constructivist approach of the Society for the History of Technology, the course will investigate the social effects of the use of technology and information, the economics of information and the social and political aspects of information.
Credits: 3
Rotating Basis

DIS 824 Information Services
This course addresses information services from the perspective of institutions dedicated to producing or sharing information; e.g., publishers, schools, libraries, museums, bookstores and research firms. The course covers the impact of electronic formats on all of these. The course provides a reexamination of traditional values and the reshaping of such services as the finding of information, publishing or providing access to it, and the teaching, editing and interpretation of ideas.
Credits: 3
Rotating Basis

DIS 826 Organizational Information Management
Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing and data mining.
Credits: 3
Rotating Basis

DIS 880 Dissertation Research
The course is the process of the student's dissertation research, upon approval, leading to the successful defense of the dissertation proposal and final dissertation. All current students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy. Students must take a MINIMUM of 12 credits of Dissertation Research.
Credits: 1 to 6
Every Fall, Spring and Summer

DIS 880A Dissertation Research
This selection is made if a student needs financial aid. The course is the process of the student's dissertation research, upon approval leading to the successful defense of the dissertation proposal and final dissertation. Students will need to register for 3 credits of DIS 880A for each Fall and Spring semester in order to qualify for financial aid.
Credits: 3
All Sessions

DIS 899 Independent Study
The course is an in-depth exploration of a subject that is not covered in the formal curriculum at the doctoral level. The study may be conducted under the direction of an approved instructor inside or outside of LIU. The study must include a comprehensive and analytical review of the literature.
Credits: 3
All Sessions

SCHOOL OF NATURAL AND LIFE SCIENCES

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

The master's degree program in biology affords students the opportunity to engage in world-class research alongside acclaimed professors, with state-of-the-art facilities and challenging, dynamic curricula. The M.S. in Biology is designed to prepare you for research, teaching and other disciplines within biology, which may lead you toward entry into a medical, dental or veterinary school, as well as for a wide variety of rewarding careers. Students may choose either a thesis (30 credits) or non-thesis (36 credits) option as part of the degree requirements.

ADMISSION REQUIREMENTS

Apply to LIU Post at www.liu.edu/cwpost/onlineapp. Applicants to graduate programs at LIU Post must have a bachelor's degree or equivalent. Applicants must provide undergraduate transcripts, personal statements and application fees (non-refundable). For more information on the application process, visit the Office of Graduate Admissions at www.liu.edu/cwpost/admissions.

A candidate for admission must submit his or her credentials to the Graduate Admissions Office for review by the Biology Graduate Committee, which may, subsequently, require a personal interview. The applicant should have completed at the undergraduate level: six semesters of biology; one year of college calculus; one year of general chemistry, one year of organic chemistry; and one year of college physics. In addition, a minimum grade point average of 2.75 in the major is required. A candidate whose credentials satisfy all of the above requirements, as well as university admissions requirements, may be accepted as a fully matriculated student.

A student may be accepted on a limited matriculant basis if his or her credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after the removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of C- or better and will not be credited toward degree requirements. Courses may also be taken on a non-matriculant basis. A non-matriculant may apply for matriculant status after he or she completes at least 12, but no more than 18, graduate biology credits provided that his or her cumulative grade point average is 3.00 or better. At least half of these credits must be from among the foundation courses. Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C- or better.

ACADEMIC POLICIES

Upon acceptance into the biology graduate program, the student should make an appointment to meet with the Biology Department's graduate director. During this meeting, the student and counselor will discuss degree requirements and complete a tentative Plan of Study and registration forms.

As soon as possible after matriculation, a student planning on completing the thesis option should select a mentor to aid in choosing a thesis topic and completing a thesis that must consist of original research. Students choosing the thesis option and planning on going on to further graduate study are strongly urged to take an additional six credits of course work.

Each grade below B- is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson. Questions concerning the graduate program should be taken to the graduate director.

A maximum of six biology credits may be accepted as transfer credits from other schools, but these courses may not be applied toward the M.S. in Biology without prior written approval from the department chairperson. Limited modifications in the required courses may be made with the approval of the department chairperson and graduate director.

M.S. in Biology

{Program Code: 85058}

Students must choose a capstone option (Non-Thesis or Thesis).

Non-Thesis Option Requirements

Required Biology Seminar Course

BIO	500	Biology Graduate Seminar	1.00

Students must complete at least 35 credits in Biology (at least 20 credits in Foundation Courses and the remainder in Elective Courses).

Required Biology Foundation Courses

At least twenty credits of the following:

BIO	500	Biology Graduate Seminar	1.00
BIO	501	Population Ecology	3.00
BIO	503	Modern Concepts of Evolution	3.00
BIO	505	Sources in Biological Research	3.00
BIO	506	Experimental Behavioral Ecology	4.00
BIO	510	Molecular Biology	4.00
BIO	513	Biological Chemistry	3.00
BIO	518	Ecology	4.00
BIO	520	Cell Biology	3.00
BIO	525	Eukaryotic Genetics	3.00
BIO	528	Developmental Biology	3.00-4.00
BIO	609	Marine Ecology	3.00

Elective Biology Courses

Remainder of 35 credits from all BIO courses excluding BIO 707 and 708

Thesis Option Requirements

Required Biology Seminar Course

BIO	500	Biology Graduate Seminar	1.00

Students must complete at least 23 credits in Biology (at least 14 credits in Foundation Courses and the remainder in Elective Courses) and 6 credits in thesis work.

Required Biology Foundation Courses

At least fourteen credits of the following:

BIO	500	Biology Graduate Seminar	1.00
BIO	501	Population Ecology	3.00
BIO	503	Modern Concepts of Evolution	3.00
BIO	505	Sources in Biological Research	3.00
BIO	506	Experimental Behavioral Ecology	4.00
BIO	510	Molecular Biology	4.00
BIO	513	Biological Chemistry	3.00
BIO	518	Ecology	4.00
BIO	520	Cell Biology	3.00
BIO	525	Eukaryotic Genetics	3.00
BIO	528	Developmental Biology	3.00-4.00
BIO	609	Marine Ecology	3.00

Elective Biology Courses

Remainder of 23 credits from all BIO courses

excluding BIO 707 and 708

Required Thesis Courses

All of the following:

BIO	707	Thesis Research	3.00
BIO	708	Preparation of Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 36 (Non-Thesis Option), 30 (Thesis Option)
Minimum Major GPA: 3.00

M.S. in Genetic Counseling

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

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

The M.S. in Genetic Counseling is dedicated to training a diverse group of students to become leaders in the field of clinical genetics. We believe in embracing a supportive and collaborative atmosphere between our students and faculty. Our program is the first of its kind on Long Island and is accredited by the Accreditation Council for Genetic Counseling.

APPLICATION AND ADMISSION REQUIREMENTS

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

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

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

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

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or fieldwork will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification, or registration process.

M.S. in Genetic Counseling

{Program Code: 33453}

Required Genetic Counseling Courses

All of the following:

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

Required Co-Related Courses

All of the following:

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

Required Clinical Genetics Rotations

Four of the following:

ATCG	702	Clinical Genetics Rotation	0.00

Required Thesis Course

ATCG	708	Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 49
Minimum Major GPA: 3.00

Biology Courses

BIO 500 Biology Graduate Seminar
This once-a-week seminar ranges over the entire spectrum of biological science. Invited speakers and departmental staff members speak earlier in the semester; later in the semester, each student enrolled in the course presents a short seminar based on library research on some topic in biology. Regular attendance and the submission of a thorough annotated bibliography on the student's seminar topic are required. This course may be taken as many as three times.
Credits: 1
Every Fall and Spring

BIO 501 Population Ecology
This course considers the ecology of populations with emphasis on structure, dynamics, demography and on the behavioral responses of organisms to variable environments.
Credits: 3
On Occasion

BIO 502 Advanced Microscopy
This course focuses on the study of microscopic technique including the theory and use of the scanning electron microscope, various types of light microscopy, technical drawing and photography through the microscope, and darkroom/digital micrograph image preparation for publication. Term project required.
Four hours lecture, two hours laboratory.
Credits: 4
On Occasion

BIO 503 Modern Concepts of Evolution
This is a presentation of evidence favoring theories of organic evolution with emphasis on biochemical evolution and population dynamics. Modern genetics and cytology are applied to an understanding of the nature of the evolutionary process.
Credits: 3
On Occasion

BIO 505 Sources in Biological Research
This course is centered on the development of a critical facility as active readers of the primary scientific literature. Historical materials are initially employed as a starting point for critiquing experimental design, assessing modes of data presentation, and analyzing conclusions drawn from experimental evidence. The course progresses to in-depth analyses of current primary-source research publications. Student presentations and original student-generated protocols and experimental design, with emphasis on the formulation of productive scientific questions, the internal logic of the experimental approach, and appropriate experimental design and controls, will constitute the final portion of the course. May be used to fulfill literacy requirement for Adolescence Education students at the M.S. level.
Credits: 3
On Occasion

BIO 506 Experimental Behavioral Ecology
This course focuses on active investigations of aspects of behavioral ecology including mate choice, intrasexual competition, territoriality, parental division of labor, aggression, foraging and communication. Students work in small research teams and learn to construct hypotheses, design experiments to test them and analyze data statistically to draw conclusions. Experiments are conducted over several class periods. Four research projects are conducted during the semester that concentrate on topics listed above, and make use of a variety of vertebrate and invertebrate animals. Students write research papers and review and critique peer-written research reports.
Four hours lecture, two hours laboratory.
Credits: 4
On Occasion

BIO 510 Molecular Biology
Macromolecular structures including collagen and chromosome, DNA function including replication, information transfer including gene regulation, gene exchange and rearrangements including transposons are to be considered with special emphasis on recombinant DNA technology.
Three hours lecture, three hours laboratory.
Credits: 4
On Occasion

BIO 513 Biological Chemistry
This course is an inquiry into the chemistry of amino acids, proteins and lipids. Enzymes and their role in cytoplasmic carbohydrate metabolism and fatty acid synthesis are discussed. The role of the mitochondrion, especially the Krebs cycle and oxidative phosphorylation, is explored.
Same as BMS 513.
Prerequisite of Organic Chemistry is required.
Credits: 3
Every Spring

BIO 514 Biochemical Genetics
Students will review metabolic pathways and the structure and function of nucleic acids, carbohydrates, lipids, amino acids and proteins. This course will focus on the biochemistry of genetic disorders resulting in metabolic problems with the processing and storage of amino acids, proteins, lipids, carbohydrates and nucleic acids.
Credits: 3
Every Fall

BIO 518 Ecology
This summer, field-oriented course studies organisms in their physical environments, natural communities, ecosystems and evolutionary ecology. Study sites range from beach dunes and salt marshes to mixed upland woods.
Three hours lecture, three hours laboratory.
Credits: 4
On Occasion

BIO 520 Cell Biology
This course is an intensive survey of cellular life and function, emphasizing cellular organelle and function and its integrated role in total cell function.
Credits: 3
On Occasion

BIO 525 Eukaryotic Genetics
This advanced study of genetics assumes a basic understanding of genetic principles. The course addresses some of the current issues in genetics gene mapping, gene regulation, genetic structure through reading of historical and current scientific literature. Students use statistical and computer methods of genetic analysis to map genes and analyze DNA sequences.
Same as ATCG 613.
Credits: 3
Every Fall

BIO 528 Developmental Biology
In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods. The main model animal systems presented in the laboratory will be avian (chicken) and mammalian (pig) embryos whose development reflects that of humans.
Same as ATCG 628 (lecture only).
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
Credits: 3 to 4
Every Fall

BIO 609 Marine Ecology
This course involves summer field studies in marine and estuarine ecology with consideration of sampling methods and data treatments.
Two hours lecture, two hours fieldwork.
Credits: 3
On Occasion

BIO 700 Special Problems in Biology
In this course, the student explores a research problem under the guidance of a member of the biology faculty. Research project requires approval of the Biology department chairperson and the mentor. Credits to be determined with approval of the Biology department chairperson and the research mentor.
Credits: 1 to 3
Every Semester

BIO 701 Design and Analysis in Biological Research
The class is intended to provide a broad understanding of the application of statistical

procedures to the analysis of scientific data. The emphasis is on the scientific method and hypothesis testing, especially the relationship between experimental design and data analyses. The course is not intended to teach statistical procedures, but rather to help the student understand the relationships among experimental design, data distributions, and proper statistical treatments. The goal is for students to improve their ability to read, comprehend, and critically review relevant scientific literature in their field. Students planning to do research oriented theses will also gain the background required to design scientifically sound experiments. This course can be repeated for credit.
Credits: 2
On Occasion

BIO 707 Thesis Research
This courses is open only to matriculated students. Approval of department chairperson and mentor is required. In this course, the student selects a thesis topic which the student completes under the supervision of a faculty member.
Credits: 3
Every Fall, Spring and Summer

BIO 708 Preparation of Thesis
This courses is open only to matriculated students. Approval of department chairperson and mentor is required. In this course, the student selects a thesis topic which the student completes under the supervision of a faculty member.
Credits: 3
Every Fall, Spring and Summer

BIO 700 Special Problems in Biology
In this course, the student explores a research problem under the guidance of a member of the biology faculty. Research project requires approval of the Biology department chairperson and the mentor. Credits to be determined with approval of the Biology department chairperson and the research mentor.
Credits: 1 to 3
Every Semester

Genetic Counseling Courses

ATCG 600 Issues Confronting Genetic Counselors: Principles, Theories and Practices
This course is designed to expose students to issues confronting genetic counseling from a counseling perspective. The student will explore the counseling contexts and situations that genetics counselors are likely to face. Issues in multicultural genetic counseling, use of interpreters and diversity and equity in healthcare are also covered. In consonance with these needs students will learn the skills that are necessary to gather an accurate and relevant family history. They will explore the genetic counselor's role in working in different sub-specialities with clients who are depressed or grieving.
Credits: 3
Every Fall

ATCG 601 Clinical Genetics in Practice I
This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. It is important that students understand a historical overview of the profession as they learn the procedures for obtaining a pedigree, helping clients understand diagnoses, determining risks, accessing the need for psychosocial support and exploring diverse counseling theories. The focus of this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include prenatal genetics and infertility genetics.
Credits: 3
Every Fall

ATCG 602 Clinical Genetics in Practice II
This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. There are psychosocial and scientific aspects to every task a genetic counselor must perform. Focus in this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include, cardiology genetics, pediatric genetics, newborn screening and Bayesian risk calculations.
Prerequisite of ATCG 601 is required.
Credits: 3
Every Spring

ATCG 603 Clinical Genetics in Practice III
This course will focus on the legal and ethical issues in the practice of genetic counseling and clinical genetics. This course will address some of the most common legal and ethical challenges face in genetic counseling. Specific topics include ethical principles in medicine, eugenics, legalities and ethics of dealing with confidentiality, elective pregnancy termination, pre-implantation genetic diagnosis and other assisted reproductive technologies, genetic discrimination, gene patenting regulation of genetic testing, appropriate use of new genetic technologies, human subjects in research and wrongful birth/wrongful life.
Pre requisite of ATCG 602 is required.
Credits: 2
Every Fall

ATCG 604 Clinical Genetics in Practice IV
This course deals with the current state of the genetic counseling profession including licensure, billing and reimbursement, professional relationships, professional organizations, supervision and non-traditional roles. It will provide a review of topics, address presentation skills and prepare students for the ABGC Board exam.
Pre requisite of ATCG 603 is required.
Credits: 3
Every Spring

ATCG 610 Cytogenetics
This course will introduce topics of chromosomal structure and function, chromosome abnormalities and their clinical presentations, chromosomal basis of cancer and cytogenetic laboratory techniques.
Credits: 3
Every Fall

ATCG 613 Molecular Genetics
This class will emphasize understanding of the applications of the emerging techniques in molecular biology as they apply to genetics. Special emphasis will be given to topics important to biomedical applications and to those presenting ethical considerations. Due to the rapidly changing nature of this field, all class materials will be derived from primary, non-textbook literature.
Credits: 3
Every Fall

ATCG 615 Cancer Genetic Counseling
This course will provide in-depth discussion of cancer genetics with a focus on clinical knowledge and skill development of the genetic counselor working in this speciality.
Credits: 2
Every Fall

ATCG 625 Clinical Applications of Genomic Medicine
This course will provide in-depth discussion of molecular genetics and genomics with a focus on clinical knowledge and skill development of the genetic counselor. It will focus on preparing genetic counselors to be able to feel comfortable working in multiple specialties where genetic/genomic tests are being used to impact clinical management and/or treatment.
Pre requisite: 2nd year graduate student in LIU Post Genetic Counseling Program, all first year courses completed satisfactorily
Credits: 3
Every Fall

ATCG 628 Human Development
In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods.
Credits: 3
Every Fall

ATCG 668 Genetic Counseling Pre-Practicum
This is an entry level counseling laboratory course designed to provide basic fundamental communication skills training to prospective counselors in the genetic counseling program. Students are expected to gain an understanding of the role of the genetic counselor and the counseling process itself and how to establish an effective

therapeutic alliance and environment. Students will also develop fundamental foundation communication skills and basic counseling strategies. The main emphasis and focus of the course is on practical experience in a counseling environment. Students will participate in role-plays, recording of counseling sessions with a client, as well as, simulated practice counseling sessions.
Pre requisite of ATCG 600 is required
Credits: 3
Every Spring

ATCG 669 Genetic Counseling Practicum
This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Students will participate in role-plays and will participate in peer critique in a supervised and positive learning environment.
Fall (2nd Year).
Pre requisite of ATCG 668 is required.
Credits: 3
Every Fall

ATCG 701 Design and Analysis in Genetics Research
This course is designed to help students develop the background knowledge and skills needed to successfully complete the research project requirement for the genetic counseling program. The course will be offered in the spring of the first year and the fall semester of the second year of the program. In the spring semester, the following topics will be covered: research project requirements and timeline, the research process: identifying a project topic and mentor, genetic counselors' role in research, literature searches, approach to writing a literature review, RefWorks and technical writing. In the fall semester, the following topics will be covered: developing the research project: hypothesis, materials and methods, choosing your study population and sampling methods; approach to statistical methods, qualitative research design, survey design and presentation methods.
Credits: 2
Every Fall and Spring

ATCG 702 Clinical Genetics Rotation
Field-based rotations in clinical genetics.
Prerequisite of a major in Genetic Counseling M.S. program is required.
Credits: 0
Every Fall, Spring and Summer

ATCG 708 Capstone Project/Thesis
This course is open only to matriculated students. In this course, the student executes a proposed final project or thesis topic which the student completes under the supervision. Written and oral presentations are required.
A pre requisite of ATCG 701 is required.
Credits: 3
Every Spring

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

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

Management Engineering M.S.

The Master of Science degree in Management Engineering (MGE) aims to prepare students for professional careers in the management of technology, innovation, and engineering in various domains. It provides students with the frameworks and tools for effective decision making and the oversight of organizational resources, processes and systems.

Management Engineering M.S.

M.S. in Management Engineering

{Program Code: 07014} {HEGIS: 0913}

Required Management Engineering Courses

MGE	501	Engineering Economic Analysis I	3.00
MGE	521	Project Management Principles	3.00
MGE	523	Quality and Process Improvement	3.00
MGE	525	Communications and Stakeholder Management	3.00
MGE	611	Engineering Cost Analysis	3.00
MGE	505	Statistics and Data Analysis for Engineers	3.00
MGE	503	Technical Communications	3.00
MGE	629	Human Resource Management & Administration	3.00
		Three (3) approved electives	9.00

Required Management Engineering Comprehensive Experience Practicum:

MGE	695	Practicum	3.00

Credit and GPA Requirements

Minimum Total Credits: 36 Credits

Minimum GPA: 3.0

Management Engineering Courses

MGE 501 Engineering Economic Analysis I

This course discusses the development of quantitative foundations upon which engineering decisions are based. Topics include: engineering economic analysis, developing and evaluating cost effective programs, introduction to statistical decision-making and hypothesis testing. Systems are carried through to the preparation of financial statements as they relate to the technical project.

Credits: 3

Alternate Fall

MGE 521 Project Management Principles

This course presents an overview of the basic principles of project management: planning, definition of work requirements, quality and quantity of work, definition of needed resources, progress tracking, comparison of actual to predicted outcomes, analysis of impacts and change management. Appropriate productivity software will be introduced.

Credits: 3

Alternate Spring

MGE 523 Quality and Process Improvement

This course addresses the identification, documentation and evaluation of the Project Management process, the metrics involved in that process and a discussion of various models of quality management. Emphasis will be on the integration of process and product improvement.

Co-requisite of MGE 521 is required.

Credits: 3

Alternate Fall

MGE 525 Communications and Stakeholder Management

This course examines the people side of the interdisciplinary project team: leadership; hiring, training, and evaluating of personnel; and technical communications within the project team, with the organization's managers, outside vendors, suppliers, and other project stake-holders.

A pre or co requisite of MGE 503 and MGE 521 are required.

Credits: 3

Alternate Spring

MGE 593 Systems Methodology for Management Engineering

This integrating course for management engineering emphasizes the set of systems-based methods used to define and intervene in technical problem and opportunity situations. Topics include: comparison of hard and soft systems thinking, practical applications using case studies, and principles of creative thinking used to develop research and development strategies.

Prerequisite of MGE 521, 523, 525 is required.

Credits: 3

On Occasion

MGE 605 Engineering Statistics and Applications

This course discusses the application of probability and statistical decision theory to the solution of management engineering problems. Topics include the uses and functions of random variables, probability distributions, point and interval estimation, hypothesis testing, regression, and techniques in the use of statistical decision theory for problem solving.

Credits: 3

On Occasion

MGE 611 Finance for Engineering Cost Analysis

This course explores the use of the basic cost system in constructing cost estimates and in reporting and controlling costs and the effect of cost studies on managerial decisions. Advanced topics in cost systems include: approaches to allocation, cost variance analysis, cost-volume profit relationships, responsibility accounting and management control, sales and production mix, capital budgeting, profit planning and applications of quantitative management science techniques.

Credits: 3

Alternate Fall

MGE 627 Project Risk Management

This course explains how to identify, analyze, mitigate and monitor the various risks involved in any project. The different categories of risks associated with a project (technical, performance, scope, schedule, cost) will be examined. Also discussed are the particular risks involved in procurement and sub-contracting. Appropriate productivity software will be introduced.

Prerequisite of MGE 621 is required.

Credits: 3

On Occasion

MGE 629 Human Resource Management

This course examines the people side of the interdisciplinary project team. Topics include: development of a project human resource plan, team building, hiring, firing, development, personnel evaluation and organizational behavior.

Credits: 3

Alternate Spring

MGE 695 Project Management Practicum
This course is a capstone course that serves as a comprehensive experience and integrates theory and implementation of qualitative and quantitative elements of project management. Stress is on the practical tools and application of planning, budgeting, staffing, scheduling, and operations research involved in complex engineering programs and projects.

Dept. Permission required. Successful completion of this course requires a grade of B or higher.
Credits: 3
Alternate Spring

MGT 503 Technical Communication
This course covers various forms of written and oral communications for technical practitioners and managers. Students are required to build a technical communication portfolio consisting of successful examples such as definitions, descriptions, procedures and specifications on the technical side and also will include memos, e-mails, reports and decision support research for the business related aspects of the technical manager's role. Students will be responsible for creating and presenting various technical and managerial topics.
Credits: 3
Alternate Spring

MGT 509 Cost Fundamentals
This course represents the fundamentals of industrial cost systems from a management engineering view including data sources, collection and recording; cost analysis and prediction; allocation of indirect and joint costs; and the preparation and use of budgets. Job order, process and standard cost systems are investigated. The systems are carried through to the preparation of financial statements.
Credits: 3
On Occasion

DEPARTMENT OF DIGITAL ENGINEERING

The Department of Digital Engineering and Artificial Intelligence offers both a BS and an MS in Artificial Intelligence. Not only are these degrees timely and market relevant, but students graduating with these degrees will enter a burgeoning job market with attractive salaries and interesting job opportunities.

M.S. in Artificial Intelligence

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

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

Artificial Intelligence, M.S. Requirements

MS in Artificial Intelligence Requirements

Choose four of the following Core Module Courses:

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

Choose two of the following Specialization Courses:

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

The following two courses are required:

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

MS in Artificial Intelligence Electives/Thesis Options

Choose one of the following options:

6 credits of graduate electives in Artificial Intelligence or Computer Scieince

OR

Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 30
Minimum Total Credits (Non-Thesis Option): 30
Minimum Major/Overall GPA: 3.0

Artificial Intelligence Courses

AI 602 Programming in Python
This course introduces problem solving, algorithmic design, and implementation using the Python programming language. Topics include fundamental data types and associated collection types, I/O processing, conditional and loop constructs, and functions. These foundations are complemented by a thorough introduction to object-oriented programming, including selected advanced features of both paradigms. Throughout, good programming style and sound software development practices are emphasized.

Three credits; three hours lecture, one hour laboratory.
Credits: 3
Every Fall and Spring

AI 632 Algorithms and Data Structures in Python
A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 602 is required.
Credits: 3
Every Fall and Spring

AI 680 Artificial Intelligence: Present and Future
AI systems now outperform humans on tasks that were once taken to show great intelligence when undertaken by people (for example, playing chess). How far can this go in the future? What are the assumptions behind different approaches to AI? What dangers can there be from AI systems, and how should AI practitioners take these into account? The course gives a quick overview of the background of contemporary work in symbolic AI, and looks at the relationship between statistical and two logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys state-of-the-art AI systems and techniques in various subfields (e.g., agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning).

Three credits; three hours lecture, one hour laboratory.
Credits: 3
Every Fall and Spring

AI 681 Machine Learning & Pattern Recognition
This graduate course covers some fundamental theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence, clustering, recognition with strings, and small sample-size problems.

Three credits; three hours lecture, one hour laboratory.
Credits: 3
Every Fall and Spring

AI 682 Data Mining and Exploration
This course covers modern techniques for analyzing, interpreting, visualizing, and exploiting data in scientific and commercial environments. Building on machine learning foundations, students apply methods to real-world datasets, study data visualization techniques, and engage with case studies drawn from current practice. A mini-project on a real-world dataset is required.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Fall and Spring

AI 683 Statistical Learning
This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides in-depth coverage of supervised learning from data with focus on regression and classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.

Three credits; three hours lecture, one hour laboratory.
Credits: 3
Every Fall and Spring

AI 686 Automatic Speech Recognition
The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Fall

AI 687 AI and Machine Learning in Bioinformatics
The digital revolution has seen a dramatic increase in data collection in various disciplines of health sciences. The challenge is especially pronounced in the biomedical space, where whole genome sequencing and other high-throughput technologies generate enormous, highly complex datasets. Machine learning approaches are necessary to gain insights from these data and to train sophisticated models under the context of artificial intelligence. The course addresses various topics in machine learning as applied to the genomic revolution, with emphasis on algorithms that recognize patterns in biological sequences and data — including transcription start sites, regulatory and non-coding regions, gene expression profiles, and protein interaction networks.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Spring

AI 688 Image and Vision Computing
The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Spring

AI 689 Computational Neuroscience, Cognition and Artificial Intelligence
The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis is

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

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
On Occasion

AI 698 Thesis I
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

AI 699 Thesis II
Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.
Credits: 3
Every Fall and Spring

AI 700 Applicable Deep Learning
Deep learning algorithms learn layered, high-level representations of data to maximize performance on a given task — a paradigm behind recent advances in speech recognition, computer vision, and natural language processing. This course covers the theoretical foundations of deep learning, the design of neural network architectures including convolutional networks and recurrent networks (RNN/LSTM), and modern training techniques such as Adam, Dropout, and BatchNorm. Students will apply these methods to case studies across domains such as healthcare, autonomous driving, and natural language processing, implementing models in Python, and will develop skills in leading machine learning projects from design to deployment. The course culminates in a capstone project.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 681 is required.
Credits: 3
Every Fall and Spring

AI 701 Intelligent Autonomous Robotics
This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming-intensive course which requires team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 688 and AI 700 is required.
Credits: 3
On Occasion

AI 790 Special Topics in Artificial Intelligence I
A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.
Three credits; one-hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
Every Fall and Spring

AI 791 Special Topics in AI: 2
A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.

Three credits; three hours lecture, one hour laboratory.
A pre requisite of AI 680 and AI 681 is required.
Credits: 3
Every Fall and Spring

SCHOOL OF PROFESSIONAL ACCOUNTANCY

The School of Professional Accountancy holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the school prepares students for careers as accountants, auditors, forensic accountants, tax preparers, estate and financial planners, and more. The curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State. The courses in the graduate program in accountancy are fully online. The School is part of the College of Management, which is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

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

M.S. in Accountancy

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

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

M.S. in Accountancy

{Program Code: 06982} {HEGIS: 0502}

Required Professional Accounting Courses

Students must complete all of the following (21 credits)

ACC	742	Financial Statement Analysis	3.00
ACC	750	Advanced Accounting Information Systems	3.00
TAX	620	Tax Accounting	3.00
ACC	720	Not-for-Profit Entity Accounting	3.00
ACC	753	Advanced Auditing and Data Analytics	3.00
ACC	754	Forensic Accounting	3.00
ACC	790	Accounting Seminar	3.00

Elective Graduate Accounting & Taxation Courses

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

Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above.

TAX	625	Federal Taxation of Estates, Gifts and Trusts	3.00
TAX	726	Tax Strategies and Business Decisions	3.00
TAX	729	State & Local Taxation	3.00
TAX	760	Tax Research	3.00
TAX	762	Procedures and Practices in Federal Taxation	3.00
TAX	771	Corporate Taxation	3.00
TAX	772	Corporate Reorganizations and Consolidations	3.00
TAX	773	Consolidated Returns	3.00
TAX	774	Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning	3.00
TAX	775	Partnerships and Limited Liability Entities	3.00
TAX	776	Subchapter S Corporations	3.00
TAX	777	Estate Planning	3.00
TAX	778	Advanced Partnerships and Limited Liability Entities	3.00
TAX	779	Tax Exempt Organization	3.00
TAX	780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX	788	International Taxation	3.00
TAX	791	Independent Study (Director's Permission)	3.00

Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.00

Accounting and Business Law Courses

ACC 720 Not-for-Profit Entity Accounting
This course provides an in-depth study of the accounting for government and other nonprofit organizations. The course focuses on the various governmental funds and group of accounts of these public entities. In addition, attention is given to other nonprofit organizations such as colleges, universities, and hospitals.
Credits: 3
Annually

ACC 742 Financial Statement Analysis
This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problems areas.
Credits: 3
Every Fall

ACC 750 Advanced Accounting Information Systems
This course provides an advanced examination of emerging technologies that directly impact on the design, selection, and maintenance of accounting information systems (AIS) and on other aspects of the role of auditors, tax practitioners, and forensic accountants. Topics and projects assigned include data analytics and visualization applications, XBRL applications, Blockchain technologies, cloud computing, data security, and state of the art AIS related technologies.
Credits: 3
Every Fall

ACC 753 Advanced Auditing and Data Analytics
This course provides an advanced review of assurance services, an in-depth analysis of auditing data analytics software and applications, and hands-on experience with a simulated audit. Students study current and emerging applications of assurance services. The course also focuses on the collection and evaluation of evidence using statistical sampling techniques and hands-on computer assisted audit tools and techniques(CAATTs).
Credits: 3
Every Spring

ACC 754 Forensic Accounting
The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to, investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered.
Credits: 3
Every Fall

ACC 790 Accounting Seminar
This course examines current trends in accounting and the accounting profession. Events in accounting, auditing, and taxation are analyzed in the context of business, nonprofit, and governmental environments. Special topics include sustainability accounting and reporting, and financial literacy skills pertinent to the practitioner. Particular interests of students are discussed early in the semester and incorporated into future weeks of the semester topics. Active participation in weekly in-class discussions is mandatory.
Prerequisite of Completion of Accounting Core Courses is required.
Credits: 3
Every Spring

GBA 521 Financial Accounting and Reporting
This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.
MBA Students only.
Credits: 3
Annually

TAX 620 Tax Accounting
This course will provide the participant with an in-depth analysis of the Code, Regulations, Rulings and Cases governing tax accounting issues. Areas covered include accounting periods and methods (including cash, accrual and installment sales), inventory rules, debt-forgiveness, time-value of money concepts and required adjustments for changes in accounting methods. Materials are introduced via lecture, open class discussion and review of selected case studies.
Credits: 3
Annually

TAX 729 State & Local Taxation
In-depth analysis of Nexus, Uniform Division of Income for Tax Purposes Act, the unitary principle, the multi-state taxes compact regulations and P.L. 86-272. Various landmark Supreme Court decisions pertaining to multi-state taxation are discussed. Emphasis is placed on New York State Income, Franchise and Sales Taxes for those entities doing business in New York State.
Credits: 3
Every Spring

TAX 760 Tax Research
Sources of Legislative, Administrative and Legal precedents are discussed. Utilization of IRS publications, tax reporters, and judicial and statutory authority is explained. An introduction to computer-based tax research tools and techniques is included. Several research projects using these materials are required. Written and oral techniques for presenting research results are discussed. The presentation of three written research papers is required. This course is taught primarily on a distance learning basis. Assignments are prepared on and submitted via the Internet and weekly discussion board questions are discussed. The participant must have access to a computer with Internet access.
Credits: 3
Every Fall and Spring

TAX 762 Procedures and Practices in Federal Taxation
Among topics considered are preparation of tax returns, due dates and extensions, techniques for gathering information and preparation of returns, statute of limitations, tax examinations, appeals procedures in the IRS, request for rulings, collection matters, tax fraud, and professional responsibility of taxpayer's representatives.
Credits: 3
Every Spring

TAX 771 Corporate Taxation
This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.
Prerequisite of TAX 620 & TAX 760 is required.
Credits: 3
Every Fall

TAX 775 Introduction to Partnerships and Limited Liability Entities
A study of the fundamentals of Subchapter K of the Internal Revenue Code and regulations pertaining to the Subchapter. Topics that will be covered are: choice of entity, partnership formations, operations, allocations, distributions, sales and exchanges of partnership interests, and transactions between a partner and a partnership. The tax ramifications of Limited Liability Companies (LLC) and Limited Liability Partnerships (LLP) are discussed.
Prerequisite of TAX 620 & TAX 760 is required.
Credits: 3
Every Spring

TAX 776 Subchapter S Corporations
This course is an in-depth study of the federal tax ramifications of operating the S Corporation. The election, operation, termination and special rules associated with the S Corporation status are

examined. Tax planning for the S Corporation is also emphasized.
Prerequisite of TAX 771 is required.
Credits: 3
Every Fall

TAX 778 Advanced Partnerships and Limited Liability Entities
An in-depth study of certain advanced topics relating to partnerships and limited liability companies. Topics that will be covered include: a detailed analysis of partnership allocation regulations (704(b) and 704(c) regulations) and the sharing of partnership liabilities (752 regulations), the disguised sales rules and some of the more complex areas of Subchapter K (disproportionate distributions, retirement of a partner, etc.).
A pre requisite of TAX 775 is required.
Credits: 3
Every Fall

SCHOOL OF BUSINESS

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

DEPARTMENT OF BUSINESS

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

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

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

The LIU Post MBA program is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB) and housed within one of the best Business Schools as ranked by the Princeton Review and the US News & World Report.

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

{Program Code: 79096} {HEGIS: 0506.0}

Required Core Courses

GBA	520	Economics for Business Decisions	3.00
GBA	521	Financial Accounting and Reporting	3.00
GBA	522	Financial Management	3.00
GBA	523	Management in a Global Society	3.00
GBA	524	Marketing Management	3.00
GBA	525	Statistics For Management	3.00

Required Management Perspective Courses

MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	624	Operations Management	3.00
MBA	625	Global Business: Environment and Operations	3.00

Required Capstone Course

MBA	820	Business Policy	3.00

M.B.A. Elective Courses

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

Students in the shared credit B.S. Accountancy/MBA must take the following two courses as electives:

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

Accounting majors pursuing the shared credit B.S. Accountancy/M.B.A. are encouraged to take three accounting electives from the following courses: ACC 720, ACC 754, ACC 790, TAX 620, TAX 760. They may choose any other ACC, TAX, FIN, IBU, MAN, MIS or MKT 700 level or above courses.

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

Credit and GPA Requirements

Minimum Total Credits: 36-48

Minimum Major GPA: 3.00

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

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

Graduate Business Courses

FIN 704 Financial Reports Analysis
This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problem areas of the business.
Cross-listed with ACC 742
Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

FIN 705 Securities Analysis - Equities
This course focuses on security markets and investment opportunities. Students are exposed to the concepts of market efficiency and risk and return in the context of valuation of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios and the effects of diversification and risk management.
Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

FIN 708 Financial Engineering
This course covers the creation of derivative securities to meet financing needs. This course will explore the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intra-firm factors. Chiefly as a solution to risk management, financial engineering will be explored from both the corporate treasurer's perspective and from the investor's and speculator's perspectives. Recent debt, equity, equity- related and derivative innovations will be examined.
Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

FIN 710 Corporate Mergers and Restructuring Strategies
The aim of the course is to provide understanding of the decisional dynamics and valuation consequences of financial, business, and organizational restructuring by corporate credits. The course prepares students to plan, evaluate, and execute corporate restructuring activities.
Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

FIN 725 Money, Banking, and Capital Markets
This course's main objective is to analyze and understand the principal forces that are shaping the U.S. and world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.
Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

FIN 732 Securities Analysis and Student Investment Fund
Students in this course will build on the theoretical concepts learned in undergraduate finance courses, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities and will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies and will conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors, who have invested the funds to be managed through this engaged learning initiative. Graduate students will gain an understanding of portfolio construction approach and third party manager selection. Graduate students in the course will perform a company valuation using discounted cash flows or dividends as appropriate.
Credits: 3
Every Spring

GBA 520 Economics for Business Decisions
Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the implications of global economic events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and marginal analysis. The course then develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate supply and demand curve, the supply and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.
MBA Students only.
Credits: 3
Every Fall and Spring

GBA 521 Financial Accounting and Reporting
This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.
MBA Students only.
Credits: 3
Annually

GBA 522 Financial Management
This course focuses on wealth maximization and managerial decision making in a global market setting. Basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital are addressed. Topics include the time value of money, valuation and rates of return on securities, financial statement analysis, capital budgeting techniques, as well as cost of capital, capital structure, and leverage considerations.
Prerequisite or co-requisite of GBA 521 or its equivalents is required.
Credits: 3
Every Fall and Spring

GBA 523 Management in a Global Society
This course addresses contemporary global management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces and highlights critical management issues involved in planning, organizing, controlling, and leading an organization. The course focuses on leadership and addresses the complex issue of business ethics inherent in decision making. Students will apply theoretical management concepts to organizational situations with the use of current business headlines and case studies. This synergy of theory and practice will help students gain analytical skills for professional assessments and students will also make research-based oral presentations to further develop their communications skills.
MBA Students only.
Credits: 3
Every Semester

GBA 524 Marketing Management
This course is an analysis of the operations of marketing systems. It familiarizes students with marketing principles and enables them to adapt marketing operations to opportunities in for-profit and non-profit organizations. Focus is placed upon the principal decision components that include market segmentation, marketing research, consumer behavior, product development, promotion, pricing and distribution. International and ethical issues are discussed.
MBA Students only.
Credits: 3
Annually

GBA 525 Statistics For Management
The course is designed to give a fundamental knowledge of the principles, concepts, and techniques involved in the application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as finance, marketing, accounting, management, economics and production. Topics covered include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, statistical inference (estimation and hypothesis testing), and some basic forecasting models including regression.
MBA Students only.
Credits: 3
Every Semester

IBU 704 Management of International Business
This course focuses on the management of multinational enterprises across national borders. The course examines the nature, growth and new directions of direct investments conducted by multinational enterprises, and how they are related to changing economic, technology, social and regulatory conditions. The strategy formulation and execution for international business expansion will be studied via experiential learning of business simulation. Emphasis is on establishing a new business venture via global configurations for sustainable revenues/profits in a dynamic global business environment.
Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.
Credits: 3
Annually

IBU 707 Multinational Business in Emerging Markets
This course is an analysis and discussion of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, economic liberalization and similar concepts and problems of operating in emerging economies.
Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

MAN 703 Project Analysis and Program Management
This course provides a comprehensive analysis of projects in contemporary organizations. The course addresses the basic nature of managing all types of projects: public, business, engineering, information systems, and so on as well as the specific techniques for project management. Topics include: the organization's strategy and project selection, project leadership, project planning, uncertainty and risk management, project budgeting and cost estimation, project scheduling, resource allocation,conflict and negotiation, project monitoring and controlling, project auditing,and project evaluation and termination.
Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

MAN 731 Negotiation Strategy
Negotiation is a central part of personal, career, and organizational strategy. Through the study and practice of negotiation students develop strategic thinking, learn about the psychology of bargaining, explore decision making, and recognize psychological biases. Students develop ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. Through circumspect situational-analysis balancing ethical consideration students refine strategic thinking. Students will build a comprehensive set of skills necessary for success in any personal, career, entrepreneurial, and organizational setting. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.
Credits: 3
Annually

MBA 620 Managing Information Technology and e-Commerce
This course is devoted to the management of information resources in an organization. It will emphasize management concepts and strategies essential for the selection, development, design, implementation, use, and maintenance of information and e-Commerce technologies and information systems in today's organizations. Business cases will be extensively utilized to facilitate classroom discussion.
Credits: 3
Every Semester

MBA 621 Financial Markets and Institutions
This course provides the student with knowledge of global financial markets; the institutions that operate in those markets and the manner in which various markets and institutions interrelate. Topics covered include: types of markets and of financial institutions; determinants of interest rates; the risk and term structure of interest rates: money markets and capital markets; asset-backed securities; forwards, futures, options, swaps, and other derivatives; equity markets; the role of central banks in the creation of money and in the conduct of monetary policy; and an examination of some recent developments in global finance.
Credits: 3
Every Semester

MBA 622 Competitive Marketing Strategy
The course focuses on marketing planning processes, concepts, methods and strategies with a global orientation at the product level as well as at the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Competitive marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.
Credits: 3
Every Semester

MBA 623 Organizational Behavior
This course examines the important behavioral issues facing individuals within organizations. Initially, focus is placed on the organizational factors that influence behavior. Next, the course examines the individual differences that influence behavior. Topics in this section include motivation, reward systems, and values and ethics. The course then focuses on the development of effective work groups to explore communications, negotiations, teams, and the learning organizations. Selected topics in leadership conclude the course of study.
Credits: 3
Every Semester

MBA 624 Operations Management
Operations Management is concerned with the efficient and effective transformation of resources into goods and services. This course is designed to develop the ability to analyze and improve the performance of operations processes in organizations. Topics to be discussed include operations strategy, product/service selection and design, capacity planning, quality management, facility location and layout, inventory management, business process reengineering, and supply chain management.

Credits: 3
Every Semester

MBA 625 Global Business: Environment and Operations
This course introduces the student to the discipline of international business. It demonstrates the uniqueness of the international business environment and focuses on aspects of business necessary to compete in the global arena. The first half of the course focuses on: the environmental context in which international firms operate,

country-specific factors (socio-cultural, political, legal and economic factors), the global trade, investment environment and the global monetary system. Theories and concepts associated with these factors are surveyed and the forces of regionalization and globalization are discussed, including the facilitating institutions. The second half of the course examines the strategies and structures that firms adopt, and explains how firms can perform their key functions: production, marketing, R & D, finance, human resource management and compete successfully in the international business environment.
Credits: 3
Every Semester

MBA 820 Business Policy
Business policy is an integrating course that prepares students for pulling together the diverse disciplines involved in organizational decision making. The course explores formal and informal aspects of policy formation, its application, and consequences. Students deal with formal decision theory and practice, organizational theory and practice, marketing and personnel policies and social conditions as they impinge upon and require new organizational thinking. This course develops students' capabilities in strategic decision making in a changing world. Issues include the ranking and the definition and measurement of organizational objectives; the concept of organizational strategy; mission; the formulation and evaluation of alternatives; the interrelationships between quantitative and qualitative analytical techniques; the roles of personal values, ethics, and political power; product life cycle; capital allocation; and acquisitions and divestitures. A computer-based simulation, cases, lectures, and group analyses are employed.
Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
Every Semester

MBA 821 Business Applications
This course provides an opportunity for students, in particular international students, to gain business experience in US companies and apply the knowledge learned in the program to the real-world business problems. Students take this course in the form of internship or consulting projects developed by the College of Management. To register for the course, students need to provide a letter from the employer explaining the nature of the intern job, or a description of the consulting projects. Students will be under supervision of the instructor assigned by the college. At the end of the course, students are required to submit a report, which will be evaluated by the instructor.
Credits: 1 to 3
On Demand

MKT 705 Consumer Behavior
This course uses the multi-disciplinary approach to understanding consumer behavior in the marketplace by integrating the contributions of cultural anthropology, psychology, sociology and economics. This course reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics include: learning theory, motivation, diffusion of innovation, reference group theory, roleplaying, perception, and attitude formation. Managerial implications are examined using case studies.
Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

MKT 717 International Marketing
This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.
Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

MKT 750 Marketing Seminar
This seminar offers advanced special topics in marketing that are relevant to increasing the effectiveness of marketing as an organizational function. Topics will vary according to advances in the field and the environment in which marketing operates. They include research methodology and techniques, impact of technology, ethics, and global marketing strategy. The course utilizes the expertise of guest speakers, when applicable.
Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.
Credits: 3
On Occasion

SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

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

DEPARTMENT OF ENTREPRENEURSHIP AND INNOVATION

M.S. in Data Analytics & Strategic Business Intelligence

This 30-credit Master of Data Analytics (MDA) program offers a curriculum with a blend of data science, IT, and business courses to provides students with the solid business knowledge and analytical skills to serve as data-literate managers and business analysts in a host of industries. The curriculum provides students with fundamental methods and skills to interpret and present digital data and produce practical and meaningful insights into customers, products, services, and marketplaces-- all leading to more informed business decisions for sustainable and competitive advantages. Students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. The program teaches applied knowledge and interdisciplinary understanding of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence. This knowledge can be applied in such industries as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

M.S. in Data Analytics and Strategic Business Intelligence (MDA)

{Program Code: 39812} {HEGIS: 0703}

Program Requirements

Required Graduate Core Courses

MDA	525	Business Statistics	3.00
MDA	530	Foundations of Data Science	3.00
MDA	610	Data Management and Mining	3.00
MDA	620	Data-driven Decision-making and Business Intelligence	3.00
MDA	710	Big Data Analytics and Machine Learning	3.00
MDA	720	Applied Data Analytics in Business	3.00
MDA	760	Deep Learning	3.00
MDA	821	Global Capstone Action Learning Internship	3.00

Elective Graduate Courses

Students must complete two MDA electives (6 credits total). Note that with program director's approval, students may opt to select electives from the list of any ACC, TAX, FIN, MAN, MKT, IBU, CS, GBA, MBA, MIS, MGE, or TEL courses.

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

M.S. in Sports Management

The M.S. in Sports Management is a 30-credit program designed to prepare and train skilled leaders in Sports Management with a focus on sports marketing and sports agents & talent scouts. Students interested in the Sports Management field have a wide variety of opportunities in a growing field. The Program will focus on different concepts and skills including effective communication, understanding the use of analytics in decision making, and exploring trends in all areas of sports including the impact of emerging technologies and eSports.

Degree Requirements

M.S. in Sports Management

{Program Code: 438520} {HEGIS: 0599.00}

Program Requirements

Required Graduate Core Courses

SPM	610	Strategic Sports Management	3.00
SPM	620	Legal and Ethical Issues in Sports	3.00
SPM	630	Sports Operations and Facilities Management	3.00
SPM	640	Sports Marketing, Promotions and Sales	3.00
SPM	650	Leadership in Sports Management	3.00
SPM	660	Alternative & Global Sports	3.00
SPM	670	eSports, Sports Betting & Fantasy Sports	3.00
SPM	680	Sports Finance	3.00
SPM	690	Sports Analytics	3.00
SPM	700	Capstone in Sports Management	3.00

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

Data Analytic Courses

MDA 525 Business Statistics
This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.
Credits: 3
Every Fall, Spring and Summer

MDA 530 Introduction to Data Science with R and Python
This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data ming algorithms, data-driving decision-making processes, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.
Pre requisite: MDA 525
Credits: 3
Every Fall

MDA 600 Business Analytics with Python
This course covers essential components of business analytics, including data analysis, data visualization, simulation, web crawling, machine learning and deep learning. Hands-on business data analytics skills are emphasized. This course also provides a series of case studies for students to grasp essential business analytics using python. Students are expected to solve real-world business problems using python and related skills.
Credits: 3
Rotating Basis

MDA 610 Data Management and Mining
This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern.
Credits: 3
Every Fall

MDA 620 Data-driven Decision-making and Business Intelligence
This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can¿t always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence. Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.
Credits: 3
Every Fall

MDA 621 Introduction to Fintech
This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance.
Credits: 3
Every Fall

MDA 625 Time Series Modeling and Forecasting
Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.
Credits: 3
Rotating Basis

MDA 640 Data Visualization
This graduate course offered by the MDA program (MS in Data Analytics) provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Students will learn about how to leverage the power of data visualization to communicate business-relevant implications of analyses and the difference between using visualization for analytics vs. data storytelling. Modules cover the visual analytics process from beginning to end-from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of Power BI and Tableau, two leading visualization tools.
Credits: 3
Every Spring

MDA 650 Database Management Systems
Databases are widely used in businesses and organizations where large amounts of data must be stored for efficient update and retrieval. Effective database management is critical to informed data-driven decision making, operational efficiency and strategic competitiveness. Database management knowledge and skills are essential to students in data analytics, business administration, accounting and many other subject fields. This course will cover the fundamentals of database management systems (DBMS) and teach students how to build, maintain, and efficiently query databases. Advanced topics such as data warehousing, data integration, NoSQL, big data infrastructure, and distributed databases will also be examined. Previous computing programming experience is not required. Upon successful completion of the course, students will gain an in-depth understanding of database design principles and develop skills to access, manipulate and manage data in relational and NoSQL databases.
Credits: 3
Rotating Basis

MDA 651 Big Data Analytics
Big data analytics involves processing, analyzing and interpreting large and complex datasets to discover hidden patterns and insights that may impact businesses and organizations. A course in big data analytics will help students interested in a career related to data analytics to gain competitive advantage in today¿s data-driven world where big data engineers and professional are in high demand. This course is designed to help students develop fundamental skills for working with big data, NoSQL data repositories and relevant technologies such as Hadoop, MapReduce and Apache Spark. This course will cover characteristics of big data and teach how to use NoSQL databases to insert, retrieve and update data and how to perform data processing and machine learning with Apache Spark. Upon successful completion of the course, students will gain foundational knowledge and hands-on experience with big data technologies.

Credits: 3
Rotating Basis

MDA 710 Big Data Analytics and Machine Learning
This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning, deep learning, reinforcement learning, and neural networks.
Pre-requisites: MDA 530 Foundations of Data Science
MDA 610 Data Management and Mining
Credits: 3
Every Spring

MDA 720 Applied Data Analytics in Business
This course will introduce students to expanding role and importance of data in business. It further equips students in developing their critical thinking skills in the areas of identifying business problems, gathering information, applying best practices of process improvement and effectively communicating complex analytics derived information to stakeholders. Students will leverage the skills and knowledge gained in the course to make tactical and strategic business decisions. This course will utilize hands-on projects in business analytics in the areas of students' interest.
Pre-requisites: MDA 530 Foundations of Data Science
MDA 610 Data Management and Mining
Credits: 3
Every Spring

MDA 730 Data Privacy and Regulatory Compliance
This 3-credit course surveys the domestic and international development of data security and privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.
Pre-requisite: MDA 620 - Data-driven Decision-making
Credits: 3
On Occasion

MDA 760 Deep Learning
This course provides a practical introduction to Deep Learning, a branch of machine learning that uses neural networks of three or more layers. Students will learn the fundamentals and implementations of neural networks (DNNs, CNNs, and RNNs). Deep learning models for applications ranging from computer vision to natural language processing and decision-making (reinforcement learning) will be covered. This course will be taught using opensource software such as Tensor Flow. Upon successful completion of the course, the student will be able to understand motivation and functioning of the most common types of deep neural networks and apply deep learning techniques to solve practical problems.
A pre or co requisite of MDA 710 is required.
Credits: 3
Every Fall and Spring

MDA 821 Global Capstone Action Learning Internship
This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship. Internship placement will give priority to locations outside the United States for domestic students. Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.
Pre-requisites: MDA 530, MDA 610, and MDA 620
Co-requisites: MDA 710, MDA 720, and MDA 730
Credits: 3
Every Fall, Spring and Summer

SPM 610 Strategic Sports Management
Develops skills related to creative problem solving and strategic planning, with a focus on branding, innovation and recognition of trends to capitalize on emerging sports markets.
Credits: 3
Every Fall

SPM 620 Legal and Ethical Issues in Sports
Identifies key legal issues in a sport context, including tort, contract, constitutional, criminal, employment, labor, antitrust and agency law. The course also provides an analysis of ethical issues facing athletes at all levels, as well as the ability for professional athletes to use their platform to address issues of social justice.
Credits: 3
Every Fall

SPM 630 Sports Operations and Facilities Management
Examines planning, development, and maintenance of sport and leisure facilities, including latest trends in international sports facilities and operations, and respective managerial aspects.
Credits: 3
Every Fall

SPM 640 Sports Marketing Promotions and Sales
Creates the content and communication strategy necessary to generate interest and loyalty of the fan base, as well as the ability to promote ticket sales for games and events. Learns to conduct market research and to master public relations strategy for event planning.
Credits: 3
Every Fall

SPM 650 Leadership in Sports Management
Studies leader behaviors and characteristics, situational influences, the use of power, and the context of organizational structure. Considers approaches to developing the right roles in the organization, hiring, retaining and motivating talent and managing projects.
Credits: 3
Every Spring

SPM 660 Alternative & Global Sports
Introduces students to the fundamentals of alternative and global sports management. Students identify best practices in these areas by examining case studies of emerging alternative and global sports industry using examples such as ESPN coverage of the X Games, snowboarding, skateboarding, extreme skiing, the Olympics, FIFA, F1 racing and rugby.
Credits: 3
Every Spring

SPM 670 eSports, Sports Betting & Fantasy Sports
Introduces students to these topics and the fundamentals of effective eSports, Sports Betting & Fantasy Sports management. Students identify best practices in eSports, Sports Betting & Fantasy Sports by examining case studies of the emerging eSports industry and their associated stakeholders.
Credits: 3
Every Spring

SPM 680 Sports Finance
Provides students with an overview of the financial and contemporary economic issues related to sports, athletes, and the sport industry. Students focus on projecting revenue growth and cost optimization over time, as well as raising funding for sports ventures in the capital markets.
Credits: 3
Every Spring

SPM 690 Sports Analytics

Introduces the skills, technologies, applications and practices essential to understanding and evaluating business performance in sport and entertainment.
Credits: 3
Every Summer

SPM 700 Capstone in Sports Management
Requires students to complete a culminating activity based on theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum in sports management. This experience can take the form of an internship, a research based thesis or a project as directed by the professor.
Credits: 3
Every Summer

ROOSEVELT SCHOOL

The Roosevelt School provides students with an international relations and diplomacy foundation, with the goal to develop future leaders in international relations, diplomacy, leadership, service, and policy making at multinational corporations, foundations, think-tanks, non-profit organizations and governmental agencies around the globe. Students engage in transformational research, in conjunction with diplomacy and policy, to advance global progress. As the world becomes increasingly connected, there exists a need for professionals who possess cross-cultural capabilities in technology, management, and government relations. The Roosevelt School offers undergraduate, graduate, and doctoral programs in international relations and diplomacy, business, criminal justice, public affairs, and health administration. The school is named after the Roosevelt family and is inspired by the legacies in diplomacy, conservation and social justice of the 26th President of the U.S., Theodore Roosevelt; the 32nd President of the U.S., Franklin Delano Roosevelt; and Former First Lady Eleanor Roosevelt. The Society of Presidential Descendants formed by Americans with direct lineage to United States presidents have made the Roosevelt School their home to advance civic education and the study of the presidency. Members of the Society of Presidential Descendants include Tweed Roosevelt, great grandson of President Theodore Roosevelt; Lynda Johnson Robb, daughter of President Lyndon B. Johnson; Clifton Truman Daniel, grandson of President Harry S. Truman and many more U.S. presidential families. The Roosevelt School is home of the White House Experience and Museum of Democracy. In addition, the Steven S. Hornstein Center for Policy, Polling, and Analysis provides independent polling and supports empirical research and analysis on a wide range of public issues. The Global Service Institute is also under the umbrella of the Theodore Roosevelt School and brings world-class thought leaders together to encourage leadership and service around the world.

DEPARTMENT OF CRIMINAL JUSTICE

The graduate criminal justice program provides an ideal foundation for careers in criminal justice. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice system ranging from cyber security to law enforcement to homeland security.

The M.S. degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum is comprised of 24 credits of required coursework and 12 credits of electives. Electives range from courses involving victimology to terrorism.

M.S. in Criminal Justice

The Master of Science degree in Criminal Justice offers an in-depth curriculum geared toward the scientific study of crime including forensics and cyber analytics. In addition to our core curriculum, electives are available in such areas as counseling in criminal justice and terrorism. The program prepares students for entry into modern-day careers in criminal justice that require knowledge of today's high tech society. Courses are taught by a distinguished faculty that includes published authors, researchers, and widely-consulted authorities on criminal justice and related matters. All faculty are currently involved in the areas they instruct. Our professors will engage and inspire you to exceed your expectations.

Alumni of the program are employed in a wide variety of criminal justice fields such as law enforcement, the courts, and corrections. They populate positions within the public and private sectors. The program's professional network of graduates is ready to assist and mentor students.

M.S. in Criminal Justice

{Program Code: 07078} {HEGIS: 2105}

Required Criminal Justice Courses

All of the following:

CACJ	555	Cyber Security	3.00
CACJ	675	Critical Issues in Criminal Justice	3.00
CACJ	690	Theories of Crime Causation	3.00
CACJ	699	Foundations of Scholarship	3.00
CACJ	700	Research Design and Methods	3.00
CACJ	707	Thesis Research	3.00
CACJ	708	Thesis Consultation	3.00
CACJ	760	Terrorism	3.00

Elective Criminal Justice Courses

CACJ	523	Computers and the Criminal Justice System	3.00
CACJ	530	Victimology	3.00
CACJ	577	Police and Professionalism	3.00
CACJ	600	Advanced Standing Criminal Justice I	3.00
CACJ	601	Advanced Standing Criminal Justice II	3.00
CACJ	630	Forensic Psychology	3.00
CACJ	631	Seminar in Organized Crime	3.00
CACJ	635	The Mass Murderer and the Violent Criminal	3.00
CACJ	640	Seminar in the Administration of Juvenile Justice	3.00
CACJ	655	Counseling in Criminal Justice	3.00
CACJ	680	Graduate Internship	3.00
CACJ	698	Crime and Criminology in Cinematography	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Criminal Justice Courses

CACJ 555 Cyber Security
This course is an analysis of our high-tech society, and the impact cyber technology has on the criminal justice system.
Credits: 3
Annually

CACJ 577 Police and Professionalism
This course is an analysis of the concept of professionalism and its relation to social control with special reference to the police. Subject matter explores how professionalism may be functional or dysfunctional, the further accountability and ethical consideration in policy making, the control of police abuses and the self-regulation system.
Credits: 3
On Occasion

CACJ 600 Advanced Standing Criminal Justice I
This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.
Credits: 3
Every Fall and Spring

CACJ 601 Advanced Standing Criminal Justice II
This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.
Credits: 3
Every Fall and Spring

CACJ 655 Counseling in Criminal Justice
This course is a survey of individual and group counseling techniques for use in treatment-oriented criminal justice agencies. The different counseling techniques in probation, parole, corrections, and drug and alcohol treatment agencies are all explored.
Credits: 3
On Occasion

CACJ 675 Critical Issues in Criminal Justice
This course is an analysis of the ways the criminal justice system is impacted by the media, public opinion, and other forces of change.
Credits: 3
Annually

CACJ 680 Graduate Internship
This course is a planned program of observation and participation in selected criminal justice agencies. It explores the gap between the development of criminological theory and the practical application of that theory.
Credits: 3
On Occasion

CACJ 690 Theories of Crime Causation
This course is a survey of the theoretical implications of criminal acts in relation to behavioral systems. It is an analysis of sociogenic, psychogenic, economic, anthropological and physical-type theories.
Credits: 3
Annually

CACJ 698 Crime and Criminality in Cinematography
This course is an overview of the various components of the criminal justice system as seen through the case studies presented through the medium of cinematography. Films dealing with court procedures, juries, police practices, prosecutorial problems, sentencing procedures, prisons, causes of crime and corrections are explored.
Credits: 3
On Occasion

CACJ 699 Foundations of Scholarship
This course must be taken in the student's first semester of attendance in order to develop tools for conducting research and for writing papers in the field of criminal justice. The course explores approaches to writing a research paper, forms of documentation, library resources, data sources and computer usage.
Credits: 3
Annually

CACJ 700 Research Design and Methods
This course must be taken in the student's first or second semester of attendance. It is a survey of research designs, analytical techniques and the preparation of research papers.
Credits: 3
Annually

CACJ 707 Thesis Research
This course is taken prior to CACJ 708. It is an advanced study of the scientific method in the discipline of Criminal Justice, together with the preparation of a master's thesis proposal and an outline of the thesis. CACJ 707 and CACJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.
Prerequisite of CACJ 699 or CACJ 700 is required.
Credits: 3
Every Fall and Spring

CACJ 708 Thesis Consultation
This course is the actual writing of the master's thesis. CACJ 707 and CACJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.
Prerequisite of CACJ 699 or CACJ 700, and CACJ 707 are required.
Credits: 3
Every Fall and Spring

CACJ 760 Terrorism
This course is a survey of terrorism within the United States. Topics include the threat of domestic, transnational, and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.
Credits: 3
Every Fall and Spring

M.H.A. in Health Administration

The 36-credit Master of Health Administration (MHA) provides the comprehensive curriculum needed to succeed in a highly complex, competitive, and ever-changing health care environment. Courses examine both practical and theoretical problems in the field and provide an understanding of a wide range of topics including organizational structures, administrative techniques, policy analysis, and program management.

The plan of study is comprised of 12 credits of foundation courses, including: "Principles of Administration", "Analytical Methods", "Computer Based Management Systems" and "The Policy Process."

The Advanced Core Curriculum (nine credits) explores various aspects of public sector administration, including: "Human Resource Administration", "Fundamentals of Budgeting and Finance" and "Administrative Responsibility and the Legal Environment." Nine credits of electives and a Thesis round out the program.

A specialization in Gerontology is available.

ADMISSION REQUIREMENTS

Applicants to the Master in Health Care Administration must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Master of Health Administration

{Program Code: 79014}

Required Health Care Administration Foundation Courses

All of the following:

ADM	501	Principles of Administration	3.00
ADM	505	Analytical Methods	3.00
ADM	506	Computer Based Management Systems	3.00
ADM	507	The Policy Process	3.00

Required Health Care Administration Advanced Core Courses

All of the following:

MHA	602	Human Resource Administration in the Health Sector	3.00
MHA	603	Foundations of Budgeting and Finance in The Health Sector	3.00
MHA	604*	Administrative Responsibility and the Legal Environment in the Health Sector	3.00

***Only required for General Health Care Administration concentration**

Required Capstone Seminar Courses

All of the following:

ADM	707	Thesis Research Consultation	3.00
ADM	708	Thesis Research Consultation	3.00

Students must choose from a concentration in General Health Care Administration or Gerontology.

General Health Care Administration Concentration

Three courses/nine credits of the following:

MHA	701	Hospitals and Health Care Organizations	3.00
MHA	702	Epidemiology and Public Health	3.00
MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00
MHA	713	Rehabilitation and Restorative Programs	3.00
MHA	714	Planning and Marketing in Health Care	3.00
MHA	715	Mental Health Administration	3.00
MHA	723	Economics of Health	3.00
MHA	724	Managed Care Administration	3.00
MHA	725	Financial Management of Health Care Institutions	3.00
MHA	727	Entrepeneurship in Gerontology	3.00
MHA	780	Current Issues in Health Administration	3.00
MPA	701	Managerial Communications	3.00
MPA	704	Intergovernmental Relations	3.00
MPA	705	Training and Development	3.00
MPA	706	Work, People and Productivity	3.00
MPA	710	Labor Relations in the Public Sector	3.00
MPA	712	Managing Diversity in the Workplace	3.00
MPA	713	Grant Writing and Administration	3.00
MPA	721	Quality Improvement and Strategies	3.00
MPA	724	Organizational Change and Development	3.00
MPA	777	Critical Issues in Health, Public and Private Sectors	3.00
MPA	785	Independent Study	3.00
MPA	788	Graduate Internship in Adminstration	3.00

Gerontology Concentration

Three courses/nine credits of the following:

MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00

The Gerontology Concentration does not satisfy New York State Nursing Home Administrator licensure requirements, students must review current requirements with their Enrollment Services Counselor or Department faculty.

Credit and GPA Requirements

Minimum Total Credits: 36 (both concentrations)
Minimum Major GPA: 3.00

Health Care and Public Administration Courses

ADM 501 Principles of Health Administration
This course is a prerequisite or co-requisite for all other courses in the program. ADM 501 is an introduction to the field of Administration and includes organization and management concepts. This course examines and analyzes organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, interdisciplinary teams, communication, motivation, decision-making, and leadership as they relate to healthcare organizations.
Credits: 3
Annually

HAD 602 Healthcare Workforce Talent Management
This course focuses on employee engagement and explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.
Credits: 3
Annually

HAD 603 Foundations of Budgeting and Finance in Healthcare Organizations
This course familiarizes the student with the principles of budgeting and finance in the healthcare organizations. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methodologies.
Credits: 3
Annually

HAD 604 Healthcare Ethics, Law, Regulatory and Corporate Compliance, and Accreditation
This course considers the authority and procedures utilized by healthcare organizations in the administration of their services. The course includes an analysis of problems of accountability and the reconciliation of the administrative process with medical, political, social, statutory and regulatory mandates.
Credits: 3
Annually

HAD 701 Hospitals and Healthcare Organizations
This course reviews the organization and management of hospitals and health systems. Included are the elements of hospital structure and organization, with a focus on problem solving and development of administrative skills.
Credits: 3
On Occasion

HAD 709 Legal Aspects in Health
This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; medical ethics issues relating to abortion, sterilization and artificial insemination.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

HAD 710 Gerontology: Processes of Aging
This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.
Credits: 3
On Occasion

HAD 711 Long-Term Care Administration
This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient. Note: When HAD 602, HAD 603, HAD 709, HAD 710, HAD 711 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the State Board Examination for a Nursing Home Administrator's license.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

HAD 712 The Management of Senior Community Programs
The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are integrated with each topic.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

HAD 715 Mental Health Administration
This course is designed to acquaint the health administrator with the organizational, legal and political issues affecting the delivery of mental health services.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

HAD 723 Economics of Healthcare Services
This course reviews health delivery as an economic activity. Determinants of demand for health services are analyzed, and the supply of resources is examined, along with the various approaches to bring the two into equilibrium. Particular attention is given to market demand analysis for planned health services, the requirement for licensure, meeting regulatory requirements and financial planning.
Prerequisite of ADM 501,502 & ADM 503 are required.
Credits: 3
On Occasion

HAD 780 Current Issues in Health Administration
A special topics course exploring selected themes, current developments and emerging issues in health administration. Recent sections have focused on advanced computer application, quality assurance, death and dying, and program evaluation.
Prerequisites: ADM 501 and 507
Credits: 3
On Occasion

MPA 505 Data Analytics in Health Services Administration
This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to healthcare administrative problems. Skills and issues related to research are also considered.
Credits: 3
Annually

MPA 506 Health Information Technology, Clinical Informatics and AI
This course is an introduction to current concepts in health information technology (HIT), clinical informatics, electronic health records (EHRs), interoperability, regional health information organizations (RHIOs) and artificial intelligence. The use of these systems and implications for healthcare managers are covered.
Credits: 3
Annually

MPA 507 Health Policy and Industry Practice
This course is an analysis of the U.S. healthcare policy process in terms of the development and implementation of laws/regulations and resulting healthcare industry practices. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are

explored.
Credits: 3
Annually

MPA 706 Work, People and Productivity
This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own work place. They learn and practice giving effective, positive and corrective feedback, managing inter-group and interpersonal conflict. Students learn to analyze their own work style, the styles of others, and allocating tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead work groups through a problem-solving process.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

MPA 707 Thesis Research Consultation
In this first semester of thesis preparation, students complete the advanced study of the scientific method in the Health Care or Public Administration discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis.
Credits: 3
On Occasion

MPA 708 Thesis
Creation of a thesis research paper.
A pre requisite of ADM 707 and 36 credits completed are required.
Credits: 3
Every Spring

MPA 712 Managing Diversity in the Workplace
This course examines the role and function played by diversity, civil and human rights, and administrative agencies at the federal, state and local levels. The course analyzes the governmental response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
On Occasion

MPA 777 Critical Issues in the Health, Public and Private Sectors
This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.
Prerequisites of ADM 501 and 507 are required.
Credits: 3
On Occasion

MPA 785 Independent Study
The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty advisor, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of both the problem and of one or more solutions.
Credits: 3
Every Semester

MPA 788 Graduate Internship in Administration
An opportunity for students without administrative experience to work in an organization based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an internship seminar.
Credits: 3
Every Semester

PAD 602 Human Resource Administration in the Public Sector
This course is an exploration of the theories and practices of human resource administration in the public sector, including the merit system, civil service and unionism. Bureaucratic trends, personnel, recruitment, testing, and performance evaluation are discussed. Other topics include equal employment opportunity, employee rights and occupational safety.
Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.
Credits: 3
Annually

PAD 603 Foundations of Budgeting and Finance in the Public Sector
This course familiarizes the student with the principles of budgeting, accounting and auditing in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification of financial information.
Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.
Credits: 3
Annually

SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions offers a wide range of accredited programs that lead to rewarding careers. Graduate degrees are offered in the departments of Behavioral Health Professions (including Doctor of Psychology in Clinical Psychology, General Psychology, Applied Behavior Analysis, and Social Work), Diagnostic Health Professions (including Clinical Laboratory Sciences, Radiologic Technololgy and Nutrition), and Therapeutic Health Professions (including Communication Sciences and Disorders and a Professional Doctorate in Physical Therapy). Please refer to the departments for specific information on degree requirements.

Drawing from comprehensive classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses, and clinical experiences, you will develop the skills to serve others others on their journey to imporved health with a high degree of competence and professionalism. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and/or senior citizen facilities. The school utilizes state-of-the-art technology for the education of our students, including simulated and research laboratories, 3D dissection tables, and virtual reality technology. Additionally, the faculty are renowned experts in their areas of practice and education as evidenced by their teaching, clinical practice, and scholarship. You will graduate with a robust resumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care.

DEPARTMENT OF BEHAVIORAL HEALTH PROFESSIONS

M.A. in Behavior Analysis

This Degree meets New York State education requirements leading to licensure as a licensed behavior analyst. Those who are licensed behavior analysts can provide services to persons with autism, autism spectrum disorders, and related disorders pursuant to a diagnosis and prescription or order from a person who is licensed or otherwise authorized to provide such diagnosis and prescription. The degree, along with the hours of required supervised clinical experience, can qualify students to take the Board Certified Behavior Analyst (BCBA) examination. This national credential attests to an individuals' expertise in Applied Behavior Analysis.

The MA in Behavior Analysis requires the completion of 33 credits. It is designed so that all requirements can be met within fifteen months. Classes typically meet in the evening (4:30 pm or later). Depending on the content, classes are either face-to-face, blended, or online.

The program is designed to give students the training needed to understand fundamental principles of behavior and to apply them to the solution of human problems.

Admission Requirements

Applicants to the Master of Arts in Behavior Analysis must meet the following requirements for admission. This program admits for the Fall only. To ensure attention to individual growth, the number of students is limited. Most have undergraduate degrees in psychology. However, we are prepared to provide appropriate support for students with degrees in other disciplines who are now exploring psychology as a career option. Applications are processed as they are received. However, we strongly encourage application by August 1 for students who wish to be considered for assistantships.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

ACADEMIC POLICIES

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

M.A. in Behavior Analysis

{Program Code: 36182}

Required Behavior Analysis Courses

All of the following:

PSY	607	Measurement and Experimental Design in ABA	3.00
PSY	610	Behavioral Assessment	3.00
PSY	644	Psychology and Diversity	3.00
PSY	651	Concepts and Behavior Analysis	3.00
PSY	657	Behavior Change Procedures	3.00
PSY	658	Ethics and Standards of Practice in ABA	3.00
PSY	659	Practicum in Applied Behavior Analysis	3.00
PSY	704	Autism Spectrum Disorder	3.00
PSY	705	Selecting and Implementing ABA Interventions	3.00
PSY	706	Personnel Supervision and Management	3.00
PSY	759	Maintenance of Client Records	2.00
PSY	799	Behavior Analysis in Theory and Practice	1.00

Credit and GPA Requirements

Minimum Total Credits: 33
Minimum Major GPA: 3.00

Clinical Psychology Doctoral Program

Phone: 516-299-2090

The Clinical Psychology Doctoral Program (Psy.D.) trains students who want to practice as clinical psychologists with a strong interest in traditionally underserved populations. In addition to mastering a rigorous core curriculum, Psy.D. students gain special competencies in one of four areas: interventions with high risk families, maternal mental health, substance use disorders and psychotherapy integration. Our highly experienced faculty provides clinical and theoretical training in the two major orientations in the field today: cognitive-behavioral and psychoanalytic. As a result, our graduates are prepared to practice with one or both models, affording considerable flexibility in a professional world of constantly changing demands and opportunities.

After the first year, students balance course work with clinical training as externs in approved

patient-care institutions. Second-year students train at the LIU Post Psychological Services Center, which offers low-cost preventative and clinical mental health services to community members. Third- and fourth-year students complete closely supervised externships at one of more than 50 training sites in the New York-New Jersey metropolitan area, including inpatient, outpatient and community mental health facilities.

The Clinical Psychology Doctoral Program is accredited by the American Psychological Association. Approximately 30 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical experience. The program requires a full-time, year-round commitment in each of the four years of residency. The fifth-year is spent in a full-time clinical internship at an American Psychological Association-approved facility. As a culminating experience, students design and conduct a significant research project, and write a doctoral dissertation under the direction of the Program faculty. The program is 115 credits, including the clinical practicum.

PRACTITIONER-SCHOLAR TRAINING MODEL PROGRAM

Program Competencies, Goals and Objectives

The term practitioner-scholar best describes the primary educational model at the LIU Post Clinical Psychology Doctoral Program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scholarly inquiry.

All program requirements are consistent with a redefinition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice-based approach to inquiry" (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that students assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least one of four populations: children with cognitive and behavior problems, people with developmental disabilities, victims of family violence and people with serious mental illness. These advanced concentration areas represent one facet of our public interest mission. The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the LIU Post Clinical Psychology Doctoral Program. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote foundational competencies, core competencies and specialty competencies (Kaslow, 2004). These competencies are:

Foundational

1. Ethics
2. Individual and cultural diversity,
3. Professional Development

Core

4. Research and evaluation
5. Assessment,
6. Intervention,
7. Consultation and supervision and

Advanced Training Electives

8. Elective concentration

This last competency takes the form of at least one of the three advanced training electives: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

Foundational Competencies, Goals and Objectives

1. Ethical competence includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular ethical behavior requires knowledge of an ethical decision-making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004)

Goal #1: To provide a training experience so that program graduates will become professional psychologists able to exhibit ethically sound relationship skills with diverse populations.

Objective 1: Students will demonstrate the knowledge necessary to treat clients and other professionals in an ethical and legal manner.

Objective 2: Students will behave in an ethical manner when interacting with clients and other professionals.

2. Individual and cultural diversity competence "requires self-awareness of one's own attitudes, biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups" (Daniel, Roysircir, Abeles and Boyd). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice, and the attitudes and values consistent with such professional activities.

Goal #2: To provide a training experience so that program graduates will have the knowledge and skills to provide professional services to organizations and individuals from diverse backgrounds.

Objective 3: Students will demonstrate respect for others who represent culturally diverse backgrounds and experiences.

Objective 4: Students will demonstrate the ability to integrate their knowledge of diversity into their professional practice.

Core Competencies, Goals and Objectives

1. Research and Evaluation Competency includes the capacity to grasp psychological inquiry and research methodology via the qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

Goal #3: To provide a training experience that presents students with knowledge, skills, and attitudes required for a scholarly approach to a) understanding the results of clinical research, b) effectively applying information from clinical research to practice, c) conducting clinically relevant research to generate new knowledge about clinical phenomena, d) and evaluating the validity and utility of their own scholarly activity. Students should be able to apply these skills to the resolution of individual and group problems of a psychological nature.

Objective 5: Students will demonstrate their understanding of quantitative and qualitative research methods as well as the case study approach to clinical questions.

Objective 6: Students will demonstrate appropriate levels of knowledge in the following content areas: Biological, developmental, cognitive-affective, social, and cultural bases of behavior, learning and the history of psychology.

Objective 7: Students will be able to evaluate and utilize research literature.

Objective 8: Students will be able to formulate a research question, write and defend a proposal, conduct the research project as proposed, and communicate the purposes, procedures, outcomes, and implications orally and in writing.

2. Assessment Competence requires the ability to

"describe, conceptualize, characterize, and predict relevant characteristics of a client" (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality, and behavioral domains and the ethical use of these assessment instruments and methods.

Goal #4: To provide a training experience so that program graduates will successfully employ appropriate professional assessment instruments and methodologies, including psychological tests and interview strategies. They will also be skilled in integrating and communicating their findings.

Objective 9: Students will successfully administer and evaluate instruments designed to assess cognitive functioning.

Objective 10: Students will successfully administer and evaluate personality assessment instruments.

Objective 11: Students will successfully administer and evaluate behavioral assessment methodologies.

Objective 12: Students will successfully employ interview methods for assessment purposes.

Objective 13: Students will successfully integrate and communicate information from a variety of assessment sources in developing reports and case conceptualizations.

3. Intervention Competence is expected in the following areas: Intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy, and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines, and the ability to effectively communicate to clients the methods to be used.

Goal #5: To provide a training experience so that program graduates can successfully employ intervention approaches appropriate to the person and the situation.

Objective 14: Students will apply theory and research when formulating a plan for helping clients to resolve their interpersonal difficulties, to reduce psychological problems and to increase the effective use of coping strategies.

Objective 15: Students will successfully employ at least two theoretical approaches to intervention: psychodynamic and cognitive-behavioral or applied to evaluate levels of competence with the help of psychologists from the community who are independent of the program core faculty.

4. Consultation and Supervision Competence involves "the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program" (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

Goal #6: To provide training experiences so that all graduates will possess the skills necessary to conduct effective clinical supervision and consultation with other professionals.

Objective 16: Students will possess the necessary skills to conduct clinical supervision and professional consultation.

5. Professional Development Competence: Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including "a) intellectual curiosity and flexibility, b) openmindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness." Kaslow (2004) refers to a similar competency as professional development. The emphasis on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a)"interpersonal functioning operationalized as "social and emotional intelligence, the capacity to relate effectively with others, developing one's own professional approaches and persona, internalizing professional standards, seeing one's self as a cultural being, and understanding the impact of one's own culture on interactions with others". b) "Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem-solving and c) "self-assessment, or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. Our program focuses not only on the application of professional development competency with clinical populations but also on how such change impacts relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is what Schon (1983) as described in Hoshmand and Polinghorne (1992), called "reflection-in-action", or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation".

Goal #7: To provide training experiences so that all graduates will possess "emotional and social intelligence" and have the "capacity to relate effectively with others" and for "selfassessment" (Kaslow, 2004).

Objective 17: Students will demonstrate evidence of professional development as it is operationalized in Goal #7 to effectively carry out all clinical responsibilities.

Objective 18: Students will demonstrate professional development as described in Goal#7 to effectively develop and maintain successful contacts with their colleagues.

6. Specialty Competence (Elective Concentration Competence) includes the development of advanced knowledge, skills and attitudes in at least one of four elective concentration areas; interventions with high risk families, maternal mental health, substance use disorders and psychotherapy integration.

Goal #8: To provide a training experience so that program graduates will have the knowledge, attitudes and skills to provide professional services to individuals and groups involved in applied child, developmental disabilities, family violence and serious mental illness.

Objective 19: Students will demonstrate knowledge of the theoretical and research literature in at least one of the concentration areas.

Objective 20: Students will possess advanced clinical knowledge and skills in at least one of the concentration areas.

Following successful completion of the program and all experience requirements, graduates of the program are eligible to sit for the New York State licensing examination. Each candidate should consult the NYSED Office of Professions, Psychology website (op.nysed.gov/psychology) as soon as possible in order to become familiar with training and experience requirements as well as regulations and laws that relate to the independent practice of psychology. Copies of the Handbook are available in the Program Office.

The professional placement and satisfaction of our graduates are two critical outcome measures of program success. Therefore, graduates can expect to be contacted on a regular basis in order to complete program outcome evaluations which will include information about employment and professional development. The program and APA are regularly monitoring these outcome measures.

Program Requirements

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in the completion of a full-time clinical internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program.

Specific requirements for the degree are:

• satisfactory completion of 115 credits in general, clinical, professional, and elective concentration courses;

• evaluations that reflect appropriate development

of professional skills and judgment;
• satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis, and defense;
• satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program
• completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors, and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

CURRICULUM

The Clinical Psychology Doctoral Program requires four years of full-time residence. The total number of credits required to graduate is 115. Of these credits, 89 are for academic courses and 26 credits are for practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles. There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psychopathology, psychotherapy and ethics. This area, the largest, includes twelve required courses designed to train students in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars that focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the "psychological life of mental health organizations". The fifth area is a series of two courses where the student receives beginning level training in the application of their clinical knowledge and skills to specific client populations and their problems. The three elective concentrations are applied child, developmental disabilities, family violence and serious mental illness. In addition, students may choose to take elective courses, such as marital therapy or family therapy (usually offered during summer sessions).

Clinical Orientations

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations, cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second-year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

CLINICAL TRAINING

The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second-year placement is fulfilled on campus at the Psychological Services Center. Externship sites are available in the three elective concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

OTHER PROGRAM REQUIREMENTS

Workshops

Project S.A.V.E.:

Students must complete before beginning PSC Practicum Placement. Available through LIU Post's School of Continuing Education

Child Abuse Identification & Reporting:

Available through LIU Post's School of Continuing Education

CLINICAL AND DISSERTATION MILESTONES

Clinical Competency Evaluation

Must be scheduled by the student by June 15 of their fourth year. Students must pass their CCE before applying for internships that fall for the following academic year.

Dissertation Proposal

Completed, generally, in the fall of the student's fourth year.

Dissertation Defense (associated courses: PSY 838, 839 and 842)

Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order to have this requirement considered complete.

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center (PSC) is a private, nonprofit mental health facility operated by the Clinical Psychology Doctoral Program at LIU Post. The clinic operates with the objectives of providing diverse psychological services to all members of the local community as well as serving as a training facility for the LIU Post Clinical Psychology Doctoral candidates.

The PSC is staffed by second-year graduate students earning their doctoral degrees in clinical psychology. The graduate student therapist's work is closely supervised by licensed clinical psychologists who are faculty members of the Department of Psychology, as well as licensed clinical psychologists from the Long Island community who serve as Adjunct Clinical Supervisors.

The Psychological Services Center is located in Lodge B on the LIU Post campus, 720 Northern Boulevard, Brookville, New York, 11548-1300. See the campus map. The phone number is 516-299-3211.

In addition, our candidates may also serve the college community through the mental health services provided by the Center for Healthy Living, a health facility expressly for the LIU student population.

ADMISSIONS REQUIREMENTS AND PROCEDURES

An applicant's eligibility for admission to the Doctoral Program in Clinical Psychology is based on evidence of intellectual aptitude, personal maturity and commitment to psychology in the public interest. Applicants must hold at least a bachelor's degree in psychology or a related field from an accredited college or university and have some clinical experience. In addition, applicants must have a minimum of 18 credit hours of psychology, including courses in Statistics, Research Design or Methods, Personality, and Abnormal Psychology, and competitive GRE scores in each of the aptitude subtests and the Advanced Psychology test. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, the potential for completing a rigorous program, as well as a desire to work with underserved communities. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two faculty members.

Applications to the Psy.D. program are accepted for the fall semester only. All application materials must be received by the January 15 deadline, including transcripts, letters of recommendation, statement of purpose, statement of research/inquiry, writing sample, Graduate Record Examination (GRE) test scores, a c.v./resume and non-refundable application fee. All requested materials should be submitted to the Graduate Admissions Office. The Psy.D. program does not accept applications for the Spring semester

admission.
All application submissions must be input into the PSYCAS portal. To learn more about the PSYCAS portal please visit: https://apa.org/education-career/grad/psycas
Send application materials to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

Personal Enrichment

Program graduates may take courses in the Program provided that they:
• Complete and submit a "Personal Enrichment/Visiting Student" application to the Program, along with an application fee; and,
• Meet with the Program Director and Instructor of the course for approval
Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

Transfer Credits and Advanced Standing

Because of the unique nature of the program, a maximum of 8 transfer credits will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must be in graduate courses taken within the last five years with at least a grade of B. All applications for transfer credits must be submitted to the program by the spring of the 1st year.
Other advanced standing status requests may be considered. Note that financial aid from the program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

Financial Aid

Students in the first three years of the program may receive a Research Assistantship. In rare exceptions, students in the 4th year of the program can receive additional financial aid. In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

PsyD Scholarship: As a research assistant, you will assist a professor with their research for six hours a week during the academic year.

Teaching Assistantship: Students teach their own section of Introduction to Psychology to undergraduates at LIU Post.

Safe Zone Coordinator Fellowship: Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

Research Grant Funding: Faculty and students in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

Other Sources of Funding: Program and practice assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

Supplementary Departmental Financial Aid Based on Need, Merit, & Under-represented Ethnic Minority Status: The department will provide between $3,000 and $6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic minority groups.

Student Health Insurance

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student's bill every fall but can be waived by the end of October of each academic year.

Program Governance

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

Student Progress Evaluation

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first-year students.

Academic Performance

The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their 7th year, request an extension via a formal letter to the DTC. Students cannot take more than 8 years to complete the program.

Academic Evaluation

The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which vary by course). Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation defenses are evaluated on the basis of competencies.

Clinical Work Evaluation

Student externs and interns are evaluated bi-annually by the extern/internship supervisors. All evaluations are reviewed by the Director of Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their 3rd-year externship. The CCE must be passed before students are allowed to apply for internships.

Academic Conduct

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Academic Performance

A student whose academic performance is below competency level (i.e., below a B in any course or a below a 3 on any profession-wide competency rating) will be placed on probation and be required to complete a remediation plan with their advisor and one other faculty member. Remediation can also be the result of other professional or ethical issues, or failures to meet required deadlines. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Unsatisfactory Clinical Work Performance

A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Leave of Absence

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date and a plan for completion of the program. Leaves are granted on a case-by-case basis. If granted, the time away will not count towards the 7-year limit.

Student Groups

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students. This organization seeks to enhance the students' professional development and training. Membership is open to all full-time doctoral students in the program.

Peer-Advisement System: All first-year students are assigned upper-class students who serve as peer advisors.

Students for Multiculturalism Awareness in Research & Training (S.M.A.R.T.) is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at LIU Post. Our interests include, but are not limited to poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide

colloquium lectures to the department, movie nights, and international pot luck dinners.

SafeZone

The Safe Zone Project is a diversity training program that was adopted by the LIU Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

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Psy.D. in Clinical Psychology

{Program Code: 90219}

Required First-Year Courses

All of the following:

PSY	803	Cognitive and Neuropsychological Assessment	3.00
PSY	803L	Cognitive and Neuropsychological Assessment Laboratory	0.00
PSY	804	Personality Assessment	3.00
PSY	804L	Personality Assessment Laboratory	0.00
PSY	806	Advanced Adult Psychopathology	3.00
PSY	807	Behavioral Assessment	3.00
PSY	810	Professional Development Seminar: Preperation for Clinical Work	3.00
PSY	811	Ethical Practice in Clinical Psychology	3.00
PSY	820	Behavior Analysis	3.00
PSY	824	Developmental Psychology: Lifespan	3.00
PSY	826	Clinical Interviewing	3.00
PSY	851	Assessment of Children	3.00
PSY	851L	Assessment of Children Laboratory	0.00
PSY	861	Child and Adolescent Psychopathology	3.00

Required Second-Year Courses

All of the following:

PSY	801	Psychological Statistics I	3.00
PSY	802	Psychological Statistics II	2.00
PSY	805	Integrating Test Findings and Report Writing	3.00
PSY	805L	Integrating Test Findings and Report Writing Laboratory	0.00
PSY	821	Cognition, Perception and Cognitive Therapy	3.00
PSY	822	Individual Intervention: Psychodynamic	3.00
PSY	830	Professional Development Seminar: Case Supervision I	3.00
PSY	837	Introduction to Clinical Research	3.00
PSY	840	Professional Development Seminar: Case Supervision II	3.00
PSY	864	Culture Issues in Psychology and Psychotherapy	3.00
PSY	865	Treatment of Children and Adolescents	3.00
PSY	878	Family/Group Intervention Supervision I	3.00
PSY	879	Family/Group Intervention Supervision II	3.00
PSY	891	Psychological Clinic Practicum I	3.00
PSY	892	Psychological Clinic Practicum II	3.00
PSY	893	Psychological Clinic Practicum III	3.00

Required Third-Year Courses

All of the following:

PSY	844	Biological Basis of Behavior	3.00
PSY	850	Professional Development Seminar: Benefiting from Supervision	3.00
PSY	853	Group Psychotherapy	3.00
PSY	860	Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)	3.00
PSY	894	Clinical Externship I	1.00
PSY	895	Clinical Externship II	1.00
PSY	896	Clinical Externship III	1.00

Required Fourth-Year Courses

All of the following:

PSY	897	Clinical Externship IV	1.00
PSY	898	Clinical Externship V	1.00

Required Third- or Fourth-Year Courses

All of the following:

PSY	852	Social and Community Psychology	3.00
PSY	862	History and Systems of Psychology	3.00
PSY	880	Supervision and Management of Mental Health Professionals	3.00

Required Capstone Courses

All of the following:

PSY	838	Doctoral Dissertation I	3.00
PSY	839	Doctoral Dissertation II	3.00
PSY	841	Full-Time, Year-Long Internship	0.00

Students must choose a concentration in:

Psychotherapy Integration Requirement

PSY	825	Psychotherapy Integration	3.00

Interventions with High-Risk Families Requirement

PSY	846	Interventions with High-Risk Families	3.00

Substance Use Disorders Requirement

PSY	855	Assessment and Treatment of Substance Use Disorders	3.00

Maternal Mental Health Requirement

PSY	848	Concentration: Maternal Mental Health	3.00

Credit and GPA Requirements

Minimum Total Credits: 115

Minimum Major GPA: 3.00

Psychology Courses

PSY 607 Measurement and Experimental Design in ABA
Learn about research methodology in applied behavior analysis, including the fundamentals of measurement, data display and interpretation, and the use of single-subject experimental designs.
Credits: 3
Every Fall

PSY 610 Behavioral Assessment
Learn the fundamentals of functional behavioral assessment and how to identify potential interventions based on assessment results.
Credits: 3
Every Spring

PSY 644 Psychology and Diversity
Due to the increase in culturally diverse populations within the United States, clinicians who work within the framework of behavior analysis must be aware of the role of diversity in people¿s perceptions, behaviors, and reactions to others. This course introduces students to diversity through a psychological lens. Topics addressed in the course will include definitions of diversity, stereotypes, prejudice, and discrimination, particularly as they apply to working with clients who are diverse in terms of race, ethnicity, gender, sexuality, religion, and age. A focal point will be implications of multiculturalism to the applications of interventions and assessments of diverse clients in the practice of Behavior Analysis and related health and education fields.
Credits: 3
Every Fall

PSY 651 Concepts and Principles of Behavior Analysis
This course provides (1) an introduction to the major theories dealing with conditioning and learning, and (2) a systematic analysis of the current data obtained from animal learning experiments in the areas of reinforcement theory, stimulus control and aversive control.
Credits: 3
Every Fall

PSY 657 Behavior-Change Procedures
Learn about behavior-change procedures used in ABA, the philosophical underpinnings of this discipline, and the role of fundamental concepts and principles of behavior in an applied settings.
A pre requisite of PSY 651 is required.
Credits: 3
Every Spring

PSY 658 Ethics and Standards of Practice in ABA
The course will consist of a discussion of ethical issues related to the practice of applied behavior analysis. In this context, students will be expected to demonstrate an understanding of the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts.
Credits: 3
Every Summer

PSY 659 Practicum in Applied Behavior Analysis
This course is an advanced practicum for students to gain practical experience in the design and implementation of behavioral programs for individuals with autism and developmental disabilities. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by the community agency. Students will spend at least 150 hours in clinical situations designing, implementing instruction and behavior treatment plans, and collecting data using techniques consistent with the empirical basis of Applied Behavior Analysis.
Credits: 1 to 3
Every Fall and Spring

PSY 659C Practicum in Applied Behavior Analysis
This course is an advanced practicum for students to gain practical experience in the design and implementation of behavioral programs for individuals with autism and developmental disabilities. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by the community agency. Students will spend at least 150 hours in clinical situations designing, implementing instruction and behavior treatment plans, and collecting data using techniques consistent with the empirical basis of Applied Behavior Analysis.
Credits: 1 to 3
On Occasion

PSY 704 Autism Spectrum Disorder
Learn about classification systems and assessment of autism spectrum disorders (ASD), and evidence-based strategies for treatment in the domains of social communication, social interactions, and restrictive and repetitive behaviors.
Credits: 3
Every Summer

PSY 705 Selecting and Implementing ABA interventions
Development of Behavior Intervention Programs. The focus of this course is on integrating the components of behavioral programming in applied settings. The final project will require a written document integrating all components of the intervention and evaluation program.
Credits: 3
Every Fall

PSY 706 Personnel Supervision and Management in ABA
This course focuses on behavior analytic supervision, staff training procedures and performance management. Supervision consists of systematically shaping the skills required of individuals seeking to formally practice applied behavior analysis, and it serves as a gatekeeper of high quality behavior analytic practice. Behavior analysts conduct assessments and write plans, and they rely on support staff to provide the bulk of the intervention hours. Thus, training support staff to implement practices of behavior analysis and using incentive-based performance improvement is a job duty of behavior analysts.
Credits: 3
Every Fall

PSY 759 Maintenance of Client Records
This course is designed to educate behavior analysts and provide a framework for making decisions regarding professional record keeping. Students will be familiarized with the legal and ethical requirements for record keeping of their specific professional context and jurisdiction, including the requirements of state and federal laws, as well as The Behavior Analyst Certification Board¿s Professional and Ethical Compliance Code for Behavior Analysts.
Credits: 2
Every Spring

PSY 799 Behavior Analysis in Theory and Practice
The purpose of this course is to prepare the students to take a comprehensive exam that will measure their competency and mastery of concepts in the field of behavior analysis. The comprehensive exam will serve as an alternative to a thesis, and the students will have to complete the CBA Learning Module Series. In addition, this course will assist the students in gaining test-taking skills in preparation for certification and licensure exams.
Prerequisites: 9 credits of coursework in the MA in Behavior Analysis or ABA certificate program.
Credits: 1
Every Spring

Clinical Psychology Doctoral Courses

PSY 801 Psychological Statistics I
This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about descriptive and inferential statistics. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 802 Psychological Statistics II
This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple regression, logistic regression, factor analysis, PCA, meta analysis, and ANCOVA. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 2

Every Summer

PSY 803 Cognitive and Neuropsychological Assessment
This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of objective test instruments (emphasizing intellectual assessment); and 3) general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included. Laboratory: 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 803L Cognitive and Neuropsychological Assessment Laboratory
Required laboratory for PSY 803. Meets for 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 0
Every Fall

PSY 804 Personality Assessment
This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports. Laboratory: 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 804L Personality Assessment Laboratory
Required laboratory for PSY 804. Meets for 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 0
Every Spring

PSY 805 Integrating Test Findings and Report Writing
This course focuses on advanced clinical interpretation of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality functioning in depth. Laboratory: 3 hours weekly. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 1.50
Every Fall and Spring

PSY 805L Integrating Test Findings and Report Writing Laboratory
Required laboratory for PSY 805. Meets for 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 0
Every Fall and Spring

PSY 806 Advanced Adult Psychopathology
This course introduces the students to concepts of normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorder, mood disorders, psychoses, trauma, psychosomatic disorders, and perversions). Psychopathology is considered from an historical perspective (ways in which different cultures define metal health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology). Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 807 Behavioral Assessment
This course provides both theoretical and practical knowledge of behavioral assessment. Distinction between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced.
Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 810 Professional Development Seminar: Preparation for Clinical Work
This course offers both theoretical and applied perspectives on relevant topics related to providing therapeutic services to adults, children and families at the LIU Pot Psychological Services Center. It focuses on a dual orientation approach that considers psychodynamic and cognitive behavior therapy principles, respectively, with sensitivity to cultural diversity and its impact on mental health and treatment of mental health problems. Students develop professional, inter-personal and empirical skills that are necessary for effective and ethical psychological evaluation and treatment of adults, children and families. More specifically, the course offers students the opportunity to develop evidence-based best-practice skills in case conceptualization and design of treatment goals and objectives.
First year summer course
Open to students in the Psy.D. plan only.
Credits: 3
Every Summer

PSY 811 Ethical Practice in Clinical Psychology
This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made among ethical, regulatory, civil and criminal issues and violations. Learning how to integrate ethical guidelines with good clinical practice is the basic objectives of the course. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 820 Behavior Analysis
The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavior analysis in clinical practice. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 821 Cognition, Perception and Cognitive Therapy
The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 822 Individual Intervention: Psychodynamic
This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations is also considered. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 824 Developmental Psychology: Lifespan
Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the bio-psychosocial contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various ages in the lifespan and provide sensitivity training about the contributions that and individual's multicultural identity has on their unique personal development. Through supervised case presentations, students

will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the development level and stage of life of the individual. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 826 Clinical Interviewing
This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with the topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 830 Professional Development Seminar: Case Supervision I
This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 837 Introduction to Clinical Research
In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctoral dissertation, as well as to consume and conduct research as psychologist. The course will cover both quantitative and qualitative methods. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 838 Doctoral Dissertation I
Student must have dissertation committee chair chosen. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 839 Doctoral Dissertation II
Student must have dissertation topic and dissertation committee members (2) chosen. Year 4 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 840 Professional Development Seminar: Case Supervision II
This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic or cognitive behavioral lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 841 Full-Time, Year-Long Internship
The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Student must apply to internships sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year. Year 5 or 6 course. Students must register for this course three times. This course has a special fee.
Open to students in the Psy.D. plan only.
Credits: 0
Every Fall, Spring and Summer

PSY 842 Dissertation Supervision Continuation
During the spring of the fourth year and fall of the fifth year, students are required to register for dissertation supervision continuation. If a student successfully defends his/her dissertation before the fall semester of his/her fifth year, this course will be waived. A bound copy of the dissertation must be submitted to the program. This course may be taken only twice. This course has a special fee.
Year 4 (spring) and Year 5 (fall) course
Open to students in the Psy.D. plan only.
Credits: 0
Every Fall and Spring

PSY 843 Dissertation Completion Maintenance
If a student has not successfully defended his/her dissertation by the end of the fifth year and all other program requirements are completed, he/she must register for dissertation completion maintenance in each subsequent fall and spring semester. May be repeated into Years 6 and 7 if needed. This course has a special fee.
Year 5 (spring), Year 6 (fall) course, Year 6 (spring)
A pre requisite of PSY 838, PSY 839 and PSY 842 are required.
Credits: 0
Every Fall and Spring

PSY 844 Biological Basis of Behavior
The purpose of this course is to study the brain through the examination of the nerve cell. Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural pharmacological aspects of mental health practice. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 846 Interventions with High-Risk Families
This course will cover theory, research, prevention, and treatment approaches for families "high risk." The course will begin with an overview and introduce assessment issues and methods, and then will examine victims and perpetrators and a range of "at-risk" conditions including physical abuse, sexual abuse, child neglect, child psychological maltreatment, child witness to domestic violence, dating violence, and sibling violence. We will also cover special topics such as intergenerational transmission of aggression, issues of diversity in family violence (e.g., age, gender, race), exposure to trauma and loss and bereavement issues for families. Year 3 or 4 course.
Open to students in the Psy.D. plan only.
Credits: 3
Rotating Basis

PSY 850 Professional Development Seminar: Benefiting from Supervision
This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE). Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 851 Assessment of Children
This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessments with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. Laboratory: 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.

Credits: 3
Every Spring

PSY 851L Assessment of Children Laboratory
Required laboratory for PSY 851. Meets for 3 hours weekly. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 0
Every Spring

PSY 852 Social and Community Psychology
An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Summer

PSY 853 Group Psychotherapy
This course presents a historical orientation to group psychotherapy. The student will learn about large and small group dynamics - both within the clinic and in society at large. Concepts covered include group-as-a-whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 854 Introduction to Dialectical Behavior Theory (DBT)
Dialectical Behavior Theory (DBT) is an evidence-based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex, difficult to treat individuals with co-morbid disorders and now expanding to also treat Axis I disorders (such as depression, anxiety, eating disorders, substance abuse, oppositional disorder). The treatment's flexibility and ease of use lead to it also being used across a variety of populations: children, adolescents, adults, the elderly, families, and correctional populations. DBT is intended to increase clients' behavioral capabilities, motivation to behave skillfully, generalization of skillful behaviors, environmental support of new behavior, and therapists' capability and motivation to work with such challenging clients. The first part of the course will covertheory, research, treatment stucture and modes, treatment targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The focus will be on individual therapy, consultation team, and telephone consultation. The second part of the course will cover the teaching strategies and content of DBT skills modules of Mindfulness, Emotion Regulation, Distress Tolerance, Interpersonal Effectiveness, and Walking the Middle Path.
On Occasion, Year 3 or 4
Credits: 3
On Occasion

PSY 855 Assessment and Treatment of Substance Use Disorders (SUD)
This course outlines approaches to diagnose, assessment, and treatment for substance use disorders. Several theoretical views of the etiology and maintenance of substance use disorders will be covered. Students will be familiarized with the evolution of diagnostic criteria for substance use disorders along with a variety of methods for assessing these disorders. A number of treatment approaches will be covered, including motivational interviewing, cognitive-behavioral therapy, psychodynamic theory, and the transtheoretical approach to therapy.
On Occasion, Year 3 or 4
Credits: 3
On Occasion

PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)
This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 861 Child and Adolescent Psychopathology
Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to children and adolescents and covers clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns, and influences and differential diagnosis. Year 1 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 862 History and Systems of Psychology
This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 864 Cultural Issues in Psychology and Psychotherapy
This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures such as African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Annually

PSY 865 Treatment of Children and Adolescents
Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 870 Professional Development Seminar: Internship Preparation
This professional development seminar is the next in the series of courses designed to help students achieve a more advanced level of competence in professional psychology. This seminar is designed to support students through the internship application process. The seminar addresses site selection, essay development, calculating hours, categorizing clinical data, writing a C.V., writing cover letters, selecting supplementary materials, interviewing, ranking sites, the matching algorithm, match day and the Clearinghouse. The format of the class is an open discussion, in which students will have the opportunity to discuss all aspects of applying for an internship. Further consideration in the field relative to the development and monitoring of internship training experiences will be explained. Students will be able to understand the current issues in training and the implications of recent changes for the future of clinical psychology.
Open to students in the Psy.D. plan only.
Credits: 3
Every Summer

PSY 871 Clinical Issues in Psychology I
This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include, but are not limited to: self psychology, personality disorders and neuropsychology.
Open to students in the Psy.D. plan only.
Credits: 1 to 3

On Occasion

PSY 877 Special Topic Elective
Consideration of a topic in clinical psychology not covered in other courses, such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, and psychology of addictions, Dialectical Behavioral Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy, play therapy and advanced play therapy.
Same as PSY 876 with Pass/No Pass grading.
Open to students in the Psy.D. plan only.
Credits: 1 to 3
On Occasion

PSY 878 Group Intervention Supervision I
All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 879 Group Intervention Supervision II
All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 880 Supervision and Management of Mental Health Professionals
Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development. Year 3 or Year 4 course.
Open to students in the Psy.D. plan only.
Credits: 3
Alternate Spring

PSY 891 Psychological Clinic Practicum I
This course offers the opportunity for Graduate Student Therapists (GST) at the LIU Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Fall

PSY 892 Psychological Clinic Practicum II
Continuation of PSY 891. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Spring

PSY 893 Psychological Clinic Practicum III
Continuation of PSY 892. Year 2 course.
Open to students in the Psy.D. plan only.
Credits: 3
Every Summer

PSY 894 Clinical Externship I
Supervised training in clinical psychology at program-approved externship sites for two days per week. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 1
Every Fall

PSY 895 Clinical Externship II
Continuation of PSY 894. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 1
Every Spring

PSY 896 Clinical Externship III
Continuation of PSY 895. Year 3 course.
Open to students in the Psy.D. plan only.
Credits: 1
Every Summer

PSY 897 Clinical Externship IV
Continuation of PSY 896. Year 4 course.
Open to students in the Psy.D. plan only.
Credits: 1
Every Fall

PSY 898 Clinical Externship V
Continuation of PSY 897. Year 4 course.
Open to students in the Psy.D. plan only.
Credits: 1
Every Spring

PSY 899 Clinical Externship VI
For students continuing externship beyond requirement and before internship: supervised training in clinical psychology at program-approved externship sites for two days per week. Year 5 course.
Open to students in the Psy.D. plan only.
Credits: 0
Every Fall, Spring and Summer

Master of Social Work

LIU Post's 60-credit Master of Social Work (M.S.W.) offers degree candidates three different specializations: child and family welfare, substance use and addictive behaviors, and forensic social work. The program is a collaboration between LIU Post and LIU Brooklyn. It is accredited by the Council of Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice social work. The program provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity-sensitive practice. Students select a specific area: child and family welfare; substance use and addictive behaviors, or forensic social work for more specialized education in a particular area of practice. The research curriculum in the second year supports the specialization study by demonstrating the application of research methodology to the student's chosen area of specialization. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in their selected specialization area. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base, and an understanding of the relationship of values, diversity, populations at risk, and promotion of social justice to the social work professional role with systems of all sizes. Further, the program emphasizes the advancement of human rights and social, racial, economic, gender identity and environmental justice in practice, policy and research.

An Interdisciplinary Approach

The M.S.W. program brings an interdisciplinary approach to graduate social work studies, combining coursework not only across campuses but also across departments within campuses and across traditional social work disciplines. Students who earn the Master of Social Work degree from LIU will have the skills, knowledge and values required to deliver direct care to a broad population as well as in the field of their chosen concentration. They will be prepared to manage and administer social service programs and agencies within the fields of mental health, community service, social service, and case management.

MASTER OF SOCIAL WORK – SPECIALIZATIONS

Substance Use and Addictive Behaviors Specialization

The LIU MSW Program offers students the opportunity to simultaneously meet the partial requirements towards the New York State Certificate in Alcoholism and Substance Abuse Counseling (CASAC) while earning their MSW degree. The LIU MSW Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). The Substance Use and Addictive Behaviors specialization satisfies all of the educational requirements for the CASAC credential and issues its own Education and Training Provider Certificate. In addition, the MSW Degree contributes significantly (4000 hours) toward satisfying the 6000 hour work experience requirement for the CASAC certificate. Regardless of where a student in placed for their practicum, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this specialization, students identify the collaborative role for social work in the treatment of substance use and addictive behaviors and acquire knowledge and demonstrate its application in the following areas: Knowledge of substance use and addictive behaviors, alcohol and substance use counseling; assessment, clinical evaluation, treatment planning, case management, and client, family and community education, and professional and ethical responsibilities and documentation.

Child and Family Welfare Specialization

The Child and Family Welfare specialization will provide an educational curriculum to students interested in working in an interdisciplinary context with children and their families. This specialization incorporates the knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple settings. After completing their first-year M.S.W. coursework, students will develop their understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, at-risk children and youth, and the relationship between child and family welfare systems and the juvenile/criminal justice systems.

Forensic Social Work Specialization

Forensic social workers perform a vital public service in guiding their clients through the complex legal system. These professionals possess a firm grasp of the civil, criminal, and juvenile justice systems, along with a profound understanding of how human rights, racial, socioeconomic, cultural, religious, and other aspects of their client's lives may impact access to legal services.

Graduates of the 60-credit Master of Social Work Program with the specialization in Forensic Social Work will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Forensic Social Work clients may be children or adults, individuals or families, organizations or communities. Their legal challenges may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance use and addictive behaviors. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole. The Forensic Social Work specialization prepares students to serve populations at-risk of, or involved with the juvenile and criminal justice systems, by identifying societal issues and their impact on clients; screening, assessment and counseling; planning and implementing interventions.

Students with a specialization in forensic social work can choose to complete a fifth specialization course to qualify for the Advanced Certificate in Forensic Social Work.

Masters in Social Work

(Program Code: 29207}

Required Social Work Foundation Courses (30 credits)

SWK	601	History and Philosophy of Social Work, Social Welfare Polices and Services (Policy I)	3.00
SWK	602	History & Philosophy of Social Work & Social Welfare Policies and Services (Policy II)	3.00
SWK	611	Social Work Practice I: Working with Individuals	3.00
SWK	612	Social Work Practice II: Working with Families	3.00
SWK	613	Social Work Practice with Organizations and Communities	3.00

SWK	621	Human Behavior in the Social Environment I: Birth Through Adolescence	3.00
SWK	622	Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood	3.00
SWK	701	Field Instruction I: Foundation	3.00
SWK	702	Field Instruction II: Foundation	3.00
SWK	798	Introduction to Social Work Research	3.00

Required Social Work Advanced Courses (18 credits)

SWK	614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context*	3.00
SWK	623	Administrative Behavior	3.00
SWK	650	Psychopathology	3.00
SWK	703	Field Instruction III : Specialization	3.00
SWK	704	Field Instruction IV: Specialization	3.00
SWK	790	Capstone	3.00
SWK	799	Advanced Research Methods for Practice	3.00

*This course is required for transfer students or students with advanced standing status. Students in the regular 60 credit M.S.W. Program are not requires to take SWK 614.

Minimum 3.00 Major GPA Required

STUDENTS SELECT 4 COURSES IN ONE AREA OF CONCENTRATION FROM THE FOLLOWING SPECIALTIES IN THEIR ADVANCED YEAR (12 credits):

Alcohol & Substance Abuse Counseling Concentration Requirements

Required Alcohol & Substance Abuse Counseling Courses

SWK	674	Theories & Principles of Alcohol & Substance Abuse Counseling	3.00
SWK	675	Introduction to the Techniques of Substance Abuse Counseling	3.00
SWK	677	Sociological & Psychological Aspects Of Substance Abuse	3.00
SWK	678	Physical & Pharmacological Effects Subs Abuse	3.00

Alcohol & Substance Abuse Counseling Concentration GPA

Minimum 3.00 Major GPA Required

Child and Family Welfare Concentration Requirements

Required Child and Family Welfare Courses

SWK	660	Families & Children:Policies & Services	3.00
SWK	661	Family Violence Across the Lifespan	3.00
SWK	662	Community Based Practice with Children & Families	3.00
SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00

Child and Family Welfare Concentration GPA

Minimum 3.00 Major GPA Required

Forensic Social Work Concentration Requirements

Required Forensic Social Work Courses

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK	631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK	632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK	633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

Advanced Certificate Forensic Social Work

Advanced Certificate in Forensic Social Work

{Program Code: 34760}

Advanced Certificate Requirements

Forensic Social Work Courses (15 credits required)

SWK	630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK	631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK	632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK	633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Choose one of the following:

CACJ	660	Principles and Methods of Rehabilitation of Offenders	3.0
CACJ	665	Criminal Justice Response to Domestic Violence	3.00
SWK	661	Family Violence Across the Lifespan	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
Minimum Major GPA: 3.00

Social Work Courses

SWK 601 Policy I
This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and contemporary social welfare policies, services and institutions. The course examines the economic, political, and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination. Throughout the semester, students will also learn about social and economic justice that benefits populations-at-risk.
Credits: 3
Every Fall

SWK 602 Policy II
This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about those factors, which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with the opportunity to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, criminal justice, substance abuse, and health care are also provided.
Pre or co-requisites of SWK 601 & 621 are required.
Credits: 3
Every Spring

SWK 611 Practice I
The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge base upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.
Corequisites: SWK 601, SWK 621
Credits: 3
Every Fall

SWK 612 Practice II
The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.
Prerequisite or co-requisites of SWK 602, 611, 621, 701, & 798 are required.
Credits: 3
Every Spring

SWK 613 Practice III
This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.
Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.
Credits: 3
Every Spring

SWK 614 Advanced Principles of Administrative & Clinical Practice Within an Interdisciplinary Context.
The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSW program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families. [This course is required for Advanced Standing students.]
Credits: 3
Annually

SWK 621 Human Behavior in the Social Environment I: Birth Through Adolescence
This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. This course will also examine the interaction of Race, Gender and Ethnicity in the development from Birth through Adolescence.
Credits: 3
Every Fall

SWK 622 Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood
This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community, and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical frameworks of the course are evaluated in terms of their applicability to social work practice and interventions that are geared towards assisting clients of diverse background in making positive changes in their lives.
Pre or co-requisites of SWK 601 & 621 are required.
Credits: 3

Every Spring

SWK 623 Administrative Behavior: A Context for Social Work

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances, and people.

Prerequisite of all SWK First Year courses and a co-requisite of SWK 703 are required.

Credits: 3

Every Fall

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice and juvenile justice systems, from arrest to sentencing and conviction.

Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

SWK 631: Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate understanding of the underpinnings of the conditions which lead a client to involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 631 Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate understanding of the underpinnings of the conditions which lead a client to involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g., tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

The course focuses on the role of the Forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drug and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

Credits: 3

Every Fall

SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.

Credits: 3

Every Spring

SWK 650 Psychopathology

This course provides a bio-psycho-social-cultural perspective to a life-span range of classified maladaptive behaviors that are exhibited by many social work clients, and that are classified by the 5th edition of the Diagnostic and Statistical Manual (DSM-5), (APA, 2013). The course provides an in-depth study of the etiology, course, prognosis, and treatment of major psychological and psychiatric conditions. The Competency Based Assessment Model, which "provides a conceptual framework using bio-psycho-social-spiritual theories and the DSM classification system to guide the process of assessment" (Gray, 2016, p. 12) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-5 diagnostic criteria and the empirical and epidemiological data that support each diagnosis. The course will also look at the behaviors that are being evaluated in the process of arriving at a differential diagnosis. The cultural context will be considered in understanding these conditions. Finally, the course will examine evidence –based treatment modalities for various diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role-play, group exercises etc.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Spring

SWK 660 Families & Children: Policies & Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

Credits: 3

Every Fall

SWK 661 Family Violence Across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

Credits: 3
Every Spring

SWK 662 Community Based Practice with Children & Families
This course provides students with the opportunity to hear community based practitioners present actual case studies based on a "case of the week" model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social assessment and Questions/Discussion to precede the practitioner's discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment, foster care and adoption, substance abuse, physical and emotional disabilities, health and mental health.(Offered at Post only)
Credits: 3
Every Spring

SWK 663 Childhood Psychopathology: Social Work Practice with At-Risk Child and Youth
This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 5th Ed Text Revised. (DSM-V-TR). It provides an in-depth study of the etiology, course, prognosis, and
resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV-TR multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Mash and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-V-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptation, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.
Credits: 3
Every Fall

SWK 674 Theories & Principles of Alcohol & Substance Abuse Counseling
This course introduces students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis is placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.
Prerequisite of all SWK First Year courses are required.
Credits: 3
Every Fall

SWK 675 Introduction to the Techniques of Substance Abuse Counseling
This course provides students with a foundation in the basic and advanced techniques of counseling the substance abuse population. Students receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice are also be thoroughly examined.
Prerequisite of all SWK First Year courses are required.
Credits: 3
Every Fall

SWK 677 Sociological & Psychological Aspects Of Substance Abuse
This course offers students a comprehensive view of substance abuse from a historical perspective, exploring what importance cultural and social views play in the treatment of such disorders. Students utilize cultural attitudes, legal sanctions and normative values regarding substance abuse and analyze what addiction is and who is defined as an addict by various disciplines (i.e. medicine, sociology and psychology, etc.) and systems (i.e., family, criminal justice, social service etc.) . Students examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact persons who are afflicted with the disease of addiction and how these complex issues impact treatment strategies.
Prerequisite of all SWK First Year courses are required.
Credits: 3
Every Spring

SWK 678 Physical & Pharmacological Effects Substance Abuse
This course examines how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction is reviewed. Psychoactive drug categories are explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning are discussed.
Prerequisite of all SWK First Year courses are required.
Credits: 3
Every Spring

SWK 701 Field Instruction I:
This is the first course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, Human Behavior & the Social Environment (HBSE), and Research to work with clients.
Corequisites: SWK 601, SWK 621
Credits: 3
Every Fall

SWK 702 Field Instruction II:
This is the second course in a four semester Field Instruction sequence in the Master of Social Work program and the final semester of Field Instruction in the Foundation year. Field Instruction II continues to prepare students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.
Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.
Credits: 3
Every Spring

SWK 703 Field Instruction III :
This is the third course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 3) to continue to practice problem-solving and relationship-building skills; 4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.
Prerequisite of all SWK First Year courses are required.
Credits: 3
Every Fall

SWK 704 Field Instruction IV:
This is the fourth course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The

Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 2) to continue to practice problem-solving and relationship-building skills; 3) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.
Prerequisites of all SWK First Year courses, SWK 623, & 703 are required.
Credits: 3
Every Spring

SWK 707 Research II: Thesis Proposal
Advanced Research Methods for Practice (Research II), the second course in this sequence, is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge base that was established in the Introduction to Social Work Research course (Research I). Research II provides the specialist graduate student with knowledge and skills necessary for application in the practice of social work on the micro, mezzo, and macro levels, respectively.
Research II focuses on application and expansion of basic research skills that students learn in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students propose a research project, focusing on investigating application of role theory concepts (e.g., role conflict, role confusion) in an interdisciplinary context of social work practice, policy, or organizational analysis. Students then expand on this research proposal for the thesis during the spring semester. Students choose a topic that is unique and specific to their respective areas of study concentration. Students learn how to apply research methods and how to collect and analyze various types of data in order to generate knowledge about, and systematically evaluate social work practice, organization and policy in their respective areas of concentration. Students also learn to consider multidisciplinary, ethical and multicultural issues as they learn how to generate, and derive conclusions from, empirical data.
Credits: 3
Every Fall

SWK 708 Thesis
In the final semester of study, all LIU-MSW students must complete either a thesis (Post) or Capstone Project (Brooklyn). The Thesis/Capstone projects represent the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role conflict. It is a scholarly paper written in American Psychological Association (APA) style. An exceptional paper will show an integrated and complete understanding of the topic selected by the student. The best papers are well structured and carefully focused. Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and role conflicts, within the context of students' second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and generate a "theory" regarding the incidence of the problem. Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. The conflict may also involve fragmentation or duplication in service delivery resulting in confusion or disagreement with regard to interdisciplinary role expectations. The methodology will vary according to type of project which may range from policy analysis in theoretical context (e.g. conflict theory); organizational analysis/ needs assessment and development of strategic plan; analysis of survey data regarding conflicts in perceptions of role and/or or content analysis of interview data regarding some aspect of interdisciplinary role conflict. Valid options for capstone include document research, strategic planning projects, as well as quantitative and/or qualitative research projects.
Credits: 3
Every Spring

SWK 798 Introduction to Social Work Research
Introduction to Social Work Research, the first research course in a sequence of two, is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the transactional relationship between research and practice in the field of social work. This course introduces the students to basic qualitative and quantitative research designs and to the ethical and conceptual aspects of research.
Corequisites: SWK 601, SWK 621
Credits: 3
Every Fall

DEPARTMENT OF DIAGNOSTIC HEALTH PROFESSIONS

M.S. in Biomedical Sciences

The 36-credit Master of Science in Biomedical Sciences offers advanced courses in a curriculum particularly well suited to those who wish to work in a research laboratory, individuals seeking acceptance into post-graduate professional schools (e.g., medical or dental school) and students seeking a career in basic science research who are planning to continue in doctoral programs. Students are taught by expert faculty specializing in the fields of microbiology, hematology, immunology and clinical biochemistry. Students may join the laboratories of faculty and acquire excellent research experience

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Biomedical Sciences must meet the following requirements for admission.

- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with a minimum undergraduate GPA of at least 3.0 out of a 4.0 scale.
- Applicants should have completed at the undergraduate level: one year of biology; one year of college math (may include one semester of statistics); one year of organic chemistry or one semester of organic chemistry and one semester of biochemistry. A candidate whose credentials satisfy all of the above requirements, as well as university admissions requirements, may be accepted as a fully matriculated student.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Two letters of recommendation, preferably from former science professors.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.

ADDITIONAL REQUIREMENTS

Admission to the Biomedical Sciences Program is highly competitive. Students are expected to have achieved a minimum grade point average a 3.0 out of a 4.0 (B grade).

A student may be accepted on a limited matriculant basis if their credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after the removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of B or better and will not be credited toward degree requirements. Courses may also be taken on a non-matriculated basis. A non-matriculant may apply for matriculant status after completing at least 9, but no more than 12, graduate biomedical science credits provided their cumulative grade point average is 3.0 or better. At least half of these credits must be from among the core courses listed below. The student must also have removed any technical and/or academic deficiencies. Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C+ or better.

Apply online here: https://liu.edu/apply

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree if they are not used towards a degree in another institution. A request to transfer credits must be made to and approved by the administration with the submission of official transcripts of all previous graduate work. Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better and must be from a USA university or college. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Biomedical Science

{Program Code: 06403}

The M.S. in Biomedical Sciences provides a rigorous course of study so that students achieve their academic and professional goals. Students may opt to complete a 36-credit thesis or non-thesis option.

Core Courses All Tracks (33 credits)

Required Courses

BMS	520	Pathophysiology	3.00
BMS	550	Clinical Biochemistry	3.00
BMS	561	Hematology	3.00
BMS	581	Immunology/Serology	3.00
BMS	591	Medical Microbiology	3.00
BMS	612	Systems Pathology	3.00
BMS	656	Molecular Diagnostics	3.00
BMS	673	Cancer Biology	3.00
BMS	687	Molecular Immunology	3.00
BMS	698	Medical Virology	3.00
BMS	703	Research Methods	3.00

Elective Courses:

Choose ONE: (3 credits only)

BMS	594	Mycology/Parasitology	3.00
BMS	661	Hematological Malignancies	3.00
BMS	691	Infectious Diseases	3.00
BMS	693	Advanced Topics in Cancer	3.00
BMS	706	Library Thesis	3.00
BMS	707	Introduction to Research	3.00
BMS	708	Experimental Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

M.S. in Clinical Laboratory Science

The M.S. in Clinical Laboratory Science program is a 52- credit program requiring a 6-month full-time clinical placement. Students may begin as part-time but will require a full-time commitment in order to complete this graduate degree program. Clinical Laboratory Scientists (CLS) are highly skilled laboratory professionals who are qualified by national certification and NYS licensure to work in several areas of a clinical laboratory, including hematology, microbiology, immunohematology, chemistry, immunology and molecular diagnostics (CLS generalist). They play a key role in the detection, diagnosis and treatment of diseases and illnesses. Using sophisticated laboratory equipment, CLS generalists perform tests and analyze cells, blood and other body fluids to detect abnormalities. They are a vital source of diagnostic information to doctors who use the test results to determine and monitor a course of treatment for patients.

The M.S. CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 N. River Rd., Suite 720, Rosemont, IL, 60018-5119; 773.714.8880; info@naacls.org), which is the national accrediting body for CLS programs. The goals of the program are to exceed the NAACLS specified benchmarks for certification exam pass rate, graduation rate and employment rate. This program integrates a complex level of theoretical and technical instruction in simulated laboratories on campus. Following successful completion of the CLS didactic courses, students are selected for the practicum by competitive placement into clinical sites contracted with LIU Post- a list of sites is shown below. Students successfully completing the clinical internship are eligible to take the ASCP (American Society of Clinical Pathologists) national certification examinations for a CLS generalist. Certification is necessary for employment nation-wide and is required for licensure in New York State. Conferral of the **M.S. in Clinical Laboratory Sciences** degree is not contingent upon passing a certification or licensure

exam.

Mission Statement

The mission of the CLS program at LIU Post is to prepare our graduates to be competent, knowledgeable and professional CLS generalists who possess the theoretical proficiency, practical expertise, critical thinking skills and communication abilities to contribute to the development and advancement of the clinical pipeline in NY state and nation-wide. The CLS Program will strive to exceed the program outcomes for student success as described by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Contracted Clinical Sites

* Northwell Health, Lake Success and affiliated sites;
* NYU-Langone, Mineola;
* Saint Francis Hospital, Port Washington;
* Good Samaritan Hospital, West Islip;
* Mount Sinai-South Nassau Communities Hospital, Oceanside;
* Sunrise Medical Laboratories, Hicksville,
* Mercy Hospital, Rockville Center

Practicum hours are six months from January-June of the senior year, five days/week in a day shift.Schedules for each department are set by the site.

For additional information and policies regarding placement into the clinical practicum, please contact the Program Director of the CLS Program, Anthony Capetandes PhD, MT(ASCP) at anthony.capetandes@liu.edu or 516-299-3039.

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ADMISSION REQUIREMENTS

To be considered for the M.S. CLS Program, email your transcripts (unofficial is acceptable for initial review) as a pdf to the program director of CLS, anthony.capetandes@liu.edu. If you are an international student, also include a WES or Globe evaluation as a pdf. Upon approval from the program director, submit an online application to the M.S. CLS Program: https://apply.liu.edu/quickapp/. Applicants must submit to the processing center (address indicated on the online application) official transcripts from all colleges or universities attended, a degree denoted transcript demonstrating completion of a baccalaureate degree, and two letters of recommendations, preferably from former science professors. The program director evaluates all applications through the year on a competitive selection basis. The most competitive applicants to the M.S. CLS Program are contacted for a personal interview conducted by the program director. The program director renders decisions based on the strength of the interview, science aptitude and professionalism on a competitive selection basis. Admission to the Clinical Laboratory Science Program is highly competitive. Students are expected to have achieved a minimum grade point average for a 3.0 out of a 4.0 (A grade) in all pre-requisite courses.

The pre-requisite undergraduate courses for the Major include:

- 8 semester hours (12 quarter hours) of Anatomy and Physiology (with lab).
- 8 semester hours (12 quarter hours) of Organic Chemistry and Biochemistry (with lab)
- 1 semester of Statistics
- 1 semester of Genetics or Molecular Biology

International students are also required to achieve a minimum TOEFL score of 90 IBT (a minimum listening and speaking score of 25 is also required); 233 CBT; or 577 PBT. IELTS of 7.0 or above is also acceptable.

ADDITIONAL REQUIREMENTS

The technical (non-academic) standards established by the programs in this department are evidence of the "essential functions" that students must be able to accomplish in the program. Essential functions include requirements that students be able to engage during educational and training activities so that they will not endanger other students, the public at large, or patients.

- ***Vision Standard*** — The student must be able to read charts and graphs, read instrument scales, discriminate colors, read microscopic materials, and record results.
- ***Speech and Hearing Standard*** — The student must be able to communicate effectively and sensitively in order to assess non-verbal communication and be able to adequately transmit information to all members of the health care team.
- ***Fine Motor Functions Standard*** — The student must possess all skills necessary to carry out diagnostic procedures, manipulate tools, instruments and equipment. The student must be able to perform phlebotomy safely and accurately.
- ***Psychological Stability Standard*** — The student must possess the emotional health required for full utilization of the applicant's intellectual abilities. The student must be able to recognize emergency situations and take appropriate actions.

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or fieldwork will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to and approved by the Director of the CLS program with the submission of official transcripts of all previous graduate work. Credits utilized in a baccalaureate degree cannot be utilized again towards the M.S. in Clinical Laboratory Sciences.

Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Clinical Laboratory Science

{Program Code: 33086}

Core Courses

Required Clinical Laboratory Science Courses

BMS	544	CLS Certification Exam Seminar	1.00
BMS	547	Management, Supervision, Teaching and Professionalism Seminar	2.00
BMS	551	Clinical Chemistry I and Urinalysis	3.00
BMS	562	Theories of Blood Coagulation	3.00
BMS	563	Hematology and Body Fluids	3.00
BMS	585	Immunohematology	3.00
BMS	587	Clinical Immunology	3.00
BMS	591	Medical Microbiology	3.00
BMS	609	Laboratory Information Systems	1.00
BMS	610	Histopathology	3.00
BMS	594	Mycology/Parasitology	3.00
BMS	652	Clinical Chemistry II & Instrumentation	3.00
BMS	656	Molecular Diagnostics	3.00
BMS	703	Research Methods*	3.00
BMS	706	Research Project* (or BMS 710 - Advanced Topics in CLS)	3.00

*NOTE: BMS 707/708 Research Methods/Experimental Research Thesis may substitute for BMS 703/706 with permission of the Program Director and the Department Chairperson.

Required Clinical Laboratory Science Practicum Courses

Clinical practicum are offered off-campus during over a 25 week period (January through June and July through December) done full-time only. Acceptance into the clinical practicum is competitive. A 3.0 GPA and successful interview are minimum requirements for consideration and do not guarantee placement into the practicum.

BMS	759	Practicum in Clinical Chemistry/Urinalysis	3.00
BMS	769	Practicum in Hematology & Coagulation	3.00
BMS	789	Practicum in Immunohematology/ Clinical Immunology	3.00
BMS	799	Practicum in Microbiology	3.00

Credit and GPA Requirements

Minimum Total Credits: 52
Minimum Major GPA: 3.00

Biomedical Science Courses

BMS 520 Pathophysiology I
The course will be a study of the etiology, pathogenesis, epidemiology, diagnostic tools and management of certain infectious diseases and neoplasms affecting humans. Lectures in Pathophysiology I not only stress the molecular and cellular basis for immunity, but also introduce students to those disease states in which a basic knowledge of immunology is critical to an understanding of the disease. The course deals with the role of the immune system in health and disease, the expected and unexpected responses in fighting infections, allergy and hypersensitivity; Immune system's role in tissue transplantation, tissue graft rejection, immunosuppression, cancer, autoimmune diseases and congenital and acquired immune deficiencies including AIDS. The concepts of microbial infection pathogenesis with emphasis on the mechanisms employed by pathogenic microorganisms in establishing infection in the host and the response of the host to fight the infection will be discussed. Specific genetic, developmental and pediatric diseases and disorders of daily life and diet will also be covered.
Credits: 3
Every Fall

BMS 544 CLS Review
This student-centric review is designed to provide CLS majors currently in practicum with the opportunity to request faculty review of selected topics in the CLS curriculum and clinical practicum as per the ASCP Exam Content Guidelines. The review culminates in a mock ASCP Certification Exam proctored by the Program Director of CLS. The mock exam is populated by ASCP-style multiple choice questions which determines the final grade for the course.
Pre requisite of BMS 591, BMS 563, BMS 551, BMS 562, BMS 585, BMS 587 and BMS 652 are required
Credits: 1
Every Spring

BMS 547 Management, Supervision, Teaching and Professionalism Seminar
This seminar identifies the five components of Management in Laboratory Medicine: duties and responsibilities including "problem solving-decision making" processes; concepts of managerial leadership: communication skills; process of personnel administration: evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information on teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives and educational methodology.
Credits: 2
Every Spring

BMS 550 Clinical Biochemistry
This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed.
Credits: 3
Every Fall

BMS 551 Clinical Chemistry and Urinalysis
This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation, the serum and urine specimen. Emphasis is based on the clinical correlations and analytical procedures commonly performed on serum to determine the quantity of carbohydrates, lipids, proteins, enzymes, and non-protein nitrogen substances and to assess cardiac, liver, renal, pancreatic and gastrointestinal function. Analysis of the physical, chemical and microscopic examination of urine (urinalysis) is also presented along with the disease processes that hinder kidney function.
BMS 551 & BMS 551L must be taken as co-requisites.
Credits: 3
Every Spring

BMS 551L Clinical Chemistry and Urinalysis
Clinical Chem & Urinalysis Lab Component
BMS 551 & BMS 551L must be taken as co-requisites.
Credits: 0
Every Spring

BMS 561 Introduction to Hematology
This course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues.
Credits: 3
Every Spring

BMS 562 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
Credits: 3
Every Fall

BMS 563 Hematology and Body Fluids
The formed elements of the peripheral blood, their precursors, function and structure - including basic methodologies for quantitation of cells and cellular components - are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the quantitative and qualitative assessment of disease in blood is also emphasized. Other body fluids are also addresses: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.
Credits: 3
Every Fall

BMS 581 Immunology/Serology
The topics covered in this course include innate and adaptive immune systems, Cells and organs of the immune system, types of antigens, antigen recognition by T and B cells at both the cellular and molecular levels, various cellular and autocrine and exocrine interactions that regulate immunity; aberrant Immune activation; cellular, molecular and immunochemistry techniques; humoral and effector mechanisms.
Credits: 3
Every Fall

BMS 585 Immunohematology
This course addresses the many aspects associated with transfusion medicine. Lecture and laboratory coursework are incorporated to address the theoretical aspects of Immunohematology supported by a technical emphasis on laboratory procedures performed in a hospital transfusion service.
A pre requisite of BMS 587 is required.
Credits: 3
Every Fall

BMS 587 Clinical Immunology
In addition to reviewing the cells and tissues of the immune system, specific and non-specific mechanisms of the immune response, the major histo-compatibility complex, hypersensitivities and tumor surveillance of the immune system, this course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. Emphasis is made on measurement of the immune product or reaction which can yield significant information in the clinical differential diagnosis or monitoring the progress of a disorder / disease.
Open to M.S. Clinical Lab Sciences students or instructor permission is required.
Credits: 3
Every Spring

BMS 591 Medical Microbiology
The delineation of microbial species: bacteria, fungi, algae, viruses, rickettsiae, chlamydia, protozoa, helminths and other animal parasites implicated in disease are presented. The course covers methods used in diagnostic microbiology as well as medical, clinical, epidemiological and nosocomial aspects of microbial disease states. Additionally, computerization, instrumentation, miniaturization, and DNA recombinant studies applicable to microbiology are covered.

Credits: 3
Every Fall and Spring

BMS 594 Mycology/Parasitology
This course examines host parasite relationships relative to disease transmission, pathology, immunology, epidemiology, survey and control. Emphasis on laboratory preparations and diagnosis of parasitic diseases includes those aspects of life cycles that are useful for clinical diagnosis.
Credits: 3
Every Fall and Spring

BMS 609 Laboratory Operations
This course will cover the following sections of Laboratory Operations as specified by the ASCP Exam Content Guidelines for CLS Generalist Certification: QA/QC, Laboratory Mathematics, Instrumentation and General Lab Principles, Lab Logistics, Safety, Management, LIS and Education & Communication.
Credits: 1
Every Spring

BMS 610 Histopathology
This course will teach the student the histologic and cellular composition of tissues in different disease states as compared to normal tissue. Emphasis is on major changes observed in tissues undergoing pathologic processes such as: inflammation, degenerations, necrosis, growth disorders; those changes that occur that influence the health and function of normal tissues within various body systems. Examination of pathology slides is an essential course requirement.
Credits: 3
Every Fall

BMS 612 Systems Pathology
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.
Credits: 3
Every Fall and Spring

BMS 651 Pharmacology
The purpose of this course is to understand the use of drugs and mechanisms of action states. The student develops and understanding of the pharmacodynamics and pharmocokinetics of drugs used to treat disease. The consequences and expectations of the drugs being administered (considering its pharmacodynamics, pharmaccognosy and pharmacokinetics) in that specific patient are presented.
Credits: 3
Every Spring

BMS 652 Clinical Chemistry & Instrumentation
This Clinical Chemistry course presents topics addressing endocrinology, electrolyte and acid/base balance, porphyrins, vitamins and nutrition status, therapeutic drug monitoring, toxicology and identification of tumor markers. The clinical correlations, analytical methods commonly performed on serum or urine are discussed with an emphasis on evaluating the patient's health care status. The principles of operating instrumentation used in clinical chemistry laboratories including point of care testing devices are also presented.
Prerequisite of BMS 551 is required.
Credits: 3
Every Fall

BMS 656 Molecular Diagnostics
Molecular diagnostics is the application of methods in molecular biology to the diagnosis of disease. Molecular biology examines what is going on inside the cell at the DNA/RNA/protein level. This course surveys some of the standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing, and microarrays. Formal lectures are followed by experiments in a laboratory equipped to perform many of the aforementioned techniques. Most of these techniques represent transferable technologies that may be used in various fields; i.e., forensic pathology, clinical laboratory medicine and cancer screening.
A co requisite of BMS 656 L is required.
Credits: 3
Every Fall and Spring

BMS 656L Molecular Diagnostics Laboratory
Survey of standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing and microarrays.
A co requisite of BMS 656 is required.
Credits: 0
Every Fall and Spring

BMS 661 Hematological Malignancies
In-depth coverage of concepts of cell origin and differentiation, as well as the molecular concepts of disease and current trends in research are covered. Quality control experience in lab practice, marrow differential counts, histochemical and biochemical techniques are included in-depth.
Prerequisite of BMS 561 is required.
Credits: 3
On Demand

BMS 673 Molecular & Cellular Biology of Cancer
This course covers molecular biology of cancer, intrinsic and extrinsic factors that regulate cancer, cell cycle regulation, oncogenesis, tumor markers, angiogenesis, senescence, apoptosis, metastasis, immune and biotherapy. The main focus is on the mechanisms that transform a normal cell to a malignant cell and the major hallmarks of cancer. Additional topics include cancer pathology and the prevention, diagnosis and treatment of cancer.
Credits: 3
Every Spring

BMS 687 Molecular Immunology
This course examines immunology with emphasis on current areas of research. The course is designed to give a broad but thorough covering of Immunology with an emphasis on regulation of immunoglobulin gene rearrangement, B-cell and T cell differentiation, determination of self from non-self and antigen recognition by T and B cells at both the cellular and molecular levels; various cellular and autocrine and exocrine interactions that regulate immunity, receptor-mediated triggering of cellular responses via second messengers, the cellular, humoral and effector mechanisms; tumor immunology, immunotherapy and tumor vaccines.
A pre requisite of BMS 581 or BMS 587 is required.
Credits: 3
Every Spring

BMS 691 Infectious Diseases
Isolation, identification and significance of microorganisms implicated in disease and as encountered in the clinical microbiology laboratory are covered in-depth. The significance of saprophytes found in the clinical specimen, unusual isolates and findings are discussed. Proficiency testing implemented as part of the practical microbiology, computerization, instrumentation, miniaturization and DNA recombinant studies applicable to microbiology are reviewed.
Credits: 3
On Demand

BMS 693 Advanced Topics in Cancer Research
This course will cover current topics in cancer biology including oncogenes, tumor suppressors, metastasis, cell cycle, apoptosis, and DNA repair in a 3-module format. Additionally, topics related to treatment of cancer (basic pharmacology, clinical pharmacology, mechanism of action, and development of resistance) will be covered. Each semester, three specific topics will be chosen and the students will be assigned readings from the primary literature and these articles will be discussed in a journal club format during sessions.
A pre requisite of BMS 673 is required.
Credits: 3
On Demand

BMS 698 Medical Virology
Isolation, identification and classification of the viruses in man and animals with application to disease states such as causes, diagnosis and prevention are examined. Prerequisite: Course in biochemistry or molecular biology.
Credits: 3
Every Spring

BMS 703 Research Methods
This course is designed to give students an overview of different research methods used in biomedical or clinical sciences. It will provide practical tools to read and analyze scientific literature, train students on how to gather information from different

sources and develop a literature review on their topic of interest. (3 credit course)
Credits: 3
Every Fall

BMS 704 Clinical Research Thesis
This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.
Prerequisite of BMS 703 is required.
Credits: 3
Every Semester

BMS 706 Library Thesis
This elective course allows students to work with a graduate mentor and committee to develop a literature review, generate a hypothesis and evaluate published literature to validate the hypothesis in any field of biomedical/clinical sciences. Students will produce a written thesis and presentation at the end of the course. Course is open only to matriculated LIU students and needs approval from mentor, committee and department.
Prerequisite of BMS 703 is required.
Credits: 3
Every Semester

BMS 708 Experimental Research Thesis
For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor. The student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carry out the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation.
Prerequisite of BMS 703 is required.
Credits: 3
Every Semester

BMS 710 Advanced Topics in Clinical Laboratory Science
Student will select an advanced topic of current scientific, clinical and/or professional importance in a specialized area of the clinical laboratory of their choice, based on their practicum experiences. Suggested projects may include, but not limited to, an analysis of selected techniques, an interesting case study, new methodologies, laboratory processes, or applications of LIS or analytical instrumentation. The student will be required to submit a proposal of the practicum project to a faculty member with expertise in the chosen laboratory discipline, who will approve the topic and who will also supervise and grade the final project. After conducting this independent study, the student will in a critical and analytical manner, write a paper on her/his chosen topic in review format.
Pre Requisites: BMS 562, 563, 585, 591 and 652
Credits: 3
Annually

BMS 759 Practicum in Clinical Chemistry/Urinalysis
The student will work with assigned preceptors at assigned clinical sites learning the techniques, procedures, instrumentation, and rational of routine and special chemistry tests. The rationale of clinical significance will be addressed. 40 hour week for 6 weeks = 240 hours. Routine urinalysis will be instructed for one week; special chemistry involving esoteric chemistry methodologies for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
Credits: 3
Every Spring

BMS 769 Practicum in Hematology, Coagulation, Histotechniques
The students will work with assigned preceptors at assigned clinical sites to learn to perform and to troubleshoot with instrumentation routine and specialized tests in hematology and coagulation. The rationale of clinical significance will be addressed. Students will learn to perform techniques in the histology department. 40 hour week for 6 weeks = 240 hours. Special Hematology for one week and Coagulation for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
Credits: 3
Every Spring

BMS 789 Practicum in Immunohematology/ Clinical Immunology
The students will work with assigned preceptors at the assigned clinical site learning routine and advanced techniques of blood banking procedures and techniques. All aspects of transfusion medicine will be addressed. Two weeks will be dedicated to the clinical immunology lab learning various molecular and immunological procedures and their associated clinical significance. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
Credits: 3
Every Spring

BMS 799 Practicum in Microbiology
The student will learn under the direction of preceptors at the assigned clinical sites to isolate, culture and identify bacterial, fungal, and parasitic pathogens. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
Credits: 3
Every Spring

M.S. in Registered Dietitian Nutritionist

The Master of Science and Registered Dietitian Nutritionist Professional Program (MS/RDN Professional Program) is an Accreditation Council for Education in Nutrition and Dietetics (ACEND) graduate-program that prepares students to sit for the Registration Examination for Registered Dietitian Nutritionists (RDN Exam), administered by the Commission on Dietetic Registration (CDR).

The MS RDN Professional Program is a 38-credit graduate program designed to be completed in 1.33 years (16 months) over four consecutive semesters: Fall I, Spring I, Summer I, and Fall II. This program combines rigorous coursework with comprehensive supervised experiential learning (SEL) opportunities, totaling at least 1,000 hours of practical experience. As a competency-based program, it prepares students to effectively promote nutrition, health, and well-being within their communities. With an increasing focus on healthy eating, disease prevention, and medical nutrition therapy in healthcare, the demand for dietetics professionals is growing. Upon successful completion, graduates will earn a Master of Science degree and be eligible to take the RDN Exam. Passing this exam will credential them as Registered Dietitian Nutritionists (RDN).

Graduates can also obtain New York State (NYS) certification as a Certified Dietitian-Nutritionist (CDN) by completing an application and submitting the required fee. An exam is not required for the CDN if the RDN has already been earned. Information on the CDN application process is available at **https://www.op.nysed.gov/professions/dietetics-nutrition/license-requirements**

For information on regulation of state licensure for the profession of dietetics, visit the Academy of Nutrition and Dietetics' (Academy) Licensure and Professional Regulation of Dietitians page at **https://www.eatrightpro.org/advocacy/licensure/professional-regulation-of-dietitians**.

How to become a Registered Dietitian Nutritionist

1. Complete a baccalaureate degree from a college or university.
2. Complete an ACEND accredited Didactic Program in Dietetics and obtain a DPD Verification Statement or complete program specific prerequisites.
3. Apply to an ACEND accredited supervised practice program such as a Dietetic Internship (DI) or a Future Graduate Model program.
4. After completion of an ACEND accredited program, the candidate successfully completes the national credentialing examination for Registered Dietitian Nutritionist (RDN).

To learn more about how to become a Registered Dietitian Nutritionist contact the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (A.N.D.).

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). In most states, graduates also must obtain licensure or certification to practice. Graduates who successfully complete the ACEND-accredited MS/RDN Professional Program at Long Island University are eligible to apply to take the CDR credentialing exam to become an RDN.

Admissions Requirements

- All applicants must hold a Bachelor's Degree
- Minimum GPA requirement of 3.0 overall
- All applicants must have received a Didactic Program in Dietetics (DPD) Verification Statement OR transcripts demonstrating completion of prerequisites.
- The GRE is not required

Applications are submitted through Dietetic Inclusive Centralized Application Service (DICAS) APPLY HERE

For assistance with DICAS please visit: Application Training Video; DICAS Help Center

Items submitted through your DICAS application

- Current resume or Curriculum Vitae
- Two letters of recommendation (at least one from a science course faculty member)
- Official transcript for Bachelor's degree with conferral date
- Official transcripts for prerequisite courses
- DPD Verification Statement if applicable
- Personal statement (up to 750 words) with short and long term career goals and reason for choosing LIU's program

International students whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5. International applicants to the graduate program must include an original World Education Services (WES) evaluation with their application.

Candidates for admission will be scheduled for an interview

For those who will not have a Verification Statement from a DPD Program, the following prerequisites are required:

Pre-requisite Courses

Sciences		5 year recency	
General chemistry with lab	At least 4 credits		C or better
Organic Chemistry with lab	At least 4 credits		C or better
Biochemistry with lab	At least 4 credits	X	C or better
Microbiology with lab	At least 4 credits		C or better
Anatomy and Physiology, I and II with labs	At least 8 credits	X	B or better
Nutrition			
Introduction to Nutrition Concepts or equivalent	3 credits	X	B or better
Food Science or equivalent	At least 3 credits	X	B or better
Nutrition Metabolism or equivalent	3 credits	X	B or better
Research Methods or equivalent	At least 3 credits	X	B or better

MS in Registered Dietitian Nutritionist

The following are required:

NTR	611	Concepts For Nutrition Practice	1.00
NTR	626	Advanced Counseling	3.00
NTR	627	Food Service	2.00
NTR	628	Advanced Medical Nutrition Therapy I	3.00
NTR	633	Nutrition Clerkship I	3.00

The following are required:

NTR	629	Advanced Medical Nutrition Therapy 2	0.00
NTR	634	Nutrition Clerkship II	3.00
NTR	636	Life Cycle Nutrition	3.00
NTR	703	Research Methods	3.00

The following are required:

NTR	631	Leadership	2.00
NTR	632	Public Health Nutrition	3.00

The following are required:

NTR	630	Advanced Nutrition Metabolism	3.00
NTR	635	Nutrition Clerkship III	3.00
NTR	706	Research Project	3.00

Credit and GPA Requirements
Minimum Total Credits: 38
Minimum Major GPA: 3.00

Nutrition Courses

NTR 540 Biomedical Statistics
Fundamentals of statistics as applied to medical and biological sciences. Measures of central tendency and variability; theory of sampling; theory of estimation; sample frequency functions; confidence limits; null hypothesis; linear regression and correlation; chi-square test; F-test and analysis of variance; elements of sequential analysis; statistical techniques adapted to laboratory quality control; design of experiments.
Credits: 3
Every Spring

NTR 603 Diabetes Management
The pathophysiology, complications and treatment modalities of Type 1, Type 2 and gestational diabetes are explored in this course. In addition, effective methods to educate individuals with diabetes are discussed.
Prerequisite of NTR 252 or its equivalents are required.
Credits: 3
Alternate Years

NTR 606 Communication and Education Skills in Nutrition
This course will provide the student with interpersonal skills essential for effective nutrition practice. Addresses notable theoretical frameworks for health/nutrition education programs. Program components including needs assessment, performance objectives, implementation strategies, and evaluation. Includes interventions specific to small group patient education.
Prerequisite(s): NTR 251 & must be in MS/RDN program.
Credits: 3
Alternate Spring

NTR 607 Clinical Nutrition
Examines the biochemical and medical background of a wide variety of clinical conditions with specific application to the theory of prevention, the nutritional treatment or management. The procedures followed for the nutritional assessment, planning, implementation and evaluation of the clients are presented.
Prerequisite of NTR 252 or its equivalents are required.
Credits: 3
Alternate Years

NTR 611 Concepts For Nutrition Practice
A course to bridge theory and practice for the dietetic interns as they prepare to begin their supervised practice experiences. Activities and assignments include application of medical terminology, practice of the Nutrition Care Process (NCP) using case scenarios, and development of lesson plans and menus. Oral communications and writing guidelines are reviewed. Only open to DI students.
Must be in the MS/RDN program to enroll
Credits: 1
Every Fall

NTR 612 Enteral & Parenteral Nutrition
The specifics of enteral and parenteral nutrition for prevention and treatment of undernutrition. The theoretical components of nutrition support will provide a basis for the recommendation of appropriate feeding regiments for clients.
Prerequisite of NTR 252 or its equivalents are required.
Credits: 3
Alternate Years

NTR 614 Dietetic Internship Clinical Experience
Interns rotate at various supervised practice sites over 23 weeks. Experiences may include hospital, long-term care, renal dialysis, institutional food service, school food service, community nutrition, counseling and education, and research. The rotation schedule is provided by the Program Director (PD); rotations not completed during NTR 614 in the spring were completed during NTR 613 in the fall.
Prerequisite of acceptance into DI program in nutrition is required.
Credits: 3
Every Spring

NTR 617 Weight Management
In-depth review of energy metabolism and the dimensions of obesity, including etiology, appetite regulation, and endocrine factors, various methods of treatment, including behavioral approaches, counseling, and exercise.
Prerequisite(s): NTR 251 & must be in MS/RDN program.
Credits: 3
Alternate Years

NTR 618 Advanced Energy & Exercise
This course will identify the physiological role of the macronutrients in exercise: aerobic and anaerobic; and the energy systems required for physical activity will be reviewed. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to conduct body composition and fitness testing.
Prerequisite of C or better in NTR 203 is required.
Credits: 3
Annually

NTR 620 Eating Disorders I
This course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders. The integration of nutritional, medical and psychological treatments in outpatient, day treatment, and inpatient settings will be emphasized. Current research findings will be incorporated into course work throughout the semester.
Credits: 3
On Occasion

NTR 626 Advanced Counseling Skills
This course is designed to provide students with a conceptual basis for patient-centered nutrition counseling. Focus on developing non-verbal and verbal skills to understand nutrition-related problems from the patient's perspective and to engage the patient in problem-solving processes. Skill development progresses from paper and pencil exercises to simulated patient counseling sessions.
Must be in the MS/RDN program to enroll
Credits: 3
Every Fall

NTR 627 Food Service
This is a 2-credit course that covers the principles of food service operations and management including: a historical introduction to the food service industry, the systems theory of management, menu planning, the operational functions of foodservice management, organizational design, financial management, facilities
layout and design and performance improvement. Fundamentals of food safety and sanitation will be covered in depth using ServeSafe® Manager training. This course also utilizes Microsoft™ Office Suite (Word, Excel, and PowerPoint) extensively to provide students with understanding of how these basic technologies are used in food hospitality. This course will prepare students for the RDN exam in important concept areas including: management of food and nutrition programs/services and food service systems.
Must be in the MS/RDN program to enroll
Credits: 2
Every Fall

NTR 628 Advanced Medical Nutrition Therapy I
This is a 3-credit course that will cover the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and cardiovascular disease will be examined. Nutritional
assessment techniques will be reviewed to evaluate dietary, biochemical, and anthropometric changes that relate to nutrition and disease processes. Case studies will be incorporated into the course to develop clinical practice skills and SEL experiences will allow for continuous assessment and reflection on skills and
competencies. Theories and concepts will be applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical applications of tools and techniques including Nutrition Focused Physical Exams (NFPE) used for assessment and

management of nutritional status will be covered including practice with an Electronic Health Record
Must be in the MS/RDN program to enroll
Credits: 3
Not Set

NTR 629 Advanced Medical Nutrition Therapy 2
This 3-credit course that follows MNT I and continues to address covering the pathophysiology and MNT for specific disorders and diseases. Clinical skills related to interpreting laboratory values and planning enteral and
parenteral nutrition therapy will be addressed. Case studies and SEL will be incorporated throughout the semester to further develop, assess and reflect on the student's clinical practice skills. Theories and concepts will be applied through a variety of methods such as nutrition assessment, including NFPE, care plans, chart
notes, and case studies. Practical applications of tools and techniques used for assessment and management of nutritional status will be covered.
Must be in the MS/RDN program to enroll
Credits: 3
Every Spring

NTR 630 Advanced Nutrition Metabolism
This course provides a detailed discussion about the study of macronutrients including carbohydrates, fat and protein and their interrelationships in human metabolism; as well as the role of vitamins and minerals in human metabolism and health. A review of recently published research will be incorporated into the course.
Must be in the MS/RDN program to enroll
Credits: 3
Not Set

NTR 631 Leadership
This is a 2-credit course that will focus on the application of the principles of leadership and management in various professional settings (acute and long-term care, ambulatory care), consultant services and the development of approaches to leadership, debate and disagreement in the practice setting, practice management, negotiation and ethical decision making. These topics will be addressed through debates, simulation, and roleplaying. Course topics will include management ethics, standards of practice, strategic planning, financial and human management, quality improvement, leadership styles, negotiation and team work.
Must be in the MS/RDN program to enroll
Credits: 2
Annually

NTR 632 Public Health Nutrition
This 3-credit course will focus on current and emerging issues in public health nutrition to address interventions aimed at improvement in populations of diverse cultures and nutrition policy. Course topics will include an overview of global and US public health nutrition goals, malnutrition, nutrient deficiencies, sustainability and obesity around the globe. Throughout the course, nutrition surveillance systems, practices and processes of local and global food markets, global food systems and legislative will be explored. An experimental component in global and public health at the local or global level will be included .
Must be in the MS/RDN program to enroll
Credits: 3
Annually

NTR 633 Nutrition Clerkship I
This is a 3-credit course that serves as an introduction to the various roles of the RDN. The students will spend at least 220 hours on site in various areas of practice including, Institutional Food Service (IFS) establishments, School Food Service (SFS) establishments, Long Term Care (LTC) centers and other community (CA) settings. The students will be continuously assessed by their preceptors as well as the Program Director (PD) and/or Clinical Instructor (CI) throughout their time within each of the practice setting areas. Assessments will include the evaluation of student work in the areas of food demonstrations, in-services, nutritional assessments, menu planning/development, etc.
Must be in the MS/RDN program to enroll
Credits: 3
Not Set

NTR 634 Nutrition Clerkship II
This is a 3-credit course that is a continuation from Clerkship I and allows students to spend time with RDNs in various professional roles. The students will spend at least 220 hours on site in various areas of practice including a hospital, renal dialysis center, IFS/SFS establishments, LTC centers and other community settings. The students will be continuously assessed by their preceptors as well as the PD and/or Cl throughout their time spent within each of the practice setting areas. Assessments will include food demonstrations, in-services, nutrition assessments, menu planning/development, etc. Clerkship II allows for advancement of clinical and practice skills by the students as they advance through designated competencies. These practice setting experiences will allow the students to perform and demonstrate competencies at a more advanced
level compared to Clerkship I. Clerkship II will encourage more independence within the practice settings and more opportunities for students to obtain feedback from their preceptors as well as the PD and/or Cl.
Must be in the MS/RDN program to enroll
Credits: 3
Every Spring

NTR 635 Nutrition Clerkship III
This is a 3-credit course that is a continuation from Clerkship II that allows students to spend time working in more advanced clinical practice settings. The students will spend at least 220 hours on site in various areas of practice including a hospital, renal dialysis center or other CA settings. The students will continuously be
assessed by their preceptors as well as the PD and/or Cl through various assessment tools, as well as incorporate self-reflection throughout their time spent within each of the practice setting areas. Clerkship Ill allows for advancement of clinical and practice skills by the students as they advance through designated
competencies. The students will also perform staff relief during Clerkship Ill. These practice setting experiences will allow the students to perform and demonstrate competencies at a more advanced level compared to Clerkships I and II. Clerkship Ill will encourage independent and entry level practice skills within the practice settings and more opportunities for students to obtain feedback from their preceptors and the PD and/or Cl.
Must be in the MS/RDN program to enroll
Credits: 3
Every Fall

NTR 636 Life Cycle Nutrition
This is a 3-credit course that will cover the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and cardiovascular disease will be examined. Nutritional
assessment techniques will be reviewed to evaluate dietary, biochemical, and anthropometric changes that relate to nutrition and disease processes. Case studies will be incorporated into the course to develop clinical practice skills and SEL experiences will allow for continuous assessment and reflection on skills and
competencies. Theories and concepts will be applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical applications of tools and techniques including Nutrition Focused Physical Exams {NFPE) used for assessment and management of nutritional status will be covered including practice with an Electronic Health Record.
Credits: 3
Annually

NTR 700 Special Problems in Nutrition
Research problem under the guidance of a member of the department faculty. Students may register only once for this course. One 1 or 2 credits, to be determined with the approval of the Department Chair, the Graduate Committee, and mentor. Open only to matriculated students.
Credits: 1 to 4
Cross-Listings: NTR 700, NTR 700
On Demand

NTR 703 Research Methods
Provides the students with practical tools for the initiation and development of a research proposal.

The scientific approach to problem solving, data collection and analysis.
Prerequisite; Must be in MS/RDN program.
Credits: 3
Every Fall

NTR 705 Selected Topics in Nutrition
This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.
Prerequisite of NTR 252 or its equivalents are required.
Credits: 1 to 3
On Occasion

NTR 705S Selected Topics in Nutrition
This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.
Prerequisite of NTR 252 or its equivalents are required.
Credits: 1 to 3
On Occasion

NTR 706 Research Project
This course provides another option for successful completion of MS degree in Nutrition through the completion of a library research project in the specialty. Open only to matriculated students with approval by the Department Chair, Graduate Committee and Mentor.
Prerequisite(s): NTR 703; must be in MS/RDN program.
Credits: 3
Every Semester

DEPARTMENT OF THERAPEUTIC HEALTH PROFESSIONS

M.A. in Speech-Language Pathology

Millions of Americans suffer from some form of speech, language, or hearing disorder and require specialized therapy or rehabilitation services. This creates a demand for trained professionals to assist adults and children in overcoming their communication difficulties. This program is dedicated to the advancement of the diagnosis and treatment of speech, language, voice, and fluency disorders.

The Master of Arts (M.A.) education program in speech- language pathology at LIU Post is accredited by the Council on Academic Accreditationin Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville MD 20850, (800) 498-2071 or (301) 296-5700. As a prerequisite for admittance, and undergraduate degree in a communication sciences and disorders is preferred, but a background in another area will be considered. In addition to ASHA certification, the program meets the requirements for New York State licensure and New York State teacher certification.

Students observe and participate in actual clinical sessions at the Jerrold Mark Ladge Speech and Hearing Center, located on campus. The Ladge Speech and Hearing Center offers a full range of diagnostic and therapeutic services for children and adults individually and/or in small groups.

Imagine the satisfaction of helping a child say their first words to their family or caregiver, or assisting an adult stroke patient to communicate with their family and friends. With the specialized, advanced training provided by the 58-credit Master of Arts in Speech-Language Pathology, you will be equipped for a career in diagnosing and treating a wide range of communication disorders.

Courses examine all facets of the field including articulation/speech sound disorders, fluency, voice and resonance, language and literacy, hearing, feeding and swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and assistive communication across the lifespan. Central to your training will be five clinical settings: a pre-clinic experience, two in the on-campus clinic, the fourth in a school setting, and the fifth in a hospital, rehabilitation center, or another adult facility.

As a prerequisite for admittance, an undergraduate degree in communication sciences and disorders is preferred, but a background in another area will be considered.

ADMISSION REQUIREMENTS
Candidates for the Master of Arts in Speech-Language Pathology complete the following prerequisites in addition to 3 credits in biology and 3 credits in physical science (physics or chemistry preferred) :

MTH	19	Basic Statistics	3.00
SPE	51	Phonetics of English	3.00
SPE	63	Introduction to Linguistics and Language Acquisition	3.00
SPE	82	Introduction to Speech Science	3.00
SPE	84	Introduction to Anatomy and Physiology of the Speech and Hearing Mechanism	3.00
SPE	90	Introduction to Audiology	3.00
SPE	93	Speech Path I	3.00
SPE	94	Speech Path II	3.00
EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	41 A	Nurturing Young Children's Development	3.00

Each applicant's academic background and training will be evaluated to determine if they need to complete any prerequisite courses. Prerequisite work will not count toward the 58-61 credit master's degree requirements. Students with majors other than CSD may apply with their current credentials. If accepted, it will be on a limited matriculated basis until prerequisite requirements are satisfied.
Admission is restricted and requires a general undergraduate grade point average of 3.0 and a 3.5 average in the major area.

Admission is for the fall and spring semesters.

The program requires the completion of at least 58 master's-level credits. The degree candidate selects either a thesis (additional 3 credits) or a comprehensive examination option to complete.

During the four-semester sequence of clinical practica, students will not be able to work full-time. These courses require a minimum of three days per week and may be a full-time commitment.

Applicants to the Master of Arts in Speech-Language Pathology must complete the following requirements for admission:

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.5 cumulative grade point average in undergraduate studies major area of study or successful completion of another master's degree.
- Three professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the personal experiences and characteristics that make you well suited in pursuing graduate work in this area of study and/or a related topic in the field of speech-language pathology
- A current resume
- Interview with the clinic director of the Department of Communication Sciences and Disorders is at the discretion of the faculty
- A spontaneous writing sample at admissions interview may be required
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
CSDCAS Applicant Portal link:
https://portal.csdcas.org/

M.A. in Speech-Language Pathology

{Program Code: 26177}
Requirements - (61 credits)
Required Courses: List 1

SPE	601	Neuroanatomy	3.00
SPE	610	Speech Science	3.00
SPE	620	Clinical Methods and Focused Observation in Speech-Language Pathology	1.00
SPE	625	Clinical Practicum in Speech-Language Pathology I	2.00
SPE	626	Practicum in Diagnostic Evaluation of Communication Disorders	1.00
SPE	627	Practicum in Audiology	1.00

SPE	628	Clinical Practicum in Speech-Language Pathology II	2.00
SPE	631	Clinical Practicum in Speech Language Pathology IV	3.00
SPE	632	Clinical Practicum in Speech-Laguage Pathology III	3.00
SPE	633	Diagnotic Procedures in Speech-Language Pathology	3.00
SPE	634	P A S S: Practical Applications for School Speech-Language Pathologists	3.00
SPE	680	Swallowing Disorders in Children and Adults	3.00
SPE	681	elopmental Disabilities and Autism	2.00
SPE	682	Voice Disorders	3.00
SPE	684	Stuttering	3.00
SPE	685	Aphasia and Related Disorders	3.00
SPE	687	Phonological and Articulation Disorders in Children	3.00
SPE	689	Child Language Disorders I	3.00
SPE	690	Child Language Disorders II	3.00
SPE	691	Motor Speech Disorders in Children and Adults	3.00
SPE	692	Aural Rehabilitation	3.00
SPE	694	Communication-Based Intervention for Infants and Toddlers	2.00
SPE	699	Special Topics in SLP	2.00
SPE	707	Research Problems in Speech-Language Pathology	3.00

Culminating Experience:

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

Thesis Course

SPE	708	Thesis Seminar	3.00

Credit and GPA Requirements

Minimum Total Credits: 61
Minimum Major GPA: 3.3

Communication Sciences and Disorders Courses

SPE 601 Neuroanatomy
This course is designed to provide the graduate student with a working knowledge of the central nervous system and connections with the peripheral nervous system. Anatomical landmarks and functions of the central nervous system will be emphasized as well as its role in human behavior and communicative disorders across the life span. Various pathologies of the nervous system will be examined. Its goal is to familiarize the student with basic brain behaviors. It is particularly useful to those students who choose to work with neurologically impaired children and adults.

Prerequisites: SPE 284 or equivalent.
Credits: 3
Every Fall

SPE 610 Speech Science
This course provides an overview of speech acoustics and speech production with an emphasis on the acoustic phonetic analysis of the speech signal. Laboratory exercises allow students hands-on experience that integrates theories with clinical practice.

Prerequisites: SPE 251, 282, 284 or equivalent.
Credits: 3
Every Fall and Spring

SPE 620 Clinical Methods and Focused Observation in Speech-Language Pathology
This one credit seminar provides students in Speech-Language Pathology with an introduction to clinical methods used in prevention, evaluation and treatment of communication and related disorders across the life span. Students have an opportunity to observe sessions in the Ladge Speech and Hearing Center, and participate in lectures, videotape analysis, seminar participation and complete computer based simulations to better understand the thought process for session planning and administration. Experiences are supervised by the clinic director and the supervisory staff. The seminar class focuses on the review and discussion of theoretical and procedural information as well as clinical observation. The class is designed to prepare students for SPE 625 in which they will be engaged in direct clinical interactions. Students also participate in experiential learning in the Ladge Speech and Hearing Center and the community.
Credits: 1
Every Fall, Spring and Summer

SPE 625 Clinical Practicum in Speech-Language Pathology I
This course provides the graduate student in speech-language pathology with an overview of the evaluation and therapeutic process with a limited amount of hands-on clinical experience. The course covers fundamental concepts in client and clinician interaction, the clinical process, clinical vocabulary, and the supervisory process. Students participate in lecture seminar, clinical observation and therapy, as well as analysis of clinical sessions and will complete computerized simulations. Lecture for one hour weekly plus observation and directly supervised clinical interaction with one to three clients over the semester in the Ladge Speech and Hearing Center is included. A minimum of 25 hours of guided observation (10 hours must be at the Ladge Speech and Hearing Center) is required by the end of completion of this course.
Credits: 2
Every Fall, Spring and Summer

SPE 626 Practicum in Diagnostic Evaluation of Communication Disorders
This supervised clinical practicum is offered in conjunction with SPE 633 Diagnostic Procedures in Speech-Language Pathology. It provides students with hands-on experience in screening and evaluation of children and adults with communication disorders.
Credits: 1
Every Fall and Spring

SPE 627 Lab Experience in Audiology
This practicum provides students with an understanding through observation of audiology and aural rehabilitation services conducted at the Ladge Speech and Hearing Center as well as an opportunity for students to conduct hearing screenings at the Center and at outside sites.
Credits: 1
Every Fall, Spring and Summer

SPE 628 Clinical Practicum in Speech-Language Pathology II
This course is a hands-on experience in providing evaluation and treatment directly supervised by the Communication Sciences and Disorders faculty and clinic staff in the LIU Post Ladge Speech and Hearing Center. Seminar once a week to discuss clients, clinical procedures, and professional issues including culturally responsive practices and interporfessional competencies. Students will complete computerized simulation activities.
Credits: 2
Every Fall, Spring and Summer

SPE 631 Clinical Practicum in Speech Language Pathology IV
This course provides clinical experience with adults, in off-site facilities including hospitals, rehabilitation centers, and developmental disability centers or clinical experience with children in a second pediatric off-site setting. The second pediatric setting must be different than the pediatric rotation in SPE 632. Supervision is provided by qualified personal at off-campus affiliated sites. This course includes a weekly seminar and completion of computerized simulations. The course addresses requirements for licensure and ASHA's CCC.
Prerequisites: SPE 625, 628, 633 and 685 or 691.
Credits: 3
Every Fall, Spring and Summer

SPE 632 Clinical Practicum in a Speech-Language Pathology III
This practicum is designed to partially fulfill requirements for Teacher of Students With Speech and Language Disabilities (TSSLD.) The student becomes familiar with all aspects of the administration of speech/language services in a school and gradually assumes responsibility for caseload management. This course includes a weekly seminar and completion of computerized simulations.
Prerequisite of SPE 628, 633 is required.
Credits: 3
Every Fall, Spring and Summer

SPE 633 Diagnostic Procedures in Speech-Language Pathology
This course covers assessment procedures, formulation of diagnostic impressions, and development of recommendations. Initial therapeutic goals are taught through a combination of lecture, observation and participation in diagnostic sessions. Diagnostic principles and procedures include interviewing, testing, and report writing are stressed.
Prerequisites: SPE 685 and 687, one complete and one concurrent
Credits: 3
Every Fall and Spring

SPE 634 P A S S: Practical Applications for School Based Speech-Language Pathologists
This course will provide graduate students with the knowledge of practical applications for the school based Teacher of Students With Speech And Language Disabilities. This course will focus on who, what, where, why and how to effectively work in schools. Areas to be addressed will include: organization procedures, caseload determination, scheduling, writing IEP's, therapy strategies, literacy, teacher consultations and workshops, plus professional and administrative responsibilities.
Credits: 3
Every Fall and Summer

SPE 680 Swallowing Disorders in Children and Adults
This course involves the study of anatomy and physiology of deglutition. This includes and overview of normal swallowing function across the lifespan (infants to adults). Disordered swallowing will be covered in depth re: etiologies and assessment and management in various settings. Ethical issues and the role of the speech-language pathologist as part of the dysphagia team will be discussed, including inter-professional interactions. Current dysphagia issues, techniques and events will be reviewed. Methods of technological assessment including modified barium swallow studies, flexible endoscopic evaluation of the swallow will be presented.
Prerequisite of SPE 601, 685 is required.
Credits: 3
Every Fall and Summer

SPE 681 Language Disorders in Autism and Severe Developmental Disabilities
This course covers the presentation of the linguistic characteristics of people with Autism and Intellectual Disabilities. The course emphasizes diagnosis, identification, intervention along with social, emotional, and cognitive aspects of language development. A functional communicative approach to language is taught. Augmentative communication and the use of technology is covered.
Credits: 2
Cross-Listings: SPE 681, SPE 681
Every Spring and Summer

SPE 682 Voice Disorders
The fundamental goal of this course is to review the normal ventilatory, laryngeal and supralaryngeal function of voice production. Additionally this course will provide students with an overview of clinical voice disorders, their classification, diagnosis and management across the life span. The students will have an opportunity to obtain and interpret objective clinical measures of phonatory function using acoustic and physiological measurement systems. Inter-professional interaction and relationships will be discussed. This course will also review the assistive communication technology avaiiable for laryngectomees.
Credits: 3
Every Fall and Spring

SPE 684 Stuttering
This course covers the theoretical and clinical models related to the development, diagnosis and treatment of stuttering in children and adults. This course will provide graduate students with a theoretical knowledge necessary to make clinical judgement regarding diagnosis and treatment of individuals who stutter.
Credits: 3
Every Fall and Summer

SPE 685 Aphasia and Related Disorders
This course will explore the various language and cognitive disorders secondary to brain damage in the adult population. The main focus is primarily on acquired aphasia, but will also explore language concomitants including traumatic brain injury, right hemisphere dysfunction, and the dementias. Neuroanatomical, neurophysiological, and generalized physiological background will be discussed as well as the ways in which researchers have proceeded in the development of the understanding of aphasia and related disorders. Theory and research will be related to clinical practice including diagnostic and therapeutic procedures. Inter-professional relationships and communication will be discussed to aid in the intervention and treatment of the aphasic patient.
Prerequisite of SPE 601 is required.
Credits: 3
Every Spring

SPE 687 Phonological and Articulation Disorders in Children
This course familiarizes the graduate student of speech-language pathology with the research in normal phonological development and its application to the assessment and treatment of phonologically impaired children. Phonological disorders are characterized with respect to recent developments in the field of linguistics, specifically in term of distinctive features, phonological rules, and processes.
Credits: 3
Every Fall and Spring

SPE 689 Child Language Disorders I
Normal acquisition of language is reviewed as a baseline for identifying language and learning disorders and delays. Characteristic features of speech and language in the language disordered child will be covered. Assessment procedures including standardized tests and language sample analysis will be emphasized. Strategies of intervention and implementation of functional therapy programs will be discussed. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication; social-emotional and cognitive development related to specific language impairment, pervasive developmental delay, autism, intellectual disabilities, language learning disabilities, ADD and ADHD, multicultural populations and the non-verbal child.
Credits: 3
Every Fall and Spring

SPE 690 Child Language Disorders II
This course will enable graduate students in speech-language pathology (SLP) to apply the fundamentals learned in the normal and disordered processes of speech, language, and hearing to the classroom setting. SLP students will be challenged to question more traditional school-based clinical practices, such as on intervention conducted in separate settings, in light of an increased call for collaboration between regular and special education and SLPs in the classroom. They will learn to serve the communicative needs of their clients through curriculum-based assessments an intervention.
Credits: 3
Every Fall and Spring

SPE 691 Motor Speech Disorders in Children and Adults
This course will provide the graduate student in speech-language pathology with a comprehensive understanding regarding the nature and treatment of motor speech disorders that may result from: stroke, head trauma, progressive neurological diseases, cerebral palsy, developmental apraxia of speech, and developmental dysarthria. Content includes a review of anatomy and physiology of the central nervous system, a study of the physiological correlates of the dysarthrias and apraxias.
Credits: 3

Every Spring

SPE 692 Aural Rehabilitation
This course provides the graduate student in speech pathology with a broad understanding of the principle theories and methodologies currently applied in aural rehabilitation of hearing impaired persons. The hearing aid as an instrument of rehabilitation is described as well as other assistive listening devices. Also included are techniques of speech reading and auditory training.

Prerequisites: SPE 290 or equivalent.
Credits: 3
Every Spring and Summer

SPE 694 Communication-Based Intervention for Infants and Toddlers
This course involves students in a critical study of recent trends and materials for young language impaired infants and toddlers, birth through age three. Special attention is given to developmental approaches and mainstreaming.
Prerequisite of SPE 601 & 689 is required.
Credits: 2
Every Summer

SPE 699 Topics in Speech Language Pathology
This course addresses issues facing graduate clinicians in two main clinical areas: Multicultural Considerations and Alternative and Augmentative Communication (AAC). The course emphasizes person- and family-centered care as a framework for culturally and linguistically responsive, ethical speech-language pathology practice. Topics include cultural competence, bilingualism, bilingual education, sociolinguistics, diversity, equity and inclusion, psycholinguistics, and multicultural perspectives.

Students will learn appropriate assessment and intervention procedures for individuals who are bi- or multilingual in order to support academic and communicative success through culturally and linguistically appropriate services. Emphasis will be placed on differentiating language difference, delay, and disorder; understanding how cultural and linguistic factors affect communication; and developing effective collaboration with families, interpreters, and other communication partners. Students will apply person- and family-centered principles when planning, implementing, and evaluating services for individuals across a range of disabilities and clinical settings.
Credits: 2
Every Fall and Spring

SPE 707 Research Problems in Speech-Language Pathology
This course provides students with an understanding of scientific methodology in communication sciences and disorders and information important to the development of skills necessary for critical evaluation of research.
Prerequisite of SPE 601 & 689 is required.
Credits: 3
Every Fall and Summer

SPE 708 Thesis Seminar
This optional course covers the preparation of the thesis. The completed thesis must be approved by a committee, and the writer must undergo an oral examination. Enrollment is restricted to students whose projects have been approved by the Speech and Hearing faculty. This course may replace the comprehensive examination.
Credits: 3
On Occasion

Doctor of Physical Therapy

The 9-semester, 115-credit hour Doctor of Physical Therapy (DPT) program builds on an undergraduate education that emphasizes prerequisite coursework in the biological, physical, and social sciences. Admitted students are prepared for a career in physical therapy as movement specialists. Our modular curriculum provides students with a manageable class schedule in which they can focus on only two to three courses at a time. The program's small class size (32) provides an atmosphere that fosters student-centered learning and mentoring by faculty who remain actively engaged in clinical practice. The curriculum provides a solid foundation in movement science through the integration of content related to human anatomy, physiology, kinesiology, neuroscience, and pathology. Students apply that knowledge to various clinical examination and intervention skills which are used to diagnose and treat a variety of musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, and other metabolic conditions. Supplemental coursework in legal regulations, ethical issues, communication skills, documentation, educational strategies, psychosocial issues, clinical reasoning, health care management, health promotion, research methods and the application of clinical evidence help prepare students for three full-time clinical experiences (total of 30 weeks) in a variety of practice settings. Students will also complete a scholarly project that is ready for presentation and/or publication. Following graduation, students are eligible to sit for the National Physical Therapy Examination (NPTE) to obtain a license to practice physical therapy.

Effective April 30, 2024, the Doctor of Physical Therapy program at Long Island University's Post campus has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (516) 299-4061 or email post-dpt@liu.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation. The program is scheduled to undergo review for its initial accreditation in the spring of 2028.

D.P.T., Physical Therapy

[Program Code: 43668] {HEGIS: 1212}

Professional Phase Year 1 (46 credits)

All Courses Required.

PPT	700	Musculoskeletal Pathology	2.00
PPT	750	Anatomy I	3.00
PPT	752	Anatomy II	3.00
PPT	755	Physiology of Movement	3.00
PPT	759	Neuroscience	3.00
PPT	760	Movement Analysis I	4.00
PPT	764	Movement Analysis II	3.00
PPT	766	Tests and Measures	4.00
PPT	775	Clinical Seminar I: Professional Values & Responsibilities	2.00
PPT	780	Research Methods & Biostastics	2.00
PPT	785	Principles of Evidence-Based Practice	2.00
PPT	790	Musculoskeletal Diagnosis & Management of the Upper Extremity	3.00
PPT	800	Systems Screen & Emergency Care	2.00
PPT	875	Clincal Seminar II: Basic Mobility & Documentation Skills	3.00
PPT	890	Foundations of Therapeutic Exercise	4.00
PPT	892	Musculoskeletal Diagnosis & Management of the Lower Extremity	3.00

Professional Phase Year 2 (38 credits)

All Courses Required.

PPT	757	Pharmacology	2.00
PPT	770	Psychosocial Issues	2.00
PPT	782	Scholarly Project I	1.00
PPT	787	Scholarly Project II	3.00
PPT	810	Biophysical Agents	2.00
PPT	820	Cardiovascular & Pulmonary: Pathology, Diagnosis and Management	4.00
PPT	830	Neuromuscular Pathology	2.00
PPT	832	Pediatric Neuromuscular Diagnosis and Management	3.00
PPT	834	Adult Neuromuscular Diagnosis and Management	4.00
PPT	850	Clinical Practice I	4.00
PPT	877	Teaching and Learning	2.00
PPT	880	Prosthetics and Orthotics	2.00
PPT	885	Other Pathologies: Implications for PT Management	4.00
PPT	995	Musculoskeletal Diagnosis & Management of the Spine	3.00

Professional Phase Year 3 (31 credits)

All Courses Required.

PPT	789	Scholarly Project III	2.00
PPT	879	Health Promotion and Wellness	3.00
PPT	915	Advanced Clinical Reasoning	3.00
PPT	950	Clincal Practice II	8.00
PPT	957	Clinical Practice III	8.00
PPT	960	Movement Analysis III: Diagnostic Instrumentation	2.00
PPT	975	Health Care Delivery	3.00
PPT	990	Clinical Seminar III: Transition to Practice	2.00

Credit and GPA Requirements

Minimum Total Credits: 115
Minimum Major GPA: 3.0

PPT 700 Musculoskeletal Pathology

This course provides students with a basic understanding of the pathophysiology related to orthopedic disorders. Emphasis is placed on the mechanism of injury, survey of epidemiology and etiology, symptomatology, pathology, and acute management and prognosis of specific musculoskeletal disorders. Course content has been designed to provide students with a basic knowledge of the signs, symptoms, prognosis, and medical/surgical management aspects of common musculoskeletal disorders such as fractures, dislocations, ligamentous tears, arthritis, osteoporosis, spinal stenosis and disc herniations, congenital orthopedic defects, bone tumors, and metabolic bone diseases. Upon completion of this course, students will be expected to synthesize course content in such a way as to demonstrate competence in the professional behaviors necessary for becoming an effective physical therapist.
Credits: 2
Every Fall

PPT 750 Anatomy I

The first of two courses introducing an in-depth study of the human body focusing upon the appendicular regions. Emphasis will be placed on the neuro-musculoskeletal systems. Structural inter-relationships shall be examined as the basis for normal function and as a means to understand structural and functional dysfunctions. In addition

to traditional lectures, directed laboratory experiences are comprised of cadaver demonstration, palpation and 3-d virtual dissection (Anatomage¿), as well as the study of skeletal material, anatomical models, and online dissection videos. This course will focus on the bones, muscles, joints, nerves, and vessels of the upper extremity and spine. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to apply the anatomy in a clinically relevant way.
A co requisite of PPT 750L is required.
Credits: 2
Every Summer

PPT 750L Anatomy I - LAB
Anatomy labs include virtual cadaver dissections, surface palpation of anatomical landmarks, and the constructing of human muscles, nerves, and blood vessels using clay applied to skeletal models.
A co requisite of PPT 750 is required.
Credits: 1
Every Summer

PPT 752 Anatomy II
The second of two courses continuing the in-depth study of the human body (appendicular and axial regions), with an emphasis on the neuro-musculoskeletal systems. This course will include palpation of anatomical structures. Structural inter-relationships shall be examined as the basis for normal function and as a means to understand structural and functional dysfunctions. In addition to traditional lectures, directed laboratory experiences are comprised of cadaver demonstrations and 3-d virtual dissections (Anatomage¿), as well as the study of skeletal material, anatomical models, and online dissection videos. This course will focus on the bones, muscles, joints, nerves, and vessels of the lower extremity, as well as the viscera of the thorax and abdomen. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to apply the anatomy in a clinically relevant way.
Credits: 2
Every Summer

PPT 752L Anatomy II - Lab
Anatomy labs include virtual cadaver dissections, surface palpation of anatomical landmarks, and the constructing of human muscles, nerves, and blood vessels using clay applied to skeletal models.
A co requisite of PPT 752 is required
Credits: 1
Every Summer

PPT 755 Physiology of Movement
This course presents an overview of the normal regulatory function of the skeletal, neuromuscular, autonomic, cardiovascular, pulmonary, renal and urinary, digestive, hepatic and biliary, endocrine, and reproductive systems and how these systems influence human movement. Students also learn how to perform basic anthropometric and body composition measures.
Credits: 3
Every Summer

PPT 757 Pharmacology
Course content will provide students with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions through critical analyses of clinical problems. This course includes discussions of pharmacodynamics (how the drug affects the body) for major drug classes and pharmacokinetics (how the body responds to a drug). The interaction between physical therapy interventions, especially exercise, on drug absorption, distribution, and elimination will be emphasized. Course content will focus primarily on drugs used to treat musculoskeletal, cardiovascular, pulmonary, and nervous systems. Common adverse drug reactions (ADRs), important drug-drug interactions, and potential therapy solutions to limit ADRs are also discussed.
Credits: 2
Every Fall

PPT 759 Neuroscience
This course is designed to provide students with an understanding of the basic structure, organization, and function of the healthy nervous system (NS). Emphasis will be placed on neuroanatomy and neurophysiology and on the fundamentals of sensory processing and motor control, with some description of cognitive, emotional and homeostatic functioning. The course will also introduce the relationship between normal functioning, common forms of NS dysfunction, and rehabilitation. Students will be expected to recall and apply information from previous course work in a clinically relevant manner. Upon completion of the course, students should be able to synthesize course content to make connections between the various neuroanatomical, neurophysiological systems, and functional systems and consider how damage will manifest itself in clinical presentations. Students will also demonstrate competency in the professional behaviors necessary for becoming a physical therapist.
Credits: 3
Every Spring

PPT 760 Movement Analysis I
Movement Analysis I is the first part of a three-course sequence that analyzes the localized and synergistic movements of the human body. This course focuses on the kinesiology and biomechanics of individual spinal and extremity joints along with the foundations of normal posture and gait. Building on their knowledge of human anatomy, students will scrutinize the osteokinematic and arthrokinematic motions of each region of the musculoskeletal system. Didactic lectures will be followed by laboratory experiences to reinforce knowledge acquisition and promote appreciation and application of human movement. Upon completion of the course, students will be expected to have the ability to describe and analyze the mechanics of human motion for each moveable joint of the human body.
Credits: 3
Every Fall

PPT 760L Movement Analysis I - Lab
Lab activities for Movement Analysis I include biomechanical problem-solving, evaluation of posture, and gait analysis.
A co requisite of PPT 760 is required
Credits: 1
Every Fall

PPT 764 Movement Analysis II
This course is the second in a three-part series and focuses on the analysis of functional patterns of movement. Students are introduced to fundamental concepts of motor learning and motor control. The pedagogical approach will include small group discussion, lab activities, and traditional lectures. Some basic, functional, motor skills like sit-to-stand, reaching, and postural transitions will be analyzed in detail. In addition, the course will consider a) some theoretical perspectives on how to analyze movements, b) some of the cognitive skills underlying motor learning, and c) some theoretical issues regarding the relationship between motor skills and disablement models. Upon completion of the course, students should be able to analyze basic functional movement skills in healthy and disabled individuals according to a task-oriented hypothesis-based practice model, including identifying the role of postural, mobility, and reach and grasp systems during functional movements. Students should also be able to discuss implications of various theories of motor control, motor learning, and health and disablement, on the selection and application of examination and intervention techniques used in physical therapy.
Credits: 3
Every Spring

PPT 766 Tests & Measures
This course is designed to provide the student an introduction and overview to tests and measures commonly used to assess movement dysfunction in most physical therapy examinations. Course content has been organized to provide the student with theoretical knowledge that can be used for administration, analysis, and interpretation of tests and measures. Administration of tests and measures encompasses the development of psychomotor skills; analysis of test validity and reliability; and

interpretation of results needed to facilitate clinical decision-making. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures.
Credits: 1
Every Fall

PPT 766L Tests & Measures - Lab
Lab activities for Tests & Measures includes evaluative skills such as goniometry, manual muscle testing, sensory and reflex testing, ergonomic assessments, and selected special tests.
A co requisite of PPT 766 is required.
Credits: 3
Every Fall

PPT 770 Psychosocial Issues
This course will provide an overview of the psychosocial factors that influence a patient's response to illness and disability with consideration given to health disparities and the need to practice in an equitable and inclusive manner. Topics will focus on the types of illness or disability that confront a person (and his/her family) and how they adjust to these situations. Various theoretical and intervention models will be used to explain how various factors affect an individual's attitude toward his/her health condition, therapeutic goals and outcomes, and lifestyle adaptations.
Credits: 2
Every Spring

PPT 775 Clinical Seminar I
This course is designed to provide the student with an introductory exploration of professional issues including the history, philosophy and present status of the profession of physical therapy, and the role of the physical therapist in health care delivery. Course content will focus on professional development by reviewing the American Physical Therapy Association's (APTA's) Core Values, Standards of Practice, and Guide to Physical Therapist Practice. Students will also be introduced to the Disablement, Biomedical, and ICF Models as a frame of reference for patient care. Ethical principles and legal regulations will also be introduced in the context of physical therapy practice. The pedagogical approach for the course will include didactic lecture, discussion, student presentation and debate.
Credits: 2
Every Summer

PPT 780 Research Methods & Biostatistics
This course describes the quantitative and qualitative research designs commonly used in physical therapy practice, along with the advantages and limitations of each design. The course will include an overview of statistical techniques used in clinical research and will teach students to identify and differentiate various clinically relevant research designs. Upon completion of the course, students should have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies, and they should be able to interpret a typical evidence-based clinical research study.
Credits: 2
Every Fall

PPT 782 Scholarly Project I
This course is the first in a 3-part series in which student will pose a clinical question that can be answered through a well-designed research or service-learning project. Students will be introduced to the various types of scholarship and select one that best matches their area of interest. Working in small peer groups under faculty supervision, students will develop a project proposal that provides the rationale for the project's need, states one or more PICO questions or service goals that the project will address, and outline the research or service methods that will be used to answer the research question or produce service outcomes.
Credits: 1
Every Summer

PPT 785 Principles of Evidence Based Practice
This course introduces students to the concept of evidence-based clinical practice. It will focus on improving skills at reading, understanding, applying and presenting clinical research literature in physical therapy. Upon completion of this course, students should be able to search the literature, summarize and evaluate the validity of the evidence from a set of clinical research studies, and explain the implications of that evidence for physical therapy practice.
A prerequisite of PPT 780 is required
Credits: 2
Every Spring

PPT 787 Scholarly Project II
This course is part 2 in a 3-part Scholarly Project series. Students will devote 45 hours of independent study to the implementation of the research or service project designed in the previous course. This includes any data collection and analysis.
Credits: 3
Every Spring

PPT 789 Scholarly Project III
This course completes the 3-part Scholarly Project series in which students defend and disseminate the results of their project via an oral presentation and/or publishable manuscript. The presentation will consist of an overview of the project purpose, design, and outcomes which students are expected to defend in a professional manner.
Credits: 2
Every Fall

PPT 790 Musculoskeletal Diagnosis & Management of the Upper Extremity
The second of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the upper extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the shoulder, elbow, wrist, and hand. Upon completion of the course, students will be able to safely examine and treat individuals with upper extremity musculoskeletal pathologies.
Credits: 2 to 3
Every Spring

PPT 790L Upper Extremity Musculoskeletal Diagnosis-Lab
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate patients with upper extremity musculoskeletal dysfunction and develop an appropriate plan of care.
A co requisite of PPT 790 is required.
Credits: 1
Every Spring

PPT 800 Systems Screen and Emergency Care
The course provides students with a systematic approach to screen physical therapy patients for underlying medical conditions that require referral to another healthcare provider, the provision of emergency care, or reporting to protective service authorities. Students will be able to identify red and yellow flags that contraindicate physical therapy intervention or indicate a need for extra precaution during treatment. Students will also learn to recognize signs and symptoms associated with life-threatening or disabling conditions and provide the appropriate emergency response in any clinical or community setting.
Credits: 1
Every Fall

PPT 810 Biophysical Agents
This course is designed to provide students with a theoretical knowledge base and the psychomotor skills required for the therapeutic application of commonly used thermal, light, sound, mechanical, and electrical modalities. Clinical reasoning and evidence-based practice will be fostered through traditional lectures, group discussions, hands-on laboratory activities, case studies and review of literature. Students will be expected to apply information from previous coursework in a relevant manner to critically analyze a variety of clinical scenarios. Upon completion of the course, students will be expected to demonstrate sound clinical decision making and competency in selecting, justifying and administering these biophysical agents.
Credits: 1
Every Fall

PPT 820 Future Educators
SCALE/ACE/FAST
Credits: 3
Not Set

PPT 820L Cardiovascular and Pulmonary

Pathology, Diagnosis, and Management - LAB
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate patients with cardiovascular and pulmonary dysfunction and develop an appropriate plan of care.
A co requisite of PPT 820 is required.
Credits: 2
Every Fall

PPT 830 Neuromuscular Pathology
This course is designed to provide the student with a basic understanding of the pathophysiology related to neuromuscular disorders. Emphasis is placed on the mechanism of injury, survey of epidemiology and etiology, symptomatology, pathology, and acute management and prognosis of specific neuromuscular disorders. Students will be expected to recall and apply information from previous course work in neuroscience. Course content has been designed to provide the student with a basic understanding of all aspects of neuromuscular disorders such as multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson¿s disease, muscular dystrophy, amyotrophic lateral sclerosis, cerebral palsy, and cerebellar disorders. Upon completion of this course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.
Credits: 2
Every Fall

PPT 832 Pediatric Neuromuscular Diagnosis and Management
This course will focus on the examination, evaluation, diagnosis, prognosis, interventions and outcomes related to neuromuscular disabilities of children and adolescents. Consideration of diversity, equity, and inclusive practices will be incorporated. Students will also become familiar with different practice settings such as NICU, early intervention, and the school settings. Laboratory sessions will enable students to learn assessment and intervention strategies including standardized tests, outcome measures, handling techniques and neurophysiological and neurodevelopmental treatment techniques. Principles of motor development, motor learning and motor control will be explored as related to this population. This course will present material in a variety of formats including, problem-oriented learning, review of literature with focus on evidence-based practice, live and video demonstration, lecture and laboratory sessions. Upon completion of this course students will have entry-level knowledge and skills to begin to manage a client with a developmental disability.
Credits: 2
Every Spring

PPT 832L Pediatric Neuromuscular - Lab
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate pediatric patients with neuromuscular dysfunction and develop an appropriate plan of care.
A co requisite of PPT 832 is required.
Credits: 1
Every Spring

PPT 834 Adult Neuromuscular Diagnosis and Management
This course is designed to provide the student with an overview of examination and evaluation procedures and therapeutic management of adult patients with neuromuscular diagnoses. Students will be expected to recall and apply information from previous course work in a clinically relevant manner. Presentation of course material will reinforce earlier course work in neuroanatomy, neurophysiology and neuromuscular pathology, and will take place in both the classroom and the laboratory settings. Course content has been designed to provide the student with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control and motor learning as a basis for clinical decision-making. Treatment approaches to be discussed will emphasize contemporary rehabilitation approaches with integration of historical approaches based on available evidence. Several case-based presentations will be used to guide the student in the clinical reasoning process for the development and progression of treatment for the adult neurological population incorporating consideration of diversity, equity, and inclusive practices.
Credits: 2
Every Spring

PPT 834L Adult Neuromuscular - Lab
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate adult patients with neurological dysfunction and develop an appropriate plan of care.
A co requisite of PPT 834 is required.
Credits: 2
Every Spring

PPT 850 Clinical Practice I
Clinical Practice I is a 6-week, full-time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student an opportunity to develop professional behaviors and communication skills, apply the patient management model, develop gross and specific examination and intervention skills, develop documentation skills, and begin to develop clinical decision-making and critical thinking skills within the content of evidence-based practice. Emphasis during this clinical practice is on the evaluation and treatment of patients, including the areas of basic examination and evaluation skills, mobility training, therapeutic exercise and manual therapy techniques. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems within a variety of clinical settings. Upon completion of the clinical experience, students are expected to synthesize course content in such a way as to demonstrate development of the generic abilities and core values necessary for becoming a physical therapist.
Credits: 4
Every Summer

PPT 875 Clinical Seminar II
This course is designed to provide the student with the essential skills basic to the practice of physical therapy. The psychomotor component of these essential skills include: proper body mechanics, positioning and draping, bed mobility, transfers, wheelchair mobility and management, and gait training. Patient safety will be emphasized along with a strong focus on professional behavior, communication and documentation skills. The pedagogical approach for the course will include lecture, demonstration, case study, documentation assignments and discussion.
A co requisite of PPT 875L is required.
Credits: 2
Every Fall

PPT 875L Clinical Seminar II - Lab
Lab activities including basic patient handling, mobility, and documentation skills.
A co requisite of PPT 875 is required
Credits: 1
Every Fall

PPT 877 Teaching and Learning Strategies
This course is focused on enhancing student physical therapists' ability to identify, select, and appropriately apply learning strategies congruent with the needs of the learner across a variety of physical therapy professional practice settings. Emphasis is placed on the role of educator with an outcome-based approach to learning and practice. Students explore the various components of the learning process as it applies to their current studies within the didactic and clinical education curriculum, as well as that which is seen in patient-client interactions, peer groups (e.g., professional in-services), and amongst inter-professional group environments.
Credits: 2
Every Fall

PPT 879 Health Promotion and Wellness
This course is designed to provide students with a theoretical and practical understanding of maintaining wellness and promoting health. Students will examine theories of behavior change as well as the effects of lifestyle and the environment on wellness. Social determinants of health (SDOH) will be introduced and related to health risk among the general population. Theories and concepts related to individual health behavior and change will also be covered. The steps necessary for the development of a health and

wellness program will be explored and students will have an opportunity to develop a health promotion activity or education session that targets a specific health risk. Consideration will be given to wellness activities that promote consideration of diversity, equity, and inclusive practices. Upon completion of the course students are expected to understand wellness theories and develop programs at the individual and community levels.
Credits: 2 to 3
Every Fall

PPT 879L Health Promotion &Wellness Lab
Lab activities include the implementation of various health screening and patient education projects that promote wellness.
A co requisite of PPT 879 is required.
Credits: 1
Every Fall

PPT 880 Prosthetics and Orthotics
This course is designed to provide the student with an overview of the pathology, evaluation, and interventions of individuals with amputations including the prescription, fabrication, and training on the use of prosthetic devices. The prescription and use of various orthotic devices to improve functional mobility in children and adults are also covered. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Sensitivity towards diversity, equity and inclusion is addressed within the context of course material.
Credits: 2
Every Fall

PPT 885 Other Pathologies: Implications for PT Management
This course is designed to provide students with an overview of the pathology, evaluation, and interventions of adult patients with pathologies affecting the integumentary, immunological, endocrine, hepatic/biliary, gastrointestinal, renal/urinary, and reproductive systems. In addition, students will explore the effects of aging on all body systems and learn to adapt previously learned interventions to meet the needs and abilities of older adults. Students will be able to address the management of selected pathological problems and apply information from previous coursework to critically evaluate the problem and develop a treatment plan. Upon completion of the course, students will be expected to synthesize course content is such a way as to demonstrate clinical decision making in regard to individuals with specific system pathologies incorporating diversity, equity, and inclusive practices.
Credits: 3
Every Spring

PPT 885L Other Pathologies - Lab
Lab activities are primarily associated with wound care and management of older adults.
A co requisite of PPT 885 is required.
Credits: 1
Every Spring

PPT 890 Foundations of Therapeutic Exercise
This course will introduce students to the scientific and theoretical basis, as well as the clinical application, of therapeutic exercises commonly used by physical therapists. The exercises include but are not limited to range of motion, stretching, resistive, aerobic, aquatic, and neuromuscular exercises. Specific course content will include the indications, precautions, contraindications for prescribing and applying various exercise interventions. Students will also have an opportunity to evaluate the effectiveness of various exercise devices that are being marketed to consumers.
Credits: 2
Every Spring

PPT 890L Foundations of Therapeutic Exercise - Lab
Lab activities focus on the selection and modification of various types of exercise interventions including resistive, aerobic, flexibility, aquatic, balance, and coordination activities.
A co requisite of PPT 890 is required
Credits: 2
Every Spring

PPT 892 Musculoskeletal Diagnosis & Management of the Lower Extremity
The first of three courses designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with musculoskeletal pathologies. This course will focus on the joints of the lower extremity and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the hip, knee, foot, and ankle. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with lower extremity musculoskeletal pathologies.
Credits: 2
Every Spring

PPT 892L Lower Extremity Musculoskeletal - Lab
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate patients with lower extremity musculoskeletal dysfunction and develop an appropriate plan of care.
A co requisite of PPT 892 is required.
Credits: 1
Every Spring

PPT 915 Advanced Clinical Reasoning
The course is intended to foster and enhance students' clinical reasoning in managing complex patient problems that result in movement dysfunction. A team-based approach to the management of select patient cases will be used to perform an in-depth analysis throughout the five elements of the patient management model. Emphasis is placed on the pillars of evidence-based practice: clinical expertise, patient¿s values and preferences, as well as best research evidence. Students will need to apply and synthesize didactic knowledge covered in previous and concurrent physical therapy courses as well as clinical knowledge gained from prior clinical education experiences. At the completion of this course, students are expected to demonstrate sound clinical reasoning throughout the patient management model and across the episode of care using good evidence-based practice skillsets.
Credits: 3
Every Fall

PPT 950 Clinical Practice II
Clinical Practice II is a 12-week, full-time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical settings and patient diagnoses.
Credits: 8
Every Summer

PPT 957 Clinical Practice III
Clinical Practice III is a 12-week, full-time clinical practice course under the supervision of a licensed physical therapist. This clinical experience is designed to provide the student opportunities to improve clinical decision-making and critical thinking skills through use of the patient management model, evidence-based practice, collaboration with patients, family members and other health professionals, and develop consultation, education, and administration skills. Students may also have the opportunity to engage in prevention/wellness programs, participate at Grand Rounds/Team Conference, and outcome assessments. Students are expected to critically evaluate problems and create appropriate treatment plans covering a variety of clinical settings and patient populations. Upon completion of this course. students will be prepared for entry-level practice as a physical therapist.
Credits: 8
Every Spring

PPT 960 Movement Analysis III: Diagnostic Instrumentation
This course will provide an introduction to advanced instrumentation used for the analysis of human movement in physical therapy practice and research. Among the instrumentation discussed will be nerve conduction velocity testing, three-dimensional optical movement analysis, force plates, electromyography, and diagnostic ultrasound. At the completion of the course, students will be able to give examples of the use of advanced instrumentation for rehabilitation and identify advantages and disadvantages of each example.
Credits: 2
Every Fall

PPT 975 Health Care Delivery
This course is designed to provide the student with the management theory and skills to use human resources effectively, understand the concepts behind cost control, finance, and entrepreneurship. Course content will introduce the theory and practice for managing and developing employees, interviewing, creating job descriptions, performance evaluations, conflict resolution, budgeting practices, financial reporting, reimbursement concepts, guiding employees through change, marketing, developing a business plan, participating in quality assurance, risk and outcomes management, and adhering to federal/state regulations. Current issues that impact the roles of leaders and managers and their responsibilities in various types of practice settings are also presented.
Credits: 3
Every Fall

PPT 990 Clinical Seminar III: Transition to Practice
This course provides students with multiple opportunities to engage in professional development and community service activities outside the classroom to demonstrate the core values of the physical therapy profession. Classroom experiences are designed to facilitate students' transition to a professional role by preparing for the national licensure exam; exploring professional service, leadership, and advocacy opportunities; formulating a career development plan; preparing a job application and interview strategy; and developing a plan to successfully manage personal finances.
Credits: 2
Every Fall

PPT 995 Musculoskeletal Diagnosis & Management of the Spine
The third and final msuculoskeletal course designed to help students apply the theory and skills used by physical therapists to assess, evaluate, diagnose, and manage movement-related patient problems of individuals with axial musculoskeletal pathologies. This course will focus on the temporomandibular joint, cervical, thoracic, and lumbosacral spine and incorporate the pathology, diagnosis, and management of non-operative and operative conditions of the various spinal regions. Presentations will take place in both the classroom and laboratory settings, and will foster critical thinking, practice of new techniques pertinent to orthopedic physical therapy, independent learning, inclusive practices, and problem solving through traditional lectures, lab practice, and small group discussions. Upon completion of the course, students will be able to safely examine and treat individuals with spinal musculoskeletal pathologies.
Credits: 2
Every Summer

PPT 995L Musculoskeletal Diagnosis & Management of the Spine - Lab
Lab activities focus on the examination and treatment techniques used by physical therapists to evaluate patients with musculoskeletal dysfunction of the spine and develop an appropriate plan of care.
A co requisite of PPT 995 is required.
Credits: 1
Every Summer

PT 750L Anatomy I - LAB
Anatomy labs include virtual cadaver dissections, surface palpation of anatomical landmarks, and the constructing of human muscles, nerves, and blood vessels using clay applied to skeletal models.
A co requisite of PPT 750 is required.
Credits: 1
Every Summer

PPT 750 Anatomy I - LAB
Anatomy labs include virtual cadaver dissections, surface palpation of anatomical landmarks, and the constructing of human muscles, nerves, and blood vessels using clay applied to skeletal models.
A co requisite of PPT 750 is required.
Credits: 1
Every Summer

School of Health Professions and Nursing Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The LIU Post School of Health Professions (herein "SHP") strives to provide every student with a rewarding educational experience. If any SHP undergraduate or graduate student wishes to submit a grievance concerning an academic matter, they have the right to do so and must follow their department grievance policy first before proceeding to this policy. Appeals must be submitted in writing by the fourth week of the next regular semester (fall or spring) following the academic matter: a student appealing a grade received in spring or summer semesters will have until the fourth week of classes in the subsequent fall semester to submit the written appeal and a student appealing an academic matter from the fall or winter semesters will have until the fourth week of the spring semester to submit the written appeal. Academic matters include re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHP, among other matters.

It is presumed that academic decisions by instructors/faculty members result from consistent, fair and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean must demonstrate that the standards and procedures were not clearly articulated or applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.

A student who wishes to submit a grievance shall utilize the following procedures:

1. The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor/faculty member in writing within ten (10) business days of the grievance issue. The instructor/faculty member will schedule a time to meet with the student to discuss the grievance within five (5) business days of being contacted. If there is no resolution, the student may file a formal, **written** grievance using the SHP Grievance Form with the Chair/Program Director of the department within ten (10) business days after meeting with the instructor/faculty member. It is the student's responsibility to provide specific evidence to support their grievance.
2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of their receipt of the student's formal written grievance. At this time, the Chair/Director may also consult with the instructor/faculty member to discuss the grievance and attempt to resolve the matter. The Chair/Director may consult other members of the department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The Chair/Director must advise the student in writing of their findings within ten (10) business days of the meeting with the student.
3. A student may appeal the decision of a Chair/Director to the Dean of the SHP within ten (10) business days of the issuance of the Chair/Director's decision. The student must submit a formal, written appeal to the Dean using the SHP Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support their appeal.
4. The Dean will review the matter and, if they determine the appeal has merit, will refer the matter to the SHP Academic Standing Committee. A meeting of the SHP Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHP Academic Standing Committee will hear statements from both the student and instructor/faculty member and Chair/Director and will consider all evidence submitted regarding the grievance.
   - The hearing will have all parties present.
   - The hearing will be recorded.
   - The student will present their appeal including justifications, circumstances, and any other relevant information for consideration.
   - The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
   - The student and instructor will NOT engage in debate of the circumstances with each other but will answer questions posed by the committee for the purpose of clarification.
   - Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
   - The SHP Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHP Academic Standing Committee will make a recommendation to the Dean within five (5) business days of its meeting.
7. The student will be notified by the Dean, in writing, of the decision within ten (10) business days of the Dean receiving the recommendation from the SHP Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHP before an appeal to the Vice President for Academic Affairs.

SCHOOL OF NURSING

The School of Nursing Graduate Program offers the Master of Science degree for the baccalaureate-prepared registered nurse interested in pursuing a career as a nurse practitioner.

LIU Post is committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident, in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practicum, community service, study abroad, research projects, and artistic performance. Our students' benefit as well from the Campus' participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of LIU Post will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events, and forces shaping the modern world.

The master's degree program offered by the School of Nursing is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). Graduates of the Family Nurse Practitioner program are eligible for New York State certification as a family nurse practitioner.

Upon successful completion of the master's degree in nursing, students will meet educational eligibility requirements to apply and take the following American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Board (AANPCB) national certification exams:

1. ANCC: Family Nurse Practitioner examination
2. AANPCB: Family NP examination

DEPARTMENT OF NURSING

The School of Nursing offers an accredited graduate program that prepares nurses to become strong, effective leaders who excel in clinical management. The School offers a Master of Science degree in Family Nurse Practitioner (FNP).

The Baccalaureate degree in Nursing and Master's degree in Nursing at LIU Post is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

The core curriculum for the M.S. degrees includes coursework in Nursing Theory, Issues in Professional Nursing for Advanced Practice Nurses, and Nursing Research.

We offer individualized attention and small classes to accommodate the needs of the Student Nurse/Student FNP. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

M.S. in Family Nurse Practitioner

In New York State, family nurse practitioners practice autonomously and have the authority to diagnose, manage, and prescribe medications for families within their scope of practice. LIU Post offers the Master of Science for the baccalaureate-prepared registered nurse, who is interested in pursuing the role of a Family Nurse Practitioner (FNP). This 46-credit program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is registered with the New York State Department of Education (NYSED). The program is open to BSN-prepared Registered Nurses to complete a Master's of Science degree as a Family Nurse Practitioner with eligibility to sit for the national FNP board certification exams. The program is designed to be completed in seven (7) semesters including summer semesters. Graduates of the program are eligible for New York State Licensure as an FNP and are eligible for national board certification through the national certifying agencies (American Nurses Credentialing Center and American Academy of Nurse Practitioners Certification Program).

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Family Nurse Practitioner (FNP) must meet the following requirements for admission.

- Application for Admission (Application deadline for the following fall semester is August 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5 or above is also acceptable.
- Required prerequisite undergraduate courses in Statistics, Research, and Health Assessment must be completed with a minimum grade of "B".
- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation is required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S. in Family Nurse Practitioner

{Program Code: 20726}

Core Courses

NUR	501	Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3.00
NUR	604	Advanced Clinical Pathophysiology Across the Lifespan	3.00
NUR	615	Advanced Pharmacokinetics & Pharmacotherapeutics	3.00
NUR	760	Evidence-based and Translational Methods	3.00
NUR	606	Advanced Health Assessment Across the Lifespan (90 lab Hours)	4.00
NUR	621	Family Theory: Cultural, Social, Ethical and Policy Issues	3.00

Specialty Courses

NUR	770	Diagnostic and Clinical Reasoning (25 lab Hours)	4.00
NUR	775	Diagnostic and Clinical Reasoning Practicum (90 Hours)	2.00
NUR	660	Diagnosis & Management I:Adult-Geriatric Health	3.00

NUR	665	FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours)	4.00
NUR	670	Diagnosis and Management II: Pediatric & Women's Health	3.00
NUR	675	FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours)	4.00
NUR	780	Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3.00
NUR	785	FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours)	4.00

Credit and GPA Requirements

Minimum Total Credits: 46
Minimum Major GPA: 3.00
Students must receive a "B" or better in all courses to remain in good standing.

Nursing Courses

NUR 501 Issues in Professional Nursing for Advanced Practice Nurses
This course addresses the current professional and legal issues that influence advanced nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered, while highlighting the importance of client and professional advocacy in reducing healthcare disparities.
A co-requisite of NUR 604 is required.
Credits: 3
Every Fall and Spring

NUR 600 Independent Study
An opportunity for students to do advanced work under the guidance of the faculty. Pass/Fail only. Open to graduate nursing students with the permission of their Program Director.
Credits: 1
All Sessions

NUR 604 Advanced Pathophysiology Across the Lifespan
The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied. The course presents the didactic theory necessary to provide health assessment and physical examination across the lifespan within the context of the nursing process.
A co-requisite of NUR 501 is required.
Credits: 3
Every Fall and Spring

NUR 606 Advanced Health Assessment Across the Lifespan
The student will build upon basic physical assessment skills in this course. Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients. The plan of care includes a selection and interpretation of appropriate laboratory and other diagnostic tests. the promotion and maintenance of health management in the care of the client will be emphasized. A case study approach in other methodologies will be utilized. Concurrently, students will complete a laboratory practicum where theoretical content will be integrated into the students' experience.
Pre requisites: NUR 501, NUR 604
Co requisites: NUR 606L, NUR 615
Credits: 4
Every Fall and Spring

NUR 615 Advanced Pharmacology
The focus of this course is to prepare Family Nurse Practitioner (FNP) students in the role of independent prescriber of pharmaceutical and non-pharmaceutical treatments for the myriad of illnesses and diseases found in the primary care environment.
Pre requisites: NUR501, NUR604
Co requisites: NUR606, NUR606L
Credits: 3
Every Fall and Spring

NUR 621 Family Theory: Cultural, Social, Ethical and Policy Issues
Through the exploration of family theory and the examination of cultural, social, ethical, legal, and family policy issues which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.
A prerequisite of NUR 501 is required.
Credits: 3
Every Summer

NUR 660 Diagnosis and Management I: Adult-Geriatric Health
This course provides the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care to the adult population, which includes the geriatric population. The main focus during this semester is the continued skill development in assessment, diagnosis and management of both acute and chronic conditions in the primary care setting in adult clients across their lifespan.
A pre requisite of NUR 615, NUR 621 and a co requisite of NUR 665 are required.
Credits: 3
Every Spring and Summer

NUR 665 FNP Practicum I: Primary Care of Families (Adult-Geriatric Health)
This practicum is taken concurrently with Diagnosis and Management I (NUR 660). Students follow preceptors (a nurse practitioner or a physician) in a primary care setting for their practicum experiences in adult health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to a diverse adult client population across their lifespan.(186 hours for students entering Fall 2026 on; 180 hours for students admitted prior to Fall 2026)
A co requisite of NUR 660 is required.
Credits: 4
Every Spring and Summer

NUR 670 Diagnosis and Management II: Pediatric & Women's Health
This course focuses on two important segments of the population specifically women's health and the pediatric population. The assessment, diagnosis, management, and prevention strategies of common gynecologic conditions / illnesses found in women in the primary care setting will be discussed and reviewed (non-gynecologic women's health issues will be discussed). The diagnosis and management of common acute and chronic diseases/conditions and preventative strategies within the pediatric population will be discussed and reviewed. Each area of focus will require students to use appropriate evidence-based practice protocols.
Pre requisites: NUR 660, NUR 665
Co requisites: NUR 675
Credits: 3
Every Fall and Summer

NUR 675 FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health)
This practicum is taken concurrently with Diagnosis and Management II (NUR 670). Students will follow preceptors (a nurse practitioner or a physician) in both pediatric and women's health primary care office settings for their practicum experiences in pediatric and women's health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to both pediatric and gynecology clients. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum.(186 hours for students entering Fall 2026 on; 180 hours for students admitted prior to Fall 2026)
A co requisite of NUR 670 is required.
Credits: 4
Every Fall and Summer

NUR 760 Nursing Research and Evidence-Based Practice
The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the reflective process in identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in knowledge. Integration of existing evidence with clinical judgment, patient preferences, inter-professional perspectives, And other resources forms the basis for the clinical decision making process that is inherent in improving patient population and organizational outcomes. Process for leading/managing practice changes are explored
A prerequisite of NUR 501 is required.
Credits: 3
Every Summer

NUR 770 Diagnostic and Clinical Reasoning
This course is taken prior to students entering the three Diagnosis and Management sequence of courses. During the course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with all the clinical skills and critical understanding required to provide competent care as a licensed independent health care provider.

Prerequisites: NUR 501, NUR 604, NUR 615, NUR 606, NUR 621
Co requisites: NUR 775
Credits: 3
Every Fall and Spring

NUR 775 Diagnostic and Clinical Reasoning Practicum
This practicum course is taken in conjunction with NUR 770. During this practicum course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) as a licensed independent health care provider.(186 hours for students entering Fall 2026 on; 180 hours for students admitted prior to Fall 2026)
Credits: 3
Every Fall and Spring

NUR 780 Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan
This course builds on the previous core courses and two diagnosis and management courses. This course, along with the practicum (NUR 785), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions.
Pre requisites: NUR 501, NUR 604, NUR 615, NUR 606, NUR 606L, NUR 621, NUR 660, NUR 665, NUR 670, NUR 675, NUR 760, NUR 770, NUR 775
Co requisites: NUR 785
Credits: 3
Every Fall and Spring

NUR 785 FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan
This is the final practicum course of the diagnosis and management practicum courses that builds on the previous core courses and two diagnosis and management course practicums. This practicum, along with the course (NUR 780), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions through practical hands-on experiences in their clinical practicums.(186 hours for students entering Fall 2026 on; 180 hours for students admitted prior to Fall 2026)
Pre requisites: NUR 501, NUR 604, NUR 615, NUR 606, NUR 606L, NUR 621, NUR 660, NUR 665, NUR 670, NUR 675, NUR 760, NUR 770, NUR 775
Co requisites: NUR 780
Credits: 4
Every Fall and Spring

APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

College of Arts & Design

SCHOOL OF PERFORMING ARTS

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

SCHOOL OF VISUAL ARTS

Major	HEGIS Code	Degree
Digital Arts and Design	1002	BFA
Digital Game Design & Development	1099	BFA

College of Education, Information and Technology

Major	HEGIS Code	Degree
Adolescence Education (Grades 7-12)	0803	MS
Adolescence Educadtion: Biology	0401.01	MS
Adolescence Education: English and SWD All Grades (dual initial certification)	1501.01	BS
Adolescence Education: Mathematics	1701.01	BS
Adolescence Education: Mathematics and SWD Grades All Grades (dual initial certification)	1701.01	BS
Adolescence Education: Social Studies and SWD Grades All Grades (dual initial certification)	2201.01	BS
Archives & Records Management	1699	Adv.Crt.
Childhood Education and Early Childhood Education (dual initial certification)	0802	BS
Childhood Education and Students with Disabailites All (dual initial certification)	0802	BS, MS
Clinical Mental Health Counseling	2104.1	MS, Adv.Crt.
Computer Science/Digital Fluency Education	0701	Adv. Crt
Early Childhood Education and Childhood Education (dual certification)	0823	MS
Early Childhood Education and Students with Disabilites - All Grades (dual initial certification)	0823	BS
Educational Leadership	0828	MSEd, Adv.Crt.
Health Education and Physical Education	0837	BS
Information Studies	0702	M. Phil.,Ph.D.
Library & Information Science	1601	MS
Library & Information Science / Subject Specialty (dual degrees with NYU)	1601	MS / MA
Library and Information Science, School Library Media	0899.01	MS
Literacy (All Grades)	0830	MSed
Public Library Administration	1601	Adv.Crt.
School Counselor	0826.01	MS
School District Business Leader	0827	MSEd., Adv.Crt.
Students with Disabilities (All Grades)	0808	MSEd
Transformational Leadership	0899	Ed.D.

College of Liberal Arts

Major	HEGIS Code	Degree
Political Science	2207	BA

Polk School of Communication

Major	HEGIS Code	Degree
Broadcasting	0605	BFA
Communications	0605	BS
Film	1010	BFA
Journalism	0602	BFA

College of Science

SCHOOL OF NATURAL AND LIFE SCIENCES

Major	HEGIS Code	Degree
Biology	0401	BS
Chemistry	1905	BA
Forensic Science	1999	BS
Genetic Counseling	0422	MS
Mathematics	1701	BS

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

Major	HEGIS Code	Degree
Artificial Intelligence	0701	BS, MS
Computer Science	0702	BS
Digital Engineering	0901	BE
Management Engineering	0913	MS

Roosevelt School

Major	HEGIS Code	Degree
Criminal Justice	2105	BA, MS
Health Administration	1202	MHA
International Relations and Diplomacy	2210	BA

College of Management

SCHOOL OF BUSINESS

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

SCHOOL OF PROFESSIONAL ACCOUNTANCY

Major	HEGIS Code	Degree
Accountancy	0502	BS, MS

SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

Major	HEGIS Code	Degree

Data Analytics & Strategic Business Intelligence	0703	MS
Fashion Merchandising	0509	BS
Sports Management	0599	BS, MS

School of Health Professions and Nursing

Major	HEGIS Code	Degree
Behavior Analysis	2099	MA
Biomedical Science: Clinical Lab Science - Generalist	1299	BS
Biomedical Sciences	1299	MS
Clinical Laboratory Science	1299	MS
Clinical Psychology	2003	Psy.D.
Forensic Social Work	2104	Adv.Crt.
Nutrition and Dietetics	1299	BS
Physical Therapy	1212	DPT
Radiologic Technology	1225	BS
Registered Dietician Nutritionist	0424	MS
Psychology	2001	BA
Social Work	2104	BS, MSW
Speech-Language Pathology and Audiology	1200	BS
Speech-Language Pathology	1220	MA
Veterinary Technology	0104.0	BS

School of Nursing

Major	HEGIS Code	Degree
Family Nurse Practitioner	1203	MS
Nursing	1203	BS

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